ACIP

Tharptown Elementary School

Franklin County Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Tharptown Elementary School is a small, rural, public school located in Franklin County in Northwest Alabama. The school serves the needs of students living in/around Russellville Alabama; mostly the outskirts of the city limits on the north and northeast ends of the county. The current population of these areas total about 5000. The history of Tharptown School dates back to 1886 as it began in an old church located at the present-day Tharptown Baptist Church grounds. There were nine teachers and forty students who attended the first school. Later, the school moved to the Smith house located across the road from the church. There were forty to fifty students who attended and grades one through seven were taught. The school moved again to the Patton house on Highway 48. Finally, in 1939, the white framed building was constructed on Highway 80 and named Tharptown Junior High School. The bid for the building was around $32,900. Later, an old school building was moved onto the school's property to serve as a lunchroom. Lunch around that time cost ten cents and the food came from local vendors. In 1955, a brick building was constructed that included a new lunchroom, restrooms, and classrooms. A gymnasium was added in the mid 1960's. In 1999, a new cafeteria and building with ten classrooms were added for the K-9 growing student body. As the growth continued, in October of 2007, the school was officially divided into two campuses: Tharptown Elementary School and Tharptown High School. A new building with office areas, restrooms, classrooms, and gym were built for the high school. This new transition started the 2006-2007 school year when the tenth grade was added. Every year, another grade was added. Tharptown Elementary is a Pre-K through 6th grade school and Tharptown High School has grades 7-12. Today, the high school campus continues to grow with the addition of a new library, computer lab, and more classrooms. In 2014, Tharptown Elementary School faculty and students, parents, and community members enjoyed a week-long celebration in honor of the original white framed building that still stands today as many of the students sit in the same classrooms as their ancestors did seventy-five years ago. The only changes that have been made in the building are partitions and walls to create classrooms and office spaces. The original wooden floors can be found in the classrooms and the old basketball court lines from the old gym are still visible today.

As of the census of 2010, there were 31,704 people, 12,286 households, and 8741 families residing in Franklin County where Tharptown Elementary is located. The racial make-up of the county was 83% white, 3.9% Black or African American, .7% Native American, .2% Asian, 10.5% from other races and 1.7% from two or more races. 14.9% of the population were Hispanic or Latino of any race. The average household size was 2.56 and the average family size was 3.05. The median age was 37.8 years. The median income for a household in the county was $33,942 and the median income for a family was $44,352. About 14.9% of families and 19.5% of population were below the poverty line. High school graduates or higher, % of persons age 25+ between 2009-2013 were 72.5%. Bachelor's degree or higher, % of persons age 25+ between 2009-2013, were 11%.

Tharptown Elementary now serves students in pre-kindergarten through sixth grade. The classrooms are organized in self-contained units of grades pre-kindergarten through 4th grade. The 5th and 6th grade classes are departmentalized. Tharptown Elementary has a highly qualified faculty with all teachers holding the highly qualified status according to the qualifications set forth by the Alabama State Department of Education with 53% of the teachers holding a master's degree or higher. The faculty consists of 25 regular classroom teachers, 4 special education teachers with 5 additional part-time special education teachers, 1 Title I teacher, 2 physical education teachers with 1 physical education aide, 1 literacy coach, 1 media specialist, 1 counselor, 1 pre-kindergarten auxiliary teacher, and 3 instructional aides with 3 part-time instructional aides. Tharptown Elementary has several part-time faculty members including 1 EL teacher, 1 EL instructional aide, 1 music/band teacher, 1 gifted education teacher, and 1 speech teacher. Tharptown Elementary also has a 21st Century Community Learning

Center Afterschool Program. This program has one site coordinator, one lead teacher, and two instructional aides. The student population has increased from 438 students during the 2015-2016 school year to 530 students during the 2016-2017 school year.

Approximately 1/3 of the student population is Hispanic. The Hispanic population of students provides Tharptown Elementary with a large number of students who are English language learners. To assist in the educational success of the Hispanic students, Tharptown Elementary will begin an EL Afterschool Enrichment Program beginning in the 2015-2016 school year. This program will consist of one lead teacher and one instructional aide. While attending the EL Afterschool Enrichment Program, parents and students will be taught language acquisition skills and students will receive remediation with homework.

We strive for excellence at Tharptown Elementary School by continuously staying abreast of research-based practices for our students. Since 2000, Tharptown School has been an Alabama Reading Initiative (ARI) site. Faculty and administrative members have attended training and professional development in a variety of language arts, math, and science strategies. Grade level meetings, data meetings, turn-around trainings, and ARI coaching are used to discuss and review instruction for best practices to increase learning for our students. Tharptown Elementary uses various interventions to remediate students. Classroom teachers meet with students in small groups for Tier 2 differentiated instruction within the classroom setting. The Title I teacher helps students at the Tier 3 level at a different time within the school day who need further support in mastering the standards. The afterschool programs help provide intervention services to increase student learning.

The stakeholders are proud of Tharptown Elementary School and all want the best for the school to continue to grow. The unique features of our school that we share are very important to all of us as we continue together as a Wildcat family to strengthen the bond of pride that we hold so dearly. Parent and community members volunteer their time to help in times of need to repair the physical needs of the school buildings in order to maintain a safe and clean environment for our faculty and students. For example, the interior of the gymnasium has new paint, along with the foyer and restrooms. Volunteers also installed new flooring in the foyer of the gymnasium. Also, a sidewalk and breezeway were constructed at the student drop-off/pick-up area at the back of the campus to help keep the students safe in the mornings and afternoons as they enter/depart from school. A safe school environment is very important to us. Our school has a Crisis/Safety Management Plan in place and has regularly scheduled emergency drills to prepare students in the event of tornado, fire, and emergency lockdowns. During regular school hours, visitors must enter through the front entrance. All visitors must sign in at the office. Our school has security cameras that monitor activity throughout the buildings on campus. These cameras record activity 24 hours a day, 7 days a week.

In addition to academics, students may participate in community offered recreational activities such as Youth League football, basketball, baseball, softball, and cheerleading. Special Events at our school include Title 1 Back to School Night, Parent/Teacher Conference Day, School-Wide Christmas Musical, Field Day Events, Red Ribbon Week, Read Across America Week, Christmas Tree Program, Jump Rope for Heart, and Grandparents Day Events. The faculty and administration work diligently to ensure every student, parent, and staff member is welcomed, included, and made to feel a part of the Tharptown community. Staff and community functions provided by the school, parents, staff, community, and PTO have one goal in mind and that is to maintain a loyal, supportive, school environment where everyone is united and successful.

Although Tharptown Elementary School is located in a challenging area of the county with a high poverty level of 83.63% and limited available resources, the faculty and administration diligently stay focused in meeting the challenging, ever-changing educational standards and teaching techniques. Striving to meet academic goals and balancing the life challenges that our students and families encounter is a daily challenge that we take to heart at Tharptown. It is our belief that each student, regardless of socio-economic status, or race deserves an education that will build strength of character as we provide a learning and motivational environment for the intellectual, physical, social and emotional development of each child.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Tharptown Elementary School is to provide a safe and comfortable learning environment for academic excellence where students are challenged and motivated to think critically and to develop habits of responsible citizenship in order to reach their highest potential for success.

Our vision is for all students to feel 100% successful at Tharptown Elementary School to empower them to become successful and productive in a global society.

The philosophy of Tharptown Elementary School is Teamwork Equals Success. The stakeholders of Tharptown believe teamwork equals success as the stakeholders share a set of common goals for the students of Tharptown Elementary:

-to provide quality instruction of a comprehensive curriculum which meets the College and Career Ready Standards
-to ensure that assessment should include varying types of evaluation, both formal and informal
-to offer educational activities that challenge students to think critically and take responsibility for their actions
-to ensure that students of all ability levels are well equipped to meet the challenges of education, work, and life
-to provide a stimulating learning environment with a technological orientation across the whole curriculum
-to provide a safe environment conducive to learning that is essential in encouraging growth and development as safety drills are performed on a regular basis throughout the school year
-to provide clear communication to all stakeholders that includes sharing the responsibility to help students reach their fullest potential
-to provide all stakeholders opportunities to provide input in decision-making and school programs
-to involve all stakeholders in providing students the opportunity to succeed in a global society
-to foster relationships and provide support for all families as our learning community becomes more diverse

The staff and administration attend a variety of professional development throughout the year to maintain updated new local, state, and federal mandates to ensure that standards and objectives taught at Tharptown Elementary School are current. Faculty meetings, grade level meetings, data meetings, and district meetings are held throughout the year to discuss updated research and student/school data to help determine the next steps toward meeting student and school goals by analyzing student data from various assessments such as Global Scholar, DIBELS, and ACT Aspire Interim and Classroom Assessments. Within the Franklin County School System, other meetings such as monthly principal meetings and quarterly literacy coaching communities, are held throughout the year to discuss the overall implementation of assessments and to strategically plan and determine next steps for success.

Tharptown Elementary School embodies its purpose through a vision that technology must be available for all students and staff. We believe that technology integrated thoughout the curriculum increases student learning and motivation. Technology is an important resource at Tharptown Elementary in order to access assessments such as Global Scholar and ACT Aspire Interim and Classroom Periodics throughout the school year. Another program that is implemented is Accelerated Reader. The students are encouraged and challenged to read literature for enjoyment while at the same time increasing their fluency levels. We have sets of iPads and Chromebooks that are accessible to all students to use in the classrooms. There is a check-out process for each faculty member in order to check-out the Ipad cart or the Chromebook cart. The school's website, email, and school cast are effective ways to share important school information to all stakeholders

such as dates and times of important upcoming events, inclement weather reports and school closings. Tharptown Elementary provides many other ongoing opportunities of communication between school and home by engaging in parent-teacher conferences, student progress reports, parental involvement meetings, and monthly school newsletters.

Tharptown Elementary School takes a disciplined, proactive approach to ensure a safe learning environment for our students. Schools are faced with on-going challenges and we must be prepared for a wide-range of emergency situations from natural disasters to threats of violence. For students to focus on learning, they must feel safe and secure at school and free from any type of bullying, harassment, or physical violence. At Tharptown Elementary we want to ensure a positive school climate so that students have supportive relationships with peers, teachers, staff, and school leadership. Students should believe that they are valued members of the school setting. They should also feel a sense of meaningful involvement and belonging in the school environment in their efforts to succeed.   Tharptown Elementary has a School Safety Plan in place and are prepared for emergency situations. Crisis management plans are in place and teams are trained to respond. We partner with local law enforcement, the juvenile courts, the district attorney's office, and emergency-response agencies to implement common-sense safety measures and responses. Our school board, parents, and community expect our school to be safe and work with us to ensure we have a safe environment conducive to learning. School security is not an option. It is our responsibility and commitment.

At Tharptown Elementary, we have high expectations for all students. We strive to offer the strongest possible, researched-based, data driven instruction, along with enriched learning activities so all of our students can master high academic performance levels to help foster in them a life-long love of reading and learning. We strive for children to feel loved and respected. The faculty and administration provide positive role modeling to be examples for children to love and respect themselves and others.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

At Tharptown Elementary, students are empowered to become extraordinary citizens by nurturing relationships, promoting positive attitudes and encouraging ownership of their educational opportunities and experiences. There have been several positive changes that have occurred over the last three years that have affected our school. Implementing the College and Career Ready Standards has been a shift toward providing more rigorous instruction that is more aligned with current data. By providing ongoing support and training, whether at professional development workshops or turn-around-training, accelerating academic achievement will guarantee that the students will receive a quality education. Tharptown Elementary is continually working diligently to increase math and language scores by adding additional resources and professional training for teachers.   The summative assessment, ACT Aspire, has replaced the Alabama Reading and Math Test (ARMT). We have been implementing ACT Aspire for the past three years. We have received and are implementing the updated Common Core Pearson Reading Street Series in grades K-6.

Tharptown Elementary has experienced notable success with student achievement in the past several years. The success can be attributed to the hard work and dedication of faculty members and administrators setting high expectations for all students. Classroom teachers develop thorough lesson plans that correlate to the College and Career Ready Standards each day and develop small group lesson plans to meet the needs of all students. When students are not meeting expectations, there are many options that the staff has put into practice to help students which include: a Tier 2 level of instruction with the classroom teacher in a small group setting which includes differentiated instruction, a Tier 3 level of instruction with the Title 1 teacher if students have difficulty mastering grade level standards, and an option to attend either EL Afterschool Enrichment Program or 21st Century Community Learning Center Afterschool Program. Listed below are some of our recent scores and notable achievements:

DIBELS Kindergarten Scores:

2013-2014
76% scored at or above benchmark goal in Letter Naming Fluency
85% scored at or above benchmark goal in Nonsense Word Fluency

2014-2015
92% scored at or above benchmark goal in Letter Naming Fluency
82% scored at or above benchmark goal in Nonsense Word Fluency

2015-2016
58% scored at the intensive level at the beginning of the school year and only 13% scored intensive at the end of the school year in First Sound Fluency

DIBELS First Grade Scores:

2013-2014

100% scored at or above benchmark goal in Phoneme Segmentation Fluency

96% scored at or above benchmark goal in Nonsense Word Fluency

2014-2015

97% scored at or above benchmark goal in Nonsense Word Fluency

2015-2016

37% scored at the intensive level at the beginning of the school year and only 18% scored intensive at the end of the school year in Oral Reading Fluency

Global Scholar:

2013-2014

2nd grade Reading score 64%, Math score 64%

3rd grade Reading score 73%, Math score 69%

4th grade Reading score 66%, Math score 60%

2014-2015

2nd grade Reading score 63%, Math score 63%

3rd grade Reading score 67%, Math score 65%

4th grade Reading score 70%, Math score 56%

5th grade Reading score 54%

6th grade Reading score 63%

2015-2016

2nd grade Reading score 48%, Math score 67%

ACT Aspire 2014-2015:

4th grade increased 18% in National Percentile Rank

6th grade increased 10% in National Percentile Rank

4th grade Hispanic students increased 7% in Reading

5th grade Hispanic students increased 9% in Reading

6th grade Hispanic students increased 4% in Math

ACT Aspire 2015-2016:

4th grade - 2% increase of students ready in math

6th grade - 13% increase in the number of students ready in math

6th grade Hispanic students increased 21 % in math

6th grade Hispanic students increased 3% in Reading

6th grade Hispanic students increased 7% in Science

*3rd & 4th grade students scored the highest in the Franklin County School System in Science

Technology integration is essential to prepare students to be college and career ready; therefore, Tharptown Elementary has introduced technology to the students via 30 iPads, 20 Nooks, 35 Chromebooks, 10 mobi devices, 5 MacBooks, 2 Apple Televisions, 12 desktop computers, and 1 interactive whiteboard. All Tharptown Elementary classrooms are equipped with an LCD projector and an ELMO. This has been a great area of achievement in the technology available to the students to help prepare them for the 21st century even though the desktop computers in our computer lab need updating and more hand held devices are needed for individual student learning.

In addition to the free breakfast program, Tharptown Elementary implemented a free lunch program for all students in the spring of 2015. Through this program, all students at Tharptown Elementary receive a choice of two healthy meals that include fresh fruits and vegetables.

While Tharptown Elementary School is a school that strives to do what is in the best interest of our students and to follow our mission, during the next three years there are some key fundamental areas in which improvements can be made. At Tharptown Elementary, we are working to continue to improve curriculum instruction of the College and Career Ready Standards and the improvement of standardized test scores. One of our main objectives is to close the gap in reading and language arts with our economically disadvantaged, students with disabilities, and Hispanic population. We will achieve this by focusing on effective parent and student involvement with additional afterschool intervention. An EL student and parent support system aimed at increasing school connectedness and student achievement will be implemented at the beginning of this school year. Tharptown Elementary will also strive toward a learning environment where all students and staff have ready access to a full range of current technology, software tools, and applications. We also intend to continue to build our professional learning communities and offer faculty and staff members with professional development to support them in the everyday teaching of students.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Tharptown Elementary School is a small rural school which has a tremendous amount of support from students, faculty, parents, and community members. Tharptown Elementary prides itself in not only academic achievement but, also in encouraging students to think of others by showing kindness and exhibiting positive attitudes by helping our community through fundraising activities and giving programs.

Tharptown Elementary has a wonderful student ambassador program. The TES Ambassadors are made up of two representatives elected by their peers from each grade level in grades fourth, fifth, and sixth. The president, vice-president, secretary/treasurer are sixth graders who run for office and are elected by all students in grades fourth, fifth, and sixth. There is a special TES Ambassadors induction ceremony after the elections in the gymnasium and all students, faculty, parents, and grandparents are invited to attend. The TES Ambassadors are engaged in several activities throughout the school year. During the Christmas season, the ambassadors create small, green, Christmas trees to have available for all students to purchase so they can donate to the project called "The Christmas Tree" project. The students are given a tree for every dollar they donate to the project. The trees are then displayed in all classrooms. Incentives are offered for classrooms raising the most money after the project is completed. The Christmas Tree project provides a few anonymous families at Tharptown Elementary a special Christmas with toys and other items that families need. The TES Ambassadors also assist with parental involvement handouts, the awards day ceremony, and the school-wide Christmas musical.

At Tharptown Elementary, the initiative is taken to instill in our students the need of what good character traits mean in their lives. Each morning, during announcements, the principal discusses a different character trait and an example of how the trait can be implemented in daily living. Tharptown Elementary believes it is very important that students develop caring, compassionate values to be able to help others and themselves.

Another area that provides an opportunity for students to grow academically and socially is the summer school program for students who may need additional help in areas of reading and math. The summer program is funded by the 21st Century Learning Center grant for students in PreK through sixth grade. This program provides academic enrichment through games, activities, and literature. In addition, the kindergarten participates in the Expanded Food Nutrition Education Program provided by the Franklin County Extension Agency. This program is about teaching the students about the fundamentals of healthy nutrition and to encourage better nutritional habits in their daily lives.

A beautiful landscaped campus is in the heart of everyone in the Tharptown community at Tharptown Elementary School. There are many teachers, principals, retired teachers, and community members who have donated their time and talents to develop and continually maintain landscaping around the campus and the appearance of classrooms and other buildings on campus. A grant was awarded and received a few years ago to be able to create a beautiful Butterfly Garden located between the buildings on our campus. There are stunning flowers and shrubs to behold throughout the year that have been formed in the shape of a butterfly. Also, a tremendous amount of hard work has been done on campus by the principal, faculty and staff by painting classroom walls, hallways, and restrooms and painting the interior of the gymnasium. A grant was awarded and received several years ago to purchase the paint for the interior of the gymnasium.

Kindness is modeled by the faculty and administration throughout the school year. There are many times when the faculty and administration have modeled kindness and giving through anonymous donations to students for field trips, fees, and other expenses.

Kindness is also shown in giving from faculty members to faculty members during family hardships that may arise, as well as to families of our students. We have a special birthday lunch each month where faculty and administration bring food and cake for each other to celebrate and honor birthdays of each month. Also, the principal provides a teacher appreciation luncheon for the faculty and staff during teacher appreciation week.

Many teachers have applied and received grants through the DonorsChoose organization. It is a nonprofit organization that allows individuals to donate directly to public school classroom projects. Many of our teachers take their own time to create projects that their students are in need of and seek donations for their students in their classroom. At Tharptown Elementary, we have received iPad mini's, microscopes, one SmartBoard, classroom desks, LCD projector, paper, and other classroom materials.

Tharptown Elementary provides additional opportunities for students to participate in hands on learning beyond the textbook such as Science Day, Art Events, 4-H, special speakers including authors, and other special school-wide programs throughout the school year. These memorable experiences are possible due to faculty and administrators taking the initiative to seek opportunities for the students.

Other partners such as several local church organizations have contributed a generous amount of school supplies, food, and Christmas items. Several churches in the community allow the school to have access to tables, tablecloths, and sound system equipment. One local church provides a faculty and administration luncheon every year to show their support and appreciation of everyone involved in the educational process at Tharptown Elementary School, Tharptown High School, and the staff and administrators at the Franklin County Board of Education.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The involvement of stakeholders is to develop a school improvement plan that is essential to support a partnership among the school, parents, and the community to improve student academic achievement. The Tharptown Elementary administrator, the parent involvement lead teacher, and literacy coach formed a committee to begin the process in selecting the stakeholders. A teacher from each grade level and special-area teachers were selected to be involved in the planning process. Parent volunteers eagerly joined as stakeholders to coordinate and integrate parental involvement programs and activities. Community stakeholders were chosen from the local religious organizations, small businesses, and prominent school supporters from the Tharptown community. The president and vice president of the Tharptown Student Ambassadors, along with other student leaders selected by teachers, were also involved in planning the school improvement plan. Stakeholders were informed of their roles by the school administrator. Meetings were scheduled at staggered times in order to accommodate the stakeholders.

The ALSDE is an available support for the stakeholders of Tharptown Elementary. Stakeholders may request differentiated support as needed from the ALSDE Regional Support Team.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Teachers, parents, students, and community members represent the stakeholder groups. During meetings, the stakeholders discuss the development of the Continuous Improvement Plan which includes the Technology goals. Stakeholders will review and revise updates to the CIP and the Technology plan as needed throughout the year and the end of the year. All stakeholders are given the opportunity to review the plan and offer their input before the plan is approved and submitted.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

After the completion of the Continuous Improvement Plan, a final meeting was held for all stakeholders to review and approve the final plan. The final Continuous Improvement Plan for 2016-17 was shared with the school faculty during a meeting and will be analyzed more closely at grade-level meetings throughout the school year. Community and all other stakeholders met to approve the final plan and will continuously reflect on areas of improvement and growth at Tharptown Elementary. A copy of the final CIP will be available in the school office and on the school's website to view.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See attachments: 2016-2017 Student Performance Data Document 2014, 2015, 2016 Global Scholar End of the Year Data Reports 2015, 2016 Spring ACT Aspire Test Current Progress Reports 2014, 2015, 2016 End of the Year Dibels Summaries 2016 ACCESS Reports 2016 ACT Aspire Subject Proficiency by Demographics 2016 ACT Aspire National Percentile Rank 2015, 2016 ACT Aspire Subject Proficiency by Grade Level 2016-2017 ACT Aspire Interim Linking the ACT Aspire Interim to the ACT Aspire Summative 2016-2017 ACT Aspire Interim Data I and II 2016-2017 Performance Series Data 2016-2017 DIBELS Next Data	Data Document 2016-2017 2014-2016 Global Scholar End of the Year Data 2015, 2016 Spring ACT Aspire Test Current Progress 2014, 2015, 2016 End of the Year DIBELS Summeries 2016 ACCESS Reports 2016 ACT Aspire Subject Proficiency by Demographics 2016 ACT Aspire National Percentile Rank 2015,2016 ACT Aspire Subject Proficiency by Grade Level Student Performance Data Document Begining of 2016-2017 to Middle of 2016 to2017 School Year ACT Aspire Interim Data Linking the ACT Aspire Interim to the ACt Aspire Summative ACT Aspire Interim Data I ACT Aspire Interim Data II Performance Series Data 2016-2017 DIBELS NEXT Data 2016-2017

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Areas above the expected levels of performance for grades K-2 for spring 2016:

  -End of the year 2016 DIBELS results show that kindergarten students scored a high level on the following category:

Letter Naming Fluency (LNF):
92% at or above benchmark level

First Sound Fluency (FSF):
58% of kindergarten students scored at the intensive level at the beginning of the school year and only 13% scored at the intensive level at the end of the school year

  -End of the year 2016 DIBELS results show that first grade students scored a high level in the following category:

Oral Reading Fluency (ORF):
37% of first grade students scored at the intensive level at the beginning of the school year and only 18% scored intensive at the end of the school year

Beginning of 2016-2017 to Middle of 2016-2017 School Year

In areas of notable achievements at or above the expected levels of performance:

DIBELS NEXT:

Kindergarten:

First Sound Fluency (FSF):

Kindergarten scored 84% Core in FSF with an increase of 46% from the beginning of the 2016-2017 school year to the middle of the 2016-2017 school year. 59% were intensive at the beginning of the school year and only 7% intensive in the middle of the school year in FSF.

Phoneme Segmentation Fluency (PSF)

Kindergarten scored 92% Core in PSF in the middle of the 2016-2017 year with only 5% intensive.

First Grade:

Nonsense Word Fluency/Whole Word Read (NWF-WWR):

First grade scored 92% Core in NWF-WWR with an increase of 57% from the beginning of the 2016-2017 school year to the middle of the 2016-2017 school year with only 4 % intensive.

   -According to Global Scholar results, second grade students had a significant gain in reading and math.

Second Grade Reading:
Gain of +199 from the fall of 2014 to the spring of 2015 with a mean scaled score from 1960 to 2159 which also includes a Standards Item Pool (SIP)% Difference of +21 from 42 in fall to 63 in spring

Gain of +266 from the fall of 2015 with a mean scaled score of 1828 to the spring of 2016 with a mean scaled score of 2094

Second Grade Math:
Gain of +157 from the fall of 2014 to the spring of 2015 with a mean scaled score from 1996 to 2153 which also includes a Standards Item Pool (SIP)% Difference of +14 from 49 in fall to 63 in spring

Gain of +209 from the fall of 2015 with a mean scaled score of 1991 to the spring of 2016 with a mean scaled score of 2200

Beginning of 2016-2017 to Middle of 2016-2017 School Year

Global Scholar/Performance Series:

MATH:

Kindergarten, first, and second grades showed significant gains in math:

Kindergarten showed a significant gain in math from the fall of 2016 to the winter of 2017 with a gain of +79 in the mean scaled score.

First grade showed a significant gain in math from the fall of 2016 to the winter of 2017 with a gain of +123 in the mean scaled score.

Second grade showed a significant gain in math from the fall of 2016 to the winter of 2017 with a gain of +135 in the mean scaled score.

READING:

Second grade showed a significant gain in reading foundation:

Second grade showed a significant gain in reading foundation from the fall of 2016 to the winter of 2017 with a gain of +156 in the mean

scaled score.

ACT Aspire Periodic Interim Assessments:

These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at 3-4 intervals throughout the academic year. As such, they are ideal for acknowledging that a learner's progress is at pace for success with the Summative assessment at the conclusion of the year. Conversely, they are equally ideal for identifying that a learner may require critical, corrective re-teaching to develop the essential skills that will be measured by the Summative assessment.

Based on the ACT Aspire Periodic Interim Assessment data, students in grades 3-6 were at or above the expected level of performance based on the raw scores on Interim Assessments which correspond to the ACT Readiness benchmark on the ACT Aspire Summative Assessment.

MATH:

Third grade showed a significant gain in math from Interim 1 to Interim 3 from 19% to 53% with an increase of 34%

Fourth grade showed a significant gain in math from Interim 1 to Interim 3 from 17% to 59% with an increase of 42%.

Fifth grade showed a significant gain in math from Interim 1 to Interim 3 from 37% to 62% with an increase of 25%.

Sixth grade showed a significant gain in math from Interim 1 to Interim 3 from 32% to 68% with an increase of 36%.

READING:

Fourth grade showed a significant gain in reading from Interim 1 to Interim 3 from 22% to 39% with an increase of 17%.

Fifth grade showed a significant gain in reading from Interim 1 to Interim 3 from 16% to 34% with an increase of 18%.

Sixth grade showed a significant gain in reading from Interim 1 to Interim 3 from 30% to 57% with an increase of 27%.

SCIENCE:

Fifth grade showed a significant gain in science from Interim 1 to Interim 3 from 15% to 37% with an increase of 22%.

Sixth grade showed a significant gain in science from Interim 1 to Interim 3 from 29% to 51% with an increase of 22%.

   -Based on 2016 ACT Aspire results of students in grades 3-6, students in the following grades were at or above the expected levels of

performance in math and science:

Third Grade scored in the 49th national percentile rank in math in spring 2016

Sixth Grade scored in the 50th national percentile rank in math in spring 2016

Fifth Grade scored in the 50th national percentile rank in science in spring 2016

Describe the area(s) that show a positive trend in performance.

DIBELS:

Kindergarten has scored 85% or higher each year from 2012- 2016 in Phoneme Segmentation Fluency (PSF) on the DIBELS Assessment.

In kindergarten, there was a significant gain in the overall Composite score with 26% Core and 56% Intensive at the beginning of the 2015-2016 school year and 79% Core and 11% Intensive at the end of the 2015-2016 school year

In kindergarten, only 2% scored below benchmark on Phoneme Segmentation Fluency (PSF) in spring of 2016.

In first grade, 37% scored Intensive in Oral Reading Fluency (ORF) at the beginning of the 2015-2016 school year and only 18% scored Intensive at the end of the 2015-2016 school year.

Global Scholar:

In the last three years, the following grades have shown significant gains on the mean scaled score on Global Scholar.

2014

Third Grade Reading:
Gain of +184
Third Grade Math:
Gain of +177
Fourth Grade Math:
Gain of +168

2015

Second Grade Reading:
Gain of +199
Second Grade Math:
Gain of +157
Third Grade Reading:

Gain of +119

Third Grade Math:

Gain of +176

Fourth Grade Math:

Gain of +106

2016

Second Grade Math:

Gain of +209

Second Grade Reading:

Gain of +266

ACT Aspire: (ACT Aspire has been implemented for three years replacing the Alabama Reading and Math Test)

A positive trend from the ACT Aspire was evidenced in the overall school math scores with an increase of 5% from 2015 to 2016.

On the ACT Aspire, students in the fourth grade in the spring of 2015 increased their scores by 8% in the national percentile rank in science in the spring of 2016.

On the ACT Aspire, students in the fifth grade in the spring of 2015 maintained the 50th national percentile rank in math as sixth grade students in spring of 2016.

On the ACT Aspire, students in the third grade increased 2% in math and 3% in science in the "Ready" Readiness Level from the spring of 2015 to the spring of 2016 as fourth graders.

On the ACT Aspire, students in the fourth grade increased 5% in science in the "Ready" Readiness Level from the spring of 2015 to the spring of 2016 as fifth graders.

On the ACT Aspire, students in the fifth grade increased 18% in math and 4% in reading in the "Ready" Readiness Level from the spring of 2015 to the spring of 2016 as sixth graders.

Based on the ACT Aspire Achievement Levels 1-4, Levels 1 & 2 below benchmark, Level 3 at benchmark and Level 4 above benchmark: third, fifth, and sixth grades increased in reading from 2014 to 2015 on Achievement Levels 3 & 4 combined. Fourth grade had the highest increase on Level 3 & 4 combined with 11.04% in reading.

Based on the ACT Aspire Achievement Levels 1-4: fifth grade increased 15.66% from 2014 to 2015 in math on Levels 3 & 4 combined.

Based on the ACT Aspire Student Growth Statistics Report- Growth is reported in one-year intervals and is based on ACT Aspire results from spring 2014 and spring 2015 and provides summary growth statistics by subject area and growth period (grade level pair) :

Math:

The Mean Gain Score from Grade 3 to 4 was 413.1 (2014) to 416.1(2015) with a Mean Gain Score of 3.1 and Target Gain of 3.1 which was within range of target. The Mean Gain Score from Grade 5 to 6 was 415.7 (2014) to 418.8 (2015) with a Mean Gain Score of 3.0 and Target Gain of 3.0 which was within range of target.

Reading:

The Mean Gain Score from Grade 3 to 4 was 411.4 (2014) to 413.8 (2015) with a Mean Gain Score of 2.4 and Target Gain of 2.8 which was within range of target. The Mean Gain Score from Grade 4 to 5 was 414.3 (2014) to 416.1 (2015) with a Mean Gain Score of 1.8 and Target Gain of 2.5 which was within range of target. The Mean Gain Score from 5 to 6 was 415.0 (2014) to 418.

Based on the ACT Aspire Student Growth Percentile Report- The classifications of student growth are based on Student Growth Percentiles (SGP) and measures the percentile rank of a student's score in year 2, among all students with same score from year 1. A SGP of 50 is the average:

Math:

The total number of students on the math growth report totaled 153. The number of students classified as Low Growth was 33 (21.6%), Average Growth was 85 (55.6%), and 35 (22.9%) all within range of target. Grade 3 to 4 had the highest percent of Average Growth-56.9% and High Growth-24.1%.

Reading:

The total number of students on the reading growth report totaled 153. The number of students classified as Low Growth was 40 (26.1%), Average Growth was 76 (49.7%), and 37 (24.2%) all within range of target. Grade 3 to 4 had the highest percent of High Growth-25.9%. Grade 4 to 5 had the highest percent of Average Growth-56.0%.

Which area(s) indicate the overall highest performance?

DIBELS:

DIBELS Next indicated that 58% of kindergarten students were at the Intensive level on First Sound Fluency (FSF) at the beginning of the 2015-2016 school year and only 13% were at the Intensive level at the end of the school year.

DIBELS Next indicated that 37% of first grade students were at the Intensive level on Oral Reading Fluency (ORF) at the beginning of the 2015-2016 school year and only 18% were at the Intensive level at the end of the school year.

Global Scholar:

Second grade had a gain of +266 in reading from the fall of 2015 with a mean scaled score of 1828 to the spring of 2016 with a mean scaled score of 2094

Second grade had a gain of +209 in math from the fall of 2015 with a mean scaled score of 1991 to the spring of 2016 with a mean scaled score of 2200

ACT Aspire:

Sixth grade students scored the highest in reading with 30% on the ACT Aspire in the spring of 2016.

Sixth grade students scored the highest in math with 51% on the ACT Aspire in the spring of 2016.

On the ACT Aspire, students in the fourth grade in the spring of 2015 increased their scores by 8% in the national percentile rank in science in the spring of 2016.

On the ACT Aspire, students in the fourth grade increased 5% in science in the "Ready" Readiness Level from the spring of 2015 to the spring of 2016 as fifth graders.

On the ACT Aspire, students in the fifth grade increased 18% in math and 4% in reading in the "Ready" Readiness Level from the spring of 2015 to the spring of 2016 as sixth graders.

Which subgroup(s) show a trend toward increasing performance?

Hispanic students' scores increased 21% in math, 7% in science,and 3% in reading from fifth grade in 2015 to sixth grade in 2016 on the ACT Aspire.

Hispanic students' scores increased 15% in science from third grade in 2015 to fourth grade in 2016 on the ACT Aspire.

The ACT Aspire scores show a trend in decreasing the achievement gap among subgroups.

Between which subgroups is the achievement gap closing?

The gap between our average student learners and Hispanic student learners has continued to close. This has been an ongoing process

that has been successful due to the efforts of all staff and administrative members. Tharptown Elementary School offers small group instruction, resource teachers that provide instruction, a problem solving team, and also our EL committee that meet and discuss progress a minimum of every nine weeks..

Which of the above reported findings are consistent with findings from other data sources?

All of the above findings are consistent with the daily grades, reports, formative and informative assessments, ACT Interim and Classroom Periodic assessments, Global Scholar, and also with high stakes testing.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Based on the 2015-2016 DIBELS data in grades K-1, the following percentage of students did not meet the expected level of performance:

Kindergarten

Nonsense Word Fluency (NWF-CLS)-29%

First Grade

Oral Reading Fluency (ORF)-46%
Oral Reading Fluency (ORF-Accuracy)-40%

Beginning of 2016-2017 to Middle of 2016-2017 School Year

DIBELS Next:

First Grade:

Oral Reading Fluency -Words Read Correctly/Accuracy:

First grade scored 49% Core in the middle of the 2016-2017 school year in ORF-WWC with 30% of students at the Intensive Level. First grade scored 41% Core in the middle of the 2016-2017 school year in ORF-Accuracy with 37% of students at the Intensive Level.

Second Grade:

Oral Reading Fluency-Words Read Correctly/Accuracy:

Second grade scored 46% Core in the middle of the 2016-2017 school year in ORF-WWR with 31% of students at the Intensive Level.
Second grade scored 43% Core in the middle of the 2016-2017 school year in ORF-Accuracy with 26% of students at the Intensive Level.

Third Grade:

Oral Reading Fluency-Words Read Correctly/Accuracy:

Third grade scored 50% Core in the middle of the 2016-2017 school year in ORF-WWR with 34% of students at the Intensive Level. Third grade scored 60% Core in the middle of the 2016-2017 school year in ORF-Accuracy with 25% of students at the Intensive Level.

Based on the ACT Aspire data in grades 3-6, third and sixth grade students scored "in need of support" in science only in the readiness level

in 2016. Third grade students scored "close" in both reading and math in 2016. All other grades were "close" or "ready" in reading, math and science.

The English Language Learners are performing below expected levels of performance on the writing portion of the ACCESS assessment in spring of 2016.

Beginning of 2016-2017 to Middle of 2016-2017 School Year

ACT Aspire Periodic Interim Assessments:

READING:

Third grade showed an increase in reading from Interim 1 to Interim 3 from 11% to 20% with an increase of only 9%.

SCIENCE:

Third grade showed a decrease in science from Interim 1 to Interim 3 from 16% to 14% with a decrease of 2%.

Fourth grade showed an increase in science from Interim 1 to Interim 3 from 20% to 24% with an increase of only 4%.

Describe the area(s) that show a negative trend in performance.

Kindergarten students scored a 11% decrease in 2015-2016 in Nonsense Word Fluency (NWF-CLS) when compared to 2014-2015 from 82% to 71%.

First grade students scored a 1% decrease in 2015-2016 in Oral Reading Fluency (ORF) when compared to 2014-2015 from 54% to 53%.

Which area(s) indicate the overall lowest performance?

Based on the 2015-2016 DIBELS data, first grade scored the overall lowest performance in the area of Oral Reading Fluency (ORF) with 46% below the benchmark level.

Based on the 2015-2016 ACT Aspire data, sixth grade scored the overall lowest performance in science and did not reach the expected level of readiness.

Which subgroup(s) show a trend toward decreasing performance?

The greatest decrease in performance has been with the English Language Learners.

Based on the 2015-2016 ACT Aspire data, the Hispanic students scored lower in reading in grades 4-6 when compared to the overall performance of higher performing students.

Fourth Grade
Hispanic-8%, Others-24%

Fifth Grade
Hispanic-14%, Others-26%

Sixth Grade
Hispanic-7%, Others-42%

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming greater between the high performing students and the low average performing students. The gap is greater between Hispanic and white students. The gap has progressively closed between the mid to high students and that has created a greater gap in these subgroups.

Which of the above reported findings are consistent with findings from other data sources?

All of the above findings are consistent with the daily grades, reports, formative and informative assessments, ACT Interim and Classroom Periodic assessments, Global Scholar, and also with high stakes testing.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5
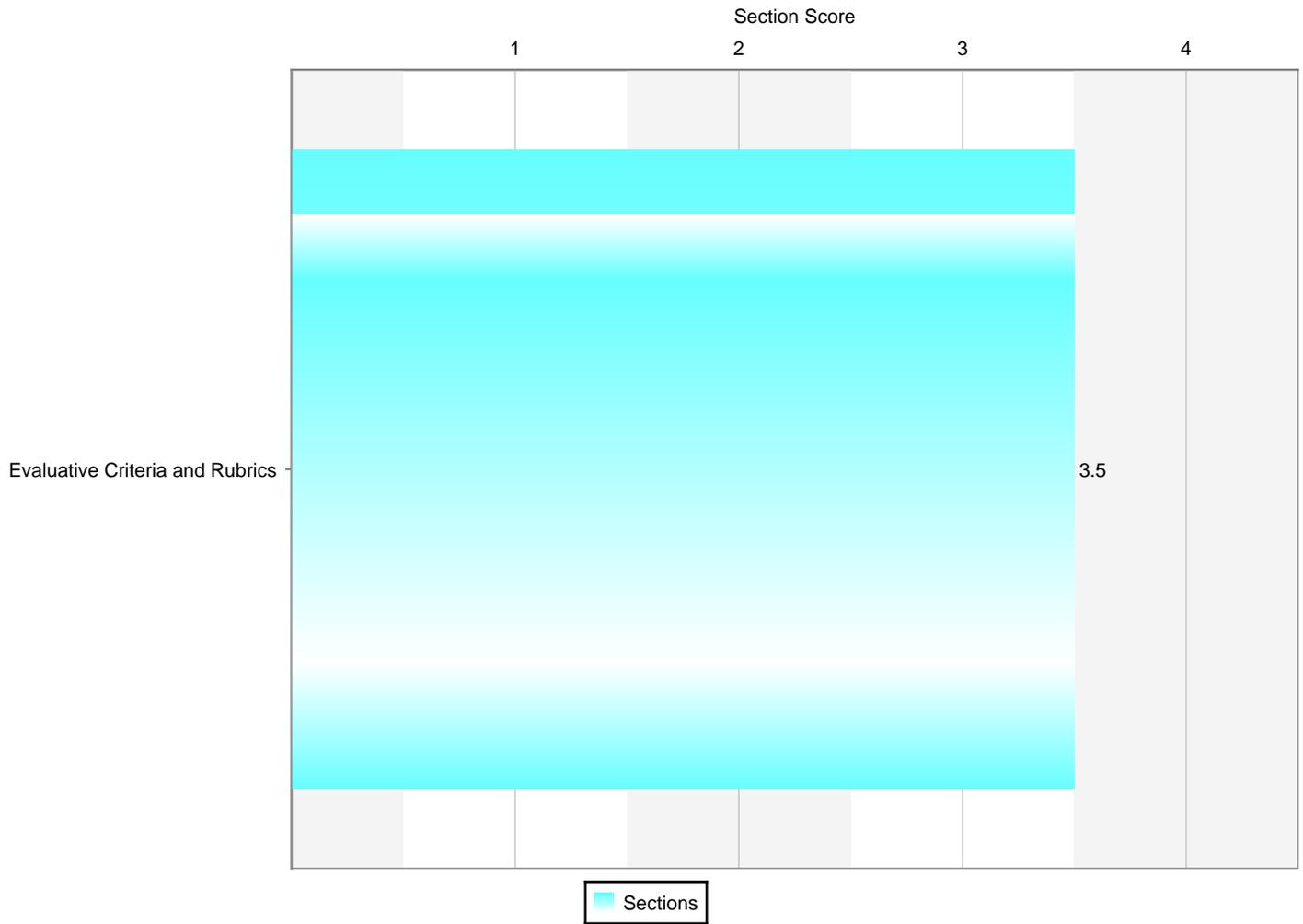
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	2016 -2017 Instructional Leadership Team	2016-2017 Instructional Leadership Team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Franklin County Non-Discrimination Policy	Franklin County Non-Discrimination Policy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Non Discrimination	Non Discrimination

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Title Program Parental Involvement Policy	Title I Program Parental Involvement Policy

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	Learning Compact	Learning Compact

PLAN for ACIP 2016-2017

Overview

Plan Name

PLAN for ACIP 2016-2017

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Prepare and Support Teachers and Leaders to Graduate College-Ready Students	Objectives: 2 Strategies: 2 Activities: 4	Organizational	$0
2	Increase Proficiency Levels of Students in Reading	Objectives: 1 Strategies: 1 Activities: 4	Academic	$100
3	Increase Proficiency Level in Math.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
4	All students at Tharptown Elementary will have a safe and secure school environment.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$1000
5	To actively engage all students in a reading curriculum that is rigourous and transformative.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
6	Provide ELL students and parents with opportunities to participate in afterschool programs and activities to become more engaged in increasing the knowledge and skills needed to support and strengthen student learning.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$15100
7	The students at Tharptown Elementary will develop a greater desire to read for enjoyment and to take tests in the Accelerated Reader Program to reach their Accelerated Reader goals from a baseline of 0% to 20% increase by the end of the school year.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$500

Goal 1: Prepare and Support Teachers and Leaders to Graduate College-Ready Students

Measurable Objective 1:

complete a portfolio or performance so teachers will use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences and to advance student learning and creativity by 05/18/2017 as measured by classroom observation, lesson plans, and student projects.

Strategy 1:

Professional Development - Professional development will be planned in the utilization of the Alabama Virtual Library for teachers and students. Teachers will learn

how to use the Alabama Virtual Library for an instructional tool and how to utilize it with students in conducting research.

Category:

Research Cited: International Society for Technology in education. (2009). NETS for students: Global learning in a digital age. Retrieved froom

htt://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS-for-Students.htm

Activity - Alabama Virtual Library	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Alabama Virtual Library trainer will conduct a workshop to demonstrate the use of the Alabama Virtual Library as an instructional tool.	Professional Learning	08/10/2015	05/25/2017	$0	No Funding Required	A certified Alabama Virtual Library Volunteer Trainer

Activity - Promoting Student Research Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school librarian will collaborate with the classroom teachers to create a project where the students will use the Alabama Virtual Library for student learning and research.	Direct Instruction	08/10/2015	05/25/2017	$0	No Funding Required	Tharptown Elementary Librarian and Teachers

Measurable Objective 2:

complete a portfolio or performance so teachers can plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts and to develop the knowledge, skills, and attitudes by 05/25/2017 as measured by teacher lesson plans, student projects, and classroom observations.

Strategy 1:

Online Digital Games and Interactives - Professional development will be planned for teachers on the utilization of chrome books to access online digital games and

College and Career Ready Standards for the classroom to be incorporated in the use of chrome books.

Category: Develop/Implement College and Career Ready Standards

Research Cited: National Education Technology Plan(NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from

Http://www.ed.gov/technology/nept-2010

Activity - Chromebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A one hour professional development workshop will be presented to introduce the Chromebook and basic operation to increase the comfort level in the utilization of the Chromebook in the classroom.	Professional Learning	08/10/2015	03/01/2017	$0	No Funding Required	Teacher Leaders

Activity - Chromebook Moment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each faculty meeting will have an Chromebook moment presented by the administrator and or a classroom teacher.	Professional Learning	08/10/2015	05/01/2017	$0	No Funding Required	The school administrator and or a classroom teacher

Goal 2: Increase Proficiency Levels of Students in Reading

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency level in Reading by 05/25/2017 as measured by and the ACT ASPIRE.

Strategy 1:

Implement Explicit Intensive Tier 1 Instruction - Classroom teachers will provide explicit, intensive Tier 1 instruction using resources and assessments from the Scott Foresman Reading Street series. The series provides a wide array of formal tests and classroom assessments to support instruction. The formal assessments include: Weekly Selection Tests and Fresh Reads for Differentiated Test Practice. Explicit instruction will be used in whole group and small group settings. Daily literacy centers will be implemented to help master targeted skills and objectives to support instruction.

Global Scholar provides a Performance Series assessment which is implemented as needed three times a year to help teachers guide instruction and improve the academic performance of students. The Achievement Series provided by Global Scholar is accessible to students throughout the year as College and Career Standards have been taught. Act Aspire Interim Periodic Assessments are implemented three times a year for each student in third grade through sixth grade. Act Aspire Classroom Assessments are implemented throughout the school year as College and Career Standards have been taught and can be given at any time.

Category:

Activity - Tier 1 Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide Tier 1 whole group instruction on a daily basis.	Direct Instruction	08/10/2015	05/25/2017	$0	District Funding	Teachers

Activity - Fresh Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use modeling techniques and teach effective comprehension strategies to instruct students on how to read a new passage and answer questions about the passage.	Direct Instruction	08/10/2015	05/25/2017	$100	General Fund	Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of small group instruction and tiered reading strategies in all classrooms. Tier 1 and Tier 2 will be instructed by the classroom teacher. Tier 3 will be instructed by the Title 1 teacher.	Direct Instruction	08/10/2015	05/25/2017	$0	No Funding Required	Regular Classroom Teachers, Literacy Coach and Title I teacher

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional development that addresses effective and explicit strategies used for classroom instruction	Professional Learning	09/01/2015	05/25/2017	$0	No Funding Required	Principal, Literacy Coach, College and Career Ready Team Members, District Literacy Coach

Goal 3: Increase Proficiency Level in Math.

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Act Aspire Math Assessment in Mathematics by 05/25/2017 as measured by ACT Aspire Math Assessment.

Strategy 1:

Tiered Instruction - Teachers will use different technological applications to identify skills that students are struggling to master in academic performance. Teachers will collect data in research based programs such as Global Scholar and Act Aspire Periodic Assessments to create instruction based on individual needs. Tiered instruction will be used after collecting data from Global Scholar and Act Aspire Periodic formative assessments. Teachers will use small group instruction, teaching models, higher order thinking skills, and hands on strategies weekly. A variety of materials will be used such as Go Math textbook, Alabama Curriculum Guide to the Alabama College and Career Ready Standards in Math, and the Alabama College and Career Ready Standards.

Category:

Research Cited: ALEX

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in professional development that addresses effective strategies used for classroom instruction.	Professional Learning	08/08/2014	05/25/2017	$0	No Funding Required	Principal, College and Career Ready Team Member

Activity - Teacher/Collaboration/Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet monthly to collaborate, plan lessons, and earn Continuing Education Units (CEU's)	Professional Learning	08/15/2014	05/25/2017	$0	No Funding Required	Certificated teachers and administrator

Goal 4: All students at Tharptown Elementary will have a safe and secure school environment.

Measurable Objective 1:

collaborate to create a safe and secure environment for all students by 05/25/2017 as measured by a security walk through provided by local law enforcement and emergency management professionals.

Strategy 1:

 Development of a Crisis Management Plan - The school administration along with the Tharptown Elementary School Safety Committee will review and update the Crisis Management Plan.

Category:

Research Cited: 843-559-9556

The Protection Institute (www.theprotectioninstitute.com)

Activity - Crisis Management Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The administration will attend a workshop about the new improvements in the Virtual Alabama School Safety System.	Policy and Process	08/04/2016	05/25/2017	$1000	District Funding	Tharptown Elementary Administration

Activity - School Crisis Management Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration and school safety committee will work to finalize updates to the Tharptown Elementary Crisis Management Plan. The administration and school safety committee will complete the Tharptown Elementary Safety Plan on the Virtual Alabama AlaCop website. The school safety committee will complete the Virtual Alabama School Safety plan pertaining to standing emergency response protocols and role assignments within the faculty.	Professional Learning	08/04/2016	05/25/2017	$0	No Funding Required	Administration, Faculty and Staff

Activity - Safety Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration will lead the school in the following safety drills: lockdown drill, fire drill, tornado drill, and bus evacuation drill.	Policy and Process	08/10/2015	05/25/2017	$0	No Funding Required	Administration and Faculty

Goal 5: To actively engage all students in a reading curriculum that is rigourous and transformative.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehending nonfiction text in Reading by 05/25/2017 as measured by formative and summative assessments and teacher observation.

Strategy 1:

Reading in the Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day.

Category:

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children To Read (National Institute for Literacy)

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model good practices, guide instruction, teach effective comprehension strategies and have the students apply the skill(s) in a new meaningful way.	Direct Instruction	08/10/2015	05/25/2017	$0	No Funding Required	Classroom teachers, literacy coach, resource teachers

Goal 6: Provide ELL students and parents with opportunities to participate in afterschool programs and activities to become more engaged in increasing the knowledge and skills needed to support and strengthen student learning.

Measurable Objective 1:

collaborate to achieve a school connectedness with ELL students and parents by 05/25/2017 as measured by an increase of 25% from a baseline of 10 participants attending the afterschool program .

Strategy 1:

ELL Student and Parent Involvement - The principal and parent involvement committee will review the school involvement of ELL students and parents and their participation throughout the school year and at the end-of-year annual meeting to determine if participation has increased.

The faculty and staff will utilize and offer a variety of communication techniques to enhance ELL student and parent participation through ELL website links, parent resource center, and Home and School Connection pamphlets.

An ELL student and parent advisory committee will be created and roles assigned to students and parents to help in decision making to support student learning.

Category:

Research Cited: "Regardless of family income or background, students with involved parents are more likely to: (1)

Earn higher grades and test scores, and enroll in higher-level programs, (2) Be promoted, pass their classes, and earn credits, (3) Attend school regularly, (4) Have better social skills, show improved behavior, and adapt well to school, and (5) Graduate and go on to postsecondary education." A. T. Henderson & K. L. Mapp.

(Southwest Educational Development Laboratory, 2002), A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.

Activity - ELL Afterschool Enrichment Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This program will provide ELL students and parents with opportunities for a quality education by focusing on strategies and activities designed to support the linguistic, cultural, and academic needs of the students and the importance of parents and their roles and the value of their input in helping their children succeed.	Parent Involvement	10/01/2015	05/25/2017	$15000	Other	Samantha Bain, Coordinator Susan Hargett, Director Lisa Gann, Instructor

Activity - ELL Student and Parent Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The ELL Student and Parent Advisory Committee will be responsible for giving input and suggestions to improve communications with our ELL students and families. The committee shall problem solve strategies that might impact the academic success of the ELL students and school community. | Parent Involvement | 10/01/2015 | 05/25/2017 | $0 | No Funding Required | Ann Scott, Principal Josie Dugan, ELL Teacher Lisa Gann, Title 1 Teacher |

Activity - ELL Internet Website Links	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELL Internet Website Links will support ELL parents and students by providing opportunities to discover and receive educational information in their native language and help students gain understanding of the ability to read and write in English.	Parent Involvement, Technology	10/01/2015	05/25/2017	$0	No Funding Required	Susie Stockton Mandy Odom Connie Byars

Activity - ELL Parent Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELL Parent Resource Center will connect ELL students and families to school and community resources to strengthen and support students' learning and well-being.	Parent Involvement, Community Engagement	10/01/2015	05/04/2018	$100	Other	Ann Scott, Principal Karen Robinson Josie Dugan Lisa Gann Laura Stockton

Goal 7: The students at Tharptown Elementary will develop a greater desire to read for enjoyment and to take tests in the Accelerated Reader Program to reach their Accelerated Reader goals from a baseline of 0% to 20% increase by the end of the school year.

Measurable Objective 1:

20% of All Students will increase student growth in the desire to read for enjoyment in Reading by 05/19/2017 as measured by 20 percent of the students at Tharptown Elementary reaching the goal of receiving 20 or more Accelerated Reader points.

Strategy 1:

Increased Reading of Books - The Tharptown Elementary librarian will assist the teachers in establishing goals for students to read self-selected texts and take

Accelerated Reader tests on these texts. Each nine weeks progress will be monitored by the Diagnostic Report in Accelerated Reader.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf

Activity - Student Accelerated Reader Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and the librarian will establish goals for the number of books students will read and successfully pass tests using Accelerated Reader. Teachers will monitor student progress by individual conferences with students weekly.	Academic Support Program	09/19/2016	05/12/2017	$0	No Funding Required	Classroom teacher and librarian

Activity - Read Across America Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will invite guest readers to read to students in their classroom during Read Across America Day. Students will participate in silent reading times and take Accelerated Reader Test on books read on Read Across America Day.	Academic Support Program	03/02/2017	03/10/2017	$0	No Funding Required	Classroom Teachers and Librarian

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read self-select books and take comprehension tests using Accelerated Reader software.	Academic Support Program	09/19/2016	05/12/2017	$0	No Funding Required	Teachers and Librarian

Activity - Accelerated Reader Celebration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each nine weeks students that attain established goals for taking Accelerated Reader Tests will participate in a school-wide celebration provided by the librarian and school administrator. Students attaining their end of the year goal will attend a large end of the year celebration. This celebration will be an inflatable party, field trip, or extra field day.	Academic Support Program	09/19/2016	05/25/2017	$500	General Fund	Librarian and School Administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Afterschool Enrichment Program	This program will provide ELL students and parents with opportunities for a quality education by focusing on strategies and activities designed to support the linguistic, cultural, and academic needs of the students and the importance of parents and their roles and the value of their input in helping their children succeed.	Parent Involvement	10/01/2015	05/25/2017	$15000	Samantha Bain, Coordinator Susan Hargett, Director Lisa Gann, Instructor
ELL Parent Resource Center	The ELL Parent Resource Center will connect ELL students and families to school and community resources to strengthen and support students' learning and well-being.	Parent Involvement, Community Engagement	10/01/2015	05/04/2018	$100	Ann Scott, Principal Karen Robinson Josie Dugan Lisa Gann Laura Stockton
				Total	$15100	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Crisis Management Plan	The administration will attend a workshop about the new improvements in the Virtual Alabama School Safety System.	Policy and Process	08/04/2016	05/25/2017	$1000	Tharptown Elementary Administration
Tier 1 Reading Instruction	Classroom teachers will provide Tier 1 whole group instruction on a daily basis.	Direct Instruction	08/10/2015	05/25/2017	$0	Teachers
				Total	$1000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Accelerated Reader Celebration	Each nine weeks students that attain established goals for taking Accelerated Reader Tests will participate in a school-wide celebration provided by the librarian and school administrator. Students attaining their end of the year goal will attend a large end of the year celebration. This celebration will be an inflatable party, field trip, or extra field day.	Academic Support Program	09/19/2016	05/25/2017	$500	Librarian and School Administrator
Fresh Reads	Classroom teachers will use modeling techniques and teach effective comprehension strategies to instruct students on how to read a new passage and answer questions about the passage.	Direct Instruction	08/10/2015	05/25/2017	$100	Teachers
				Total	$600	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Accelerated Reader Goals	Classroom teachers and the librarian will establish goals for the number of books students will read and successfully pass tests using Accelerated Reader. Teachers will monitor student progress by individual conferences with students weekly.	Academic Support Program	09/19/2016	05/12/2017	$0	Classroom teacher and librarian
Promoting Student Research Projects	The school librarian will collaborate with the classroom teachers to create a project where the students will use the Alabama Virtual Library for student learning and research.	Direct Instruction	08/10/2015	05/25/2017	$0	Tharptown Elementary Librarian and Teachers
Read Across America Day	Teachers will invite guest readers to read to students in their classroom during Read Across America Day. Students will participate in silent reading times and take Accelerated Reader Test on books read on Read Across America Day.	Academic Support Program	03/02/2017	03/10/2017	$0	Classroom Teachers and Librarian
ELL Student and Parent Advisory Committee	The ELL Student and Parent Advisory Committee will be responsible for giving input and suggestions to improve communications with our ELL students and families. The committee shall problem solve strategies that might impact the academic success of the ELL students and school community.	Parent Involvement	10/01/2015	05/25/2017	$0	Ann Scott, Principal Josie Dugan, ELL Teacher Lisa Gann, Title 1 Teacher

Literacy Professional Development	Teachers will engage in professional development that addresses effective and explicit strategies used for classroom instruction	Professional Learning	09/01/2015	05/25/2017	$0	Principal, Literacy Coach, College and Career Ready Team Members, District Literacy Coach
ELL Internet Website Links	The ELL Internet Website Links will support ELL parents and students by providing opportunities to discover and receive educational information in their native language and help students gain understanding of the ability to read and write in English.	Parent Involvement, Technology	10/01/2015	05/25/2017	$0	Susie Stockton Mandy Odom Connie Byars
Small Group Instruction	Implementation of small group instruction and tiered reading strategies in all classrooms. Tier 1 and Tier 2 will be instructed by the classroom teacher. Tier 3 will be instructed by the Title 1 teacher.	Direct Instruction	08/10/2015	05/25/2017	$0	Regular Classroom Teachers, Literacy Coach and Title I teacher
Chromebooks	A one hour professional development workshop will be presented to introduce the Chromebook and basic operation to increase the comfort level in the utilization of the Chromebook in the classroom.	Professional Learning	08/10/2015	03/01/2017	$0	Teacher Leaders
Math Professional Development	Teachers will engage in professional development that addresses effective strategies used for classroom instruction.	Professional Learning	08/08/2014	05/25/2017	$0	Principal, College and Career Ready Team Member
Chromebook Moment	Each faculty meeting will have an Chromebook moment presented by the administrator and or a classroom teacher.	Professional Learning	08/10/2015	05/01/2017	$0	The school administrator and or a classroom teacher
Teacher/Collaboration/Planning	Teachers will meet monthly to collaborate, plan lessons, and earn Continuing Education Units (CEU's)	Professional Learning	08/15/2014	05/25/2017	$0	Certificated teachers and administrator
School Crisis Management Plan	The administration and school safety committee will work to finalize updates to the Tharptown Elementary Crisis Management Plan. The administration and school safety committee will complete the Tharptown Elementary Safety Plan on the Virtual Alabama AlaCop website. The school safety committee will complete the Virtual Alabama School Safety plan pertaining to standing emergency response protocols and role assignments within the faculty.	Professional Learning	08/04/2016	05/25/2017	$0	Administration, Faculty and Staff

Explicit Instruction	Teachers will model good practices, guide instruction, teach effective comprehension strategies and have the students apply the skill(s) in a new meaningful way.	Direct Instruction	08/10/2015	05/25/2017	$0	Classroom teachers, literacy coach, resource teachers
Accelerated Reader	Students will read self-select books and take comprehension tests using Accelerated Reader software.	Academic Support Program	09/19/2016	05/12/2017	$0	Teachers and Librarian
Alabama Virtual Library	An Alabama Virtual Library trainer will conduct a workshop to demonstrate the use of the Alabama Virtual Library as an instructional tool.	Professional Learning	08/10/2015	05/25/2017	$0	A certified Alabama Virtual Library Volunteer Trainer
Safety Drills	The administration will lead the school in the following safety drills: lockdown drill, fire drill, tornado drill, and bus evacuation drill.	Policy and Process	08/10/2015	05/25/2017	$0	Administration and Faculty
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See Attachments: 2015-2016 AdvancED Early Elementary Student Survey Data 2015-2016 AdvancED Elementary Student Survey Data 2015-2016 AdvancED Middle and High Student Survey Data 2015-2016 AdvancED Parent Survey Data 2015-2016 AdvancED Staff Survey Data 2015-2016 Tharptown Elementary School Parent Title 1 Survey 2015-2016 Stakeholder Feedback Data Document	2015-2016 AdvancEd Early Elementary Student Survey Data 2015-2016 AdvancEd Elementary Student Survey Data 2015-2016 AdvancEd Middle and High Student Survey Data 2015-2016 AdvancEd Parent Survey Data 2015-2016 AdvancEd Staff Survey Data 2015-2016 Tharptown Elementary School Parent Title I Survey 2015-2016 Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

According to the AdvancED surveys completed by parents, staff, and students of Tharptown Elementary School, the overall highest level of satisfaction was:

Parent survey results indicated the overall highest levels of satisfaction in the following areas as demonstrated by the average survey scores being 4.2 or higher on a five point scale:

Purpose and Direction:

Our school's purpose statement is clearly focused on student success. Score: 4.36

Our school's purpose statement is formally reviewed and revised with involvement from parents. Score: 4.28

Our school has established goals and a plan for improving student learning. Score: 4.31

Governance and Leadership:

Our school has high expectations for students in all classes. Score: 4.26

Our school communicates effectively about the school's goals and activities. Score: 4.31

Teaching and Assessing for Learning:

All of my child's teachers give work that challenges my child. Score: 4.29

All of my child's teachers report on my child's progress in easy to understand language. Score: 4.31

My child knows the expectations for learning in all classes. Score: 4.26

My child is given multiple assessments to measure his/her understanding of what is taught. Score: 4.21

Resources and Support Systems:

Our school provides qualified staff members t support student learning. Score: 4.26

Our school provides a safe learning environment. Score: 4.27

Using Results for Continuous Improvement:

Our school ensures that all staff members monitor and report the achievement of school goals. Score: 4.22

My child is prepared for success in the next school year. Score: 4.27

My child has administrators and teachers that monitor and inform me of his/her learning progress. Score: 4.22

Staff survey results indicated the overall highest levels of satisfaction in the following areas as demonstrated by the average survey scores being 4.55 or higher on a five point scale on the following indicators:

Purpose and Direction:

Our school's purpose statement is clearly focused on student success. Score: 4.67

Our school has a continuous improvement process based on data, goals, actions, and measures for growth. Score: 4.64

Governance and Leadership:

Our school's leaders expect staff members to hold all students to high academic standards. Score: 4.63

Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning. Score: 4.63

Teaching and Assessing for Learning:

All teachers in our school use consistent common grading and reporting policies across grade levels and courses based clearly defined criteria. Score: 4.55

In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills. Score: 4.55

In our school, all staff members participate in continuous professional learning based on identified needs of the school. Score: 4.55

Resources and Support Systems:

Our school provides qualified staff members to support student learning. Score: 4.62

Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning). Score: 4.59

Using Results for Continuous Improvement:

Our school uses multiple assessment measures to determine student learning and school performance. Score: 4.61

Our school uses data to monitor student readiness and success at the next level. Score: 4.58

Our school leaders monitor data related to student achievement. Score: 4.64

Our school leaders monitor data related to school continuous improvement goals. Score: 4.61

Middle and High School (Grade 6 only for Tharptown Elementary) student survey results indicated the overall highest levels of satisfaction in the following areas as demonstrated by the average survey scores being 4.3 or higher on a five point scale on the following indicators:

Purpose and Direction:

In my school, teachers work together to improve student learning. Score: 4.37

Governance and Leadership:

In my school, rules are applied equally to all students. Score: 4.48

Teaching and Assessing for Learning:

All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed. Score:4.38

Resources and Support Systems:

In my school, I can participate in activities that interest me. Score: 4.43

Using Results for Continuous Improvement:

My school prepares me for success in the next school year. Score: 4.47

Elementary student survey results indicated the overall highest levels of satisfaction in the following areas as demonstrated by the average survey being 2.9 or higher on a three point scale on the following indicators:

Purpose and Direction:
In my school, my principal and teachers want every student to learn. Score: 2.95

Governance and Leadership:
In my school, my teachers want me to do my best work. Score: 2.95

Teaching and Assessing for Learning:
My teachers care about students. Score: 2.93

Using results for Continuous Improvement:
My principal and teachers help me to be ready for the next grade. Score: 2.91

Early Elementary student survey results indicated the overall highest levels of satisfaction in the following areas as demonstrated by average survey being 2.95 or higher on a three point scale on the following indicators:

About My School:
My teacher wants me to learn. Score: 2.98
My teacher wants me to do my best. Score: 2.96
My school has books for me to read. Score: 2.98
My teacher tells me when I do good work. Score: 2.96

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The trend toward increasing stakeholder satisfaction and approval is very important to the staff and administrators at Tharptown Elementary School. Results from the parent and staff surveys both agree that Tharptown Elementary School's purpose statement is clearly focused on student success. Success for all students is at the heart of the Tharptown beliefs and decision making process. Administrators, teachers, staff, parents, students and community members are a part of the collaborative process that shapes the purpose and direction of our school. We are committed to providing a dynamic learning community for each student.

On all surveys completed, all students feel that teachers work together to improve learning, have high expectations, and have a desire for them to perform their best work across the curriculum. Many processes are in place to address the needs of each student with an emphasis on student data driven instruction. Students are expected to put forth their best effort. Teachers prepare quality lessons to meet individual

student needs. Lessons are developed with best practices and provide active student engagement with each lesson aligned with the College and Career Ready Standards in each subject area.

Parents and students feel that multiple assessments are implemented to measure academic growth and that they are prepared for success in the next school year. Students have formal and informal assessments throughout the school year to help teachers develop future lessons based on data from those assessments. DIBELS, Global Scholar, and ACT Aspire Interim assessments are implemented three times a year in order to track student success and help teachers develop data driven lessons.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The staff, parent, and student data collected during this AdvancEd survey process at Tharptown Elementary School is closely aligned with the Title 1 Parental Involvement survey completed at the beginning of the school year.   Stakeholders consistently confirm that our school has a clear focus on student success. The staff and administration care about each student and have high expectations in their academic growth. The students feel that the teachers care about them and truly desires for them to learn and perform at their best. The teachers provide many types of formal and informal assessments to measure the academic growth of each individual student and communicate areas of improvement or areas that need to be improved to the parents using mid nine week progress reports, weekly test scores, daily assignments, report cards, and other assessments.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

According to the AdvancED surveys completed by parents, staff, and students of Tharptown Elementary School, the overall lowest level of satisfaction was:

PARENT survey results indicated the overall lowest levels of satisfaction in the following areas as demonstrated by the average survey score on a five point scale:

*Overall, the parent surveys were mostly positive with no score in any standard below a score of 3.94.

Governance and Leadership:
Our school shares responsibility for student learning with its stakeholders. Score: 3.98

Teaching and Assessing for Learning:
My child has up-to-date computers and other technology to learn. Score: 3.94

Resources and Support Systems:
Our school provides an adequate supply of learning resources that are current and in good condition. Score: 3.98

STAFF survey results indicating the overall lowest levels of satisfaction in the following areas as demonstrated by the average survey score on a five point scale:

*Overall, the staff surveys were mostly positive with no score in any standard below a score of 3.74.

Teaching and Assessing for Learning:
All teachers in our school use a variety of technologies as instructional resources. Score: 3.97
In our school, a formal process is in place to support new staff members in their professional practice. Score: 3.74

Resources and Support Systems:
Our school provides sufficient material resources to meet student needs. Score: 3.92

MIDDLE SCHOOL STUDENT survey results indicated the overall lowest levels of satisfaction in the following areas as demonstrated by the average survey score on a five point scale:

*There was no score in any standard below 3.43

Governance and Leadership:

In my school, students treat adults with respect. Score: 3.52

Resources and Support Systems:

In my school, students respect the property of others. Score: 3.43

In my school, students help each other even if they are not friends. Score: 3.47

ELEMENTARY SCHOOL STUDENT survey results indicated the overall lowest levels of satisfaction in the following areas as demonstrated by the average survey score on a three point scale:

*On Elementary Student surveys, there was no score below a 2.55 on a three point scale.

Governance and Leadership:

My teachers ask my family to come to school activities. Score: 2.63

Using Results for Continuous Improvement

My principal and teachers ask me what I think about school. Score: 2.55

EARLY ELEMENTARY STUDENT survey results indicated the overall lowest levels of satisfaction in the following areas as demonstrated by the average survey score on a three point scale:

*On Early Elementary Student surveys, there was no score below 2.63

My family likes to come to my school. Score: 2.71

I use a computer to learn at school. Score: 2.63

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The trend toward decreasing stakeholder satisfaction or approval at Tharptown Elementary School according to the parent and staff surveys is in the areas of Teaching and Assessing for Learning and Resources and Support Resources. Parents and teachers both feel that our school is in need of up-to-date technology and more techology devices for instructional resources in the classrooms. In addition, both parents and staff feel our students need more current learning materials such as new textbooks and other instructional resources needed to meet student needs based on the College and Career Ready Standards.

What are the implications for these stakeholder perceptions?

The stakeholder perceptions of Tharptown Elementary School play an important role in areas where improvement needs to take place. In

order for a school to reach its full potential and operate at the highest level of performance, the perceptions from all stakeholders must be considered in order to make thoughtful decisions that best benefit the entire school. Overall, teachers, parents, and students reported they are pleased with the educational program at Tharptown Elementary and they support any effort to make the school even more effective. Based on results from both parents and staff surveys, technology needs to be updated for students and teachers for individualized and instructional practices. The computer lab needs new updated computers. Even though we received some new Chromebooks this year but there is only enough for one classroom at a time to check them out for their students. Technology funding available is inadequate to meet our demanding technological needs at or school. Based on middle school student surveys, they feel that students should respect adults more and have more respect for the property of others. Classroom teachers, administrators, and the guidance counselor provide lessons related to these issues. Behavior management is addressed based on the district and school discipline policy. Bullying awareness and prevention, along with other practices for social and emotional issues, will continue to be a focus in the areas that need to be strengthened. Our school is in the process of developing a school wide positive behavior program based on students showing positive behavior on a daily basis and rewarded with incentives on a monthly basis. Both elementary and early elementary students reported that teachers should ask their families to come to school. Tharptown Elementary plans and organizes multiple activities including performances, field trips, meetings, Open Houses, as well as an open door policy to all parents. Early Elementary students suggested that the principal and teachers should engage them more about what they think about school. The school leaders and administration will delve into considering ideas on how to allow students to have opportunities to express opinions, interest, and their thoughts about school.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The above reported findings are consistent with findings from other stakeholder feedback sources. The Title 1 Parental Involvement survey also reports the need for techology resources. The desire to increase the use of technology for personalized instruction is evident among stakeholder feedback.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics

4
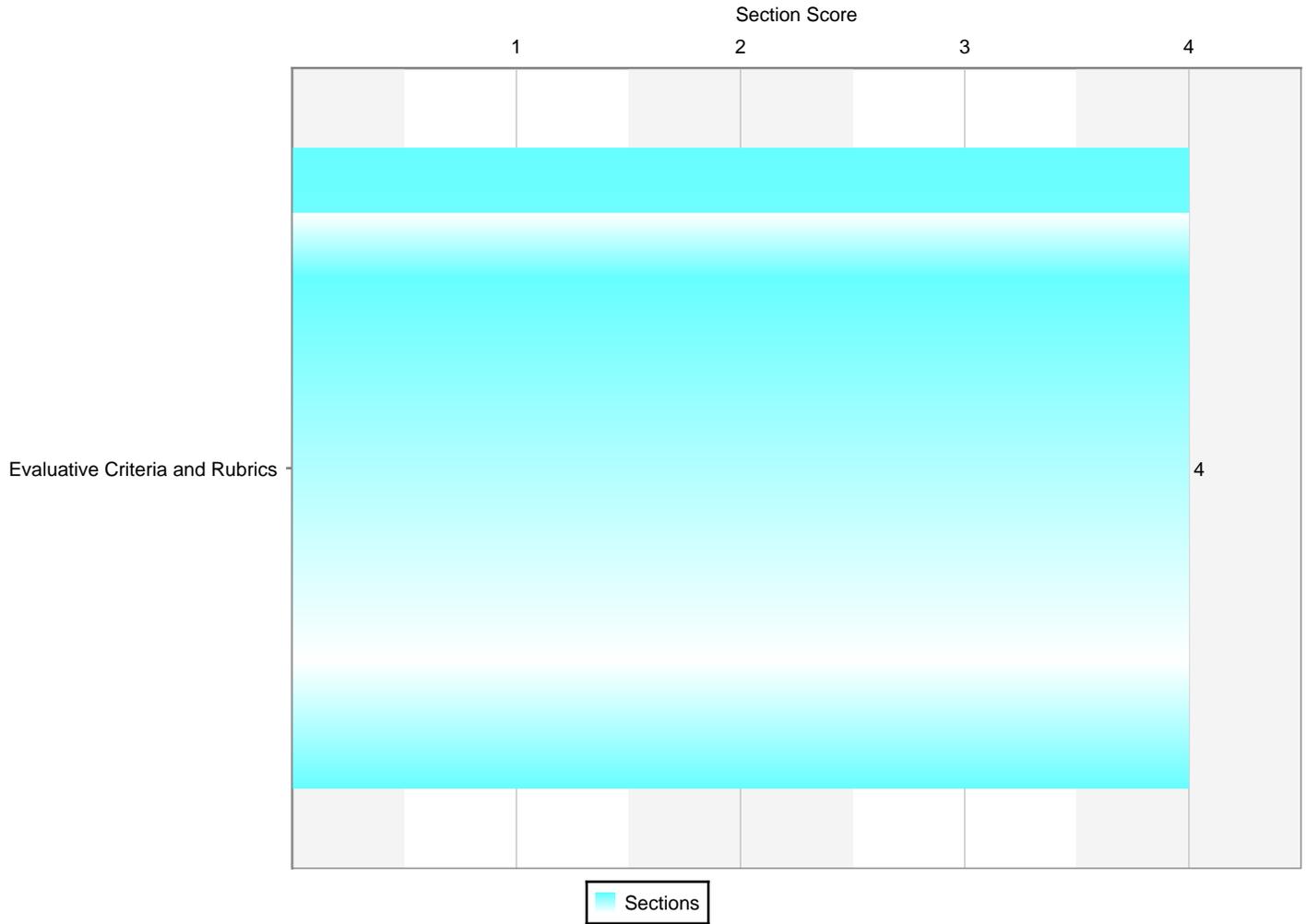
Sections

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

At the beginning of each school year, the Continuous Improvement Team meets to discuss the comprehensive needs assessment for Tharptown Elementary School. The Continuous Improvement Team consists of parents, teachers, students, community members, and other school personnel. The team collects and analyzes school data to set school goals. The team reviews the formative and summative data from the 2015-2016 school year to set goals for improvement for the 2016-2017 school year. Some of the data discussed includes ACT Aspire, DIBELS Next, Global Scholar, ACCESS, Attendance/Truancy data, SIR Data, and/or add additional data and evaluate proficiency of goals/programs and plan for future needs. Additional meetings and professional development opportunities are planned throughout the school year to address areas of concern that were found in the data.

2. What were the results of the comprehensive needs assessment?

The results of the comprehensive needs assessment showed several areas that were of notable achievement and some areas that need focus on improvement.

Strengths:

ACT Aspire:

1. Overall, students at Tharptown Elementary had an increase in math scores with an increase of 5% from 2015 to 2016.

2. Fourth grade students in the spring of 2015 increased their scores by 8% in the national percentile rank in science in the spring of 2016.

3. Fifth grade students in the spring of 2015 maintained the 50th national percentile rank in math as sixth grade students in spring of 2016.

4. Students in the third grade increased 2% in math and 3% in science in the "Ready" Readiness Level from the spring of 2015 to the spring of 2016 as fourth graders.

5. Students in the fourth grade increased 5% in science in the "Ready" Readiness Level from the spring of 2015 to the spring of 2016 as fifth graders.

6. Students in the fifth grade increased 18% in math and 4% in reading in the "Ready" Readiness Level from the spring of 2015 to the spring of 2016 as sixth graders.

Global Scholar:

1. Second grade students had a significant gain in reading and math. Second grade students increased significantly from the fall of 2015 to the spring of 2016 with a mean scaled score from 1828 to 2094 in reading and a mean scaled score in math from 1991 to 2200.

DIBELS:

1. Kindergarten has scored 85% or higher each year from 2012-2016 in Phoneme Segmentation on the Dibels assessment.

2. In kindergarten, there was a significant gain in the overall Composite score with 26% Core and 56% Intensive at the beginning of the 2015-2016 school year and 79% Core and 11% Intensive at the end of the 2015-2016 school year.

3. In kindergarten, only 2% scored below benchmark on Phoneme Segmentation in spring of 2016.

4. In first grade, 37% scored Intensive in Oral Reading Fluency at the beginning of the 2015-2016 school year and only 18% scored Intensive at the end of the 2015-2016 school year.

3. What conclusions were drawn from the results?

After conducting the comprehensive needs assessment, it was determined by the Continuous Improvement Team that we will continue to focus on reading, writing, science, and math skills and other curriculum to match the unique needs of each student with scientifically researched-based programs and strategies based on the latest assessment data. Specifically, the reading focus will be on using strategies to comprehend textual/informational passages and text complexity. The literacy coach will be utilized in coordinating and planning strategies to improve achievement. The ELL instructor along with the classroom teachers will continue to implement strategies to improve students' writing skills and comprehension.

4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

After analyzing perception, student achievement, school programs/process, and demographic data, Tharptown Elementary School has concluded that we will focus on reading and writing skills. Last year, the Franklin County School System purchased the researched based reading series, Reading Street/Common Core, to help teachers implement the College and Career Ready Standards. The focus is toward instruction aligned with the new College and Career Ready Standards in each classroom. Teachers, school staff, and the administrator will continue to receive professional development on school programs, the College and Career Ready Standards, as well as identified areas for improvement. ARI will come and support as needed. Technology is an area that we are increasing in the classrooms with IPads and Chromebooks to help with reading, math, and writing.

5. How are the school goals connected to priority needs and the needs assessment?

Tharptown Elementary School's goals were developed based on the results of the comprehensive needs assessments, as well as the parent surveys. Our goal is to improve the academic needs of each student and to help our parents feel a responsibility in the decision making process to assist TES in meeting our improvement goals.

6. How do the goals portray a clear and detailed analysis of multiple types of data?

Goals for Tharptown Elementary School are determined by using a variety of data from different resources. We gather data from the

following assessments from past data and use current data:

ACT Aspire

ACCESS

Reading Street Assessments

Go Math

ACT Interim and Classroom Periodic Assessments

Global Scholar

Weekly and quarterly assessments are given throughout the school year to assess goals. The ACT Aspire Interim Assessments are given three times a year in math, reading, and science and the ACT Aspire Classroom Assessments can be given multiple times throughout the school year by the classroom teacher. These assessments are aligned with the College and Career Ready Standards. Meetings are held by classroom teachers, literacy coach, and principal during Professional Team Meetings once a month to discuss results of data and make revisions in instruction to meet the academic needs of our students.

7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Tharptown Elementary School's goals are ensured that all students are receiving instruction based on the College and Career Ready Standards for their grade level. Students that are performing below grade level will receive additional instruction from the classroom teacher during Tier 2 instruction in a small group setting and if a student's performance does not improve then the students who continue to perform below grade level will be referred to the Problem Solving Team (PST). The PST will write a plan specifically for the student and review the student's performance monthly at PST meetings. If a student does not make adequate progress with the goals set for him/her then he/she may be referred for further testing.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Prepare and Support Teachers and Leaders to Graduate College-Ready Students

Measurable Objective 1:

complete a portfolio or performance so teachers will use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences and to advance student learning and creativity by 05/18/2017 as measured by classroom observation, lesson plans, and student projects.

Strategy1:

Professional Development - Professional development will be planned in the utilization of the Alabama Virtual Library for teachers and students. Teachers will learn how to use the Alabama Virtual Library for an instructional tool and how to utilize it with students in conducting research.

Category:

Research Cited: International Society for Technology in education. (2009). NETS for students: Global learning in a digital age. Retrieved froom htt://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS-for-Students.htm

Activity - Promoting Student Research Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school librarian will collaborate with the classroom teachers to create a project where the students will use the Alabama Virtual Library for student learning and research.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Tharptown Elementary Librarian and Teachers

Activity - Alabama Virtual Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Alabama Virtual Library trainer will conduct a workshop to demonstrate the use of the Alabama Virtual Library as an instructional tool.	Professional Learning	08/10/2015	12/01/2016	$0 - No Funding Required	A certified Alabama Virtual Library Volunteer Trainer

Measurable Objective 2:

complete a portfolio or performance so teachers can plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts and to develop the knowledge, skills, and attitudes by 05/20/2016 as measured by teacher lesson plans, student projects, and classroom observations.

Strategy1:

Online Digital Games and Interactives - Professional development will be planned for teachers on the utilization of chrome books to access

online digital games and College and Career Ready Standards for the classroom to be incorporated in the use of chrome books.

Category: Develop/Implement College and Career Ready Standards

Research Cited: National Education Technology Plan(NET Plan): Transforming American Education, Learning Powered by Technology.

(2012) Retrieved from Http://www.ed.gov/technology/nept-2010

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A one hour professional development workshop will be presented to introduce the Chromebook and basic operation to increase the comfort level in the utilization of the Chromebook in the classroom.	Professional Learning	08/10/2015	03/01/2017	$0 - No Funding Required	Teacher Leaders

Activity - Chromebook Moment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each faculty meeting will have an Chromebook moment presented by the administrator and or a classroom teacher.	Professional Learning	08/10/2015	05/01/2017	$0 - No Funding Required	The school administrator and or a classroom teacher

Goal 2:

Increase Proficiency Levels of Students in Reading

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency level in Reading by 05/20/2016 as measured by and the ACT ASPIRE.

Strategy1:

Implement Explicit Intensive Tier 1 Instruction - Classroom teachers will provide explicit, intensive Tier 1 instruction using resources and assessments from the Scott Foresman Reading Street series. The series provides a wide array of formal tests and classroom assessments to support instruction. The formal assessments include: Weekly Selection Tests and Fresh Reads for Differentiated Test Practice. Explicit instruction will be used in whole group and small group settings. Daily literacy centers will be implemented to help master targeted skills and objectives to support instruction.

Global Scholar provides a Performance Series assessment which is implemented as needed three times a year to help teachers guide instruction and improve the academic performance of students. The Achievement Series provided by Global Scholar is accessible to students throughout the year as College and Career Standards have been taught. Act Aspire Interim Periodic Assessments are implemented three times a year for each student in third grade through sixth grade. Act Aspire Classroom Assessments are implemented throughout the school year as College and Career Standards have been taught and can be given at any time.

Category:

Research Cited:

Activity - Tier 1 Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide Tier 1 whole group instruction on a daily basis.	Direct Instruction	08/10/2015	05/25/2017	$0 - District Funding	Teachers

Activity - Fresh Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use modeling techniques and teach effective comprehension strategies to instruct students on how to read a new passage and answer questions about the passage.	Direct Instruction	08/10/2015	05/25/2017	$100 - General Fund	Teachers

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional development that addresses effective and explicit strategies used for classroom instruction	Professional Learning	09/01/2015	05/25/2017	$0 - No Funding Required	Principal, Literacy Coach, College and Career Ready Team Members, District Literacy Coach

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of small group instruction and tiered reading strategies in all classrooms. Tier 1 and Tier 2 will be instructed by the classroom teacher. Tier 3 will be instructed by the Title 1 teacher.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Regular Classroom Teachers, Literacy Coach and Title I teacher

Goal 3:

Increase Proficiency Level in Math.

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Act Aspire Math Assessment in Mathematics by 04/30/2015 as measured by ACT Aspire Math Assessment.

Strategy1:

Tiered Instruction - Teachers will use different technological applications to identify skills that students are struggling to master in academic performance. Teachers will collect data in research based programs such as Global Scholar and Act Aspire Periodic Assessments to create instruction based on individual needs. Tiered instruction will be used after collecting data from Global Scholar and Act Aspire Periodic formative assessments. Teachers will use small group instruction, teaching models, higher order thinking skills, and hands on strategies weekly. A variety of materials will be used such as Go Math textbook, Alabama Curriculum Guide to the Alabama College and Career Ready Standards in Math, and the Alabama College and Career Ready Standards.

Category:

Research Cited: ALEX

Activity - Teacher/Collaboration/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to collaborate, plan lessons, and earn Continuing Education Units (CEU's)	Professional Learning	08/15/2014	05/25/2017	$0 - No Funding Required	Certificated teachers and administrator

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional development that addresses effective strategies used for classroom instruction.	Professional Learning	08/08/2014	05/25/2017	$0 - No Funding Required	Principal, College and Career Ready Team Member

Goal 4:

To actively engage all students in a reading curriculum that is rigourous and transformative.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehending nonfiction text in Reading by 05/20/2016 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading in the Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day.

Category:

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children To Read (National Institute for Literacy)

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model good practices, guide instruction, teach effective comprehension strategies and have the students apply the skill(s) in a new meaningful way.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Classroom teachers, literacy coach, resource teachers

Goal 5:

All students at Tharptown Elementary will have a safe and secure school environment.

Measurable Objective 1:

collaborate to create a safe and secure environment for all students by 05/20/2016 as measured by a security walk through provided by local law enforcement and emergency management professionals.

Strategy1:

Development of a Crisis Management Plan - The school administration along with the Tharptown Elementary School Safety Committee will review and update the Crisis Management Plan.

Category:

Research Cited: 843-559-9556

The Protection Institute (www.theprotectioninstitute.com)

Activity - School Crisis Management Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration and school safety committee will work to finalize updates to the Tharptown Elementary Crisis Management Plan. The administration and school safety committee will complete the Tharptown Elementary Safety Plan on the Virtual Alabama AlaCop website. The school safety committee will complete the Virtual Alabama School Safety plan pertaining to standing emergency response protocols and role assignments within the faculty.	Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	Administration, Faculty and Staff

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will lead the school in the following safety drills: lockdown drill, fire drill, tornado drill, and bus evacuation drill.	Policy and Process	08/10/2015	05/25/2017	$0 - No Funding Required	Administration and Faculty

Activity - Crisis Management Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will attend a workshop about the new improvements in the Virtual Alabama School Safety System.	Policy and Process	08/04/2016	05/25/2017	$1000 - District Funding	Tharptown Elementary Administration

Goal 6:

Provide ELL students and parents with opportunities to participate in afterschool programs and activities to become more engaged in increasing the knowledge and skills needed to support and strengthen student learning.

Measurable Objective 1:

collaborate to achieve a school connectedness with ELL students and parents by 05/20/2016 as measured by an increase of 25% from a baseline of 10 participants attending the afterschool program .

Strategy1:

ELL Student and Parent Involvement - The principal and parent involvement committee will review the school involvement of ELL students and parents and their participation throughout the school year and at the end-of-year annual meeting to determine if participation has increased.

The faculty and staff will utilize and offer a variety of communication techniques to enhance ELL student and parent participation through ELL website links, parent resource center, and Home and School Connection pamphlets.

An ELL student and parent advisory committee will be created and roles assigned to students and parents to help in decision making to support student learning.

Category:

Research Cited: "Regardless of family income or background, students with involved parents are more likely to: (1) Earn higher grades and test scores, and enroll in higher-level programs, (2) Be promoted, pass their classes, and earn credits, (3) Attend school regularly, (4) Have better social skills, show improved behavior, and adapt well to school, and (5) Graduate and go on to postsecondary education." A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002), A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.

Activity - ELL Student and Parent Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Student and Parent Advisory Committee will be responsible for giving input and suggestions to improve communications with our ELL students and families. The committee shall problem solve strategies that might impact the academic success of the ELL students and school community.	Parent Involvement	10/01/2015	05/20/2016	$0 - No Funding Required	Ann Scott, Principal Josie Dugan, ELL Teacher Lisa Gann, Title 1 Teacher

Activity - ELL Parent Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Parent Resource Center will connect ELL students and families to school and community resources to strengthen and support students' learning and well-being.	Community Engagement Parent Involvement	10/01/2015	05/20/2016	$100 - Other	Ann Scott, Principal Karen Robinson Josie Dugan Lisa Gann Laura Stockton

Activity - Home & School Connection Pamphlet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The monthly Home & School Connection pamphlet will contain ideas and strategies to help ELL families strengthen their knowledge and skills to support student achievement.	Parent Involvement Community Engagement	10/01/2015	05/20/2016	$350 - Title I Schoolwide	Ann Scott Amanda Murray Lisa Gann Karen Robinson

Activity - ELL Internet Website Links	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Internet Website Links will support ELL parents and students by providing opportunities to discover and receive educational information in their native language and help students gain understanding of the ability to read and write in English.	Technology Parent Involvement	10/01/2015	05/20/2016	$0 - No Funding Required	Susie Stockton Mandy Odom Connie Byars

Activity - ELL Afterschool Enrichment Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This program will provide ELL students and parents with opportunities for a quality education by focusing on strategies and activities designed to support the linguistic, cultural, and academic needs of the students and the importance of parents and their roles and the value of their input in helping their children succeed.	Parent Involvement	10/01/2015	05/20/2016	$15000 - Other	Samantha Bain, Coordinator Susan Hargett, Director Lisa Gann, Instructor

Goal 7:

The students at Tharptown Elementary will develop a greater desire to read for enjoyment and to take tests in the Accelerated Reader Program to reach their Accelerated Reader goals from a baseline of 0% to 20% increase by the end of the school year.

Measurable Objective 1:

20% of All Students will increase student growth in the desire to read for enjoyment in Reading by 05/19/2017 as measured by 20 percent of the students at Tharptown Elementary reaching the goal of receiving 20 or more Accelerated Reader points.

Strategy1:

Increased Reading of Books - The Tharptown Elementary librarian will assist the teachers in establishing goals for students to read self-selected texts and take Accelerated Reader tests on these texts. Each nine weeks progress will be monitored by the Diagnostic Report in Accelerated Reader.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf

Activity - Read Across America Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will invite guest readers to read to students in their classroom during Read Across America Day. Students will participate in silent reading times and take Accelerated Reader Test on books read on Read Across America Day.	Academic Support Program	03/02/2017	03/10/2017	$0 - No Funding Required	Classroom Teachers and Librarian

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read self-select books and take comprehension tests using Accelerated Reader software.	Academic Support Program	09/19/2016	05/12/2017	$0 - No Funding Required	Teachers and Librarian

Activity - Student Accelerated Reader Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and the librarian will establish goals for the number of books students will read and successfully pass tests using Accelerated Reader. Teachers will monitor student progress by individual conferences with students weekly.	Academic Support Program	09/19/2016	05/12/2017	$0 - No Funding Required	Classroom teacher and librarian

Activity - Accelerated Reader Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each nine weeks students that attain established goals for taking Accelerated Reader Tests will participate in a school-wide celebration provided by the librarian and school administrator. Students attaining their end of the year goal will attend a large end of the year celebration. This celebration will be an inflatable party, field trip, or extra field day.	Academic Support Program	09/19/2016	05/25/2017	$500 - General Fund	Librarian and School Administrator

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Prepare and Support Teachers and Leaders to Graduate College-Ready Students

Measurable Objective 1:

complete a portfolio or performance so teachers will use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences and to advance student learning and creativity by 05/18/2017 as measured by classroom observation, lesson plans, and student projects.

Strategy1:

Professional Development - Professional development will be planned in the utilization of the Alabama Virtual Library for teachers and students. Teachers will learn how to use the Alabama Virtual Library for an instructional tool and how to utilize it with students in conducting research.

Category:

Research Cited: International Society for Technology in education. (2009). NETS for students: Global learning in a digital age. Retrieved froom htt://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS-for-Students.htm

Activity - Promoting Student Research Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school librarian will collaborate with the classroom teachers to create a project where the students will use the Alabama Virtual Library for student learning and research.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Tharptown Elementary Librarian and Teachers

Activity - Alabama Virtual Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Alabama Virtual Library trainer will conduct a workshop to demonstrate the use of the Alabama Virtual Library as an instructional tool.	Professional Learning	08/10/2015	12/01/2016	$0 - No Funding Required	A certified Alabama Virtual Library Volunteer Trainer

Measurable Objective 2:

complete a portfolio or performance so teachers can plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts and to develop the knowledge, skills, and attitudes by 05/20/2016 as measured by teacher lesson plans, student projects, and classroom observations.

Strategy1:

Online Digital Games and Interactives - Professional development will be planned for teachers on the utilization of chrome books to access online digital games and College and Career Ready Standards for the classroom to be incorporated in the use of chrome books.

Category: Develop/Implement College and Career Ready Standards

Research Cited: National Education Technology Plan(NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from Http://www.ed.gov/technology/nept-2010

Activity - Chromebook Moment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each faculty meeting will have an Chromebook moment presented by the administrator and or a classroom teacher.	Professional Learning	08/10/2015	05/01/2017	$0 - No Funding Required	The school administrator and or a classroom teacher

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A one hour professional development workshop will be presented to introduce the Chromebook and basic operation to increase the comfort level in the utilization of the Chromebook in the classroom.	Professional Learning	08/10/2015	03/01/2017	$0 - No Funding Required	Teacher Leaders

Goal 2:

Increase Proficiency Levels of Students in Reading

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency level in Reading by 05/20/2016 as measured by and the ACT ASPIRE.

Strategy1:

Implement Explicit Intensive Tier 1 Instruction - Classroom teachers will provide explicit, intensive Tier 1 instruction using resources and assessments from the Scott Foresman Reading Street series. The series provides a wide array of formal tests and classroom assessments to support instruction. The formal assessments include: Weekly Selection Tests and Fresh Reads for Differentiated Test Practice. Explicit instruction will be used in whole group and small group settings. Daily literacy centers will be implemented to help master targeted skills and objectives to support instruction.

Global Scholar provides a Performance Series assessment which is implemented as needed three times a year to help teachers guide instruction and improve the academic performance of students. The Achievement Series provided by Global Scholar is accessible to students throughout the year as College and Career Standards have been taught. Act Aspire Interim Periodic Assessments are implemented three times a year for each student in third grade through sixth grade. Act Aspire Classroom Assessments are implemented throughout the school year as College and Career Standards have been taught and can be given at any time.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of small group instruction and tiered reading strategies in all classrooms. Tier 1 and Tier 2 will be instructed by the classroom teacher. Tier 3 will be instructed by the Title 1 teacher.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Regular Classroom Teachers, Literacy Coach and Title I teacher

Activity - Fresh Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use modeling techniques and teach effective comprehension strategies to instruct students on how to read a new passage and answer questions about the passage.	Direct Instruction	08/10/2015	05/25/2017	$100 - General Fund	Teachers

Activity - Tier 1 Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide Tier 1 whole group instruction on a daily basis.	Direct Instruction	08/10/2015	05/25/2017	$0 - District Funding	Teachers

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional development that addresses effective and explicit strategies used for classroom instruction	Professional Learning	09/01/2015	05/25/2017	$0 - No Funding Required	Principal, Literacy Coach, College and Career Ready Team Members, District Literacy Coach

Goal 3:

Increase Proficiency Level in Math.

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Act Aspire Math Assessment in Mathematics by 04/30/2015 as measured by ACT Aspire Math Assessment.

Strategy1:

Tiered Instruction - Teachers will use different technological applications to identify skills that students are struggling to master in academic performance. Teachers will collect data in research based programs such as Global Scholar and Act Aspire Periodic Assessments to create instruction based on individual needs. Tiered instruction will be used after collecting data from Global Scholar and Act Aspire Periodic formative assessments. Teachers will use small group instruction, teaching models, higher order thinking skills, and hands on strategies weekly. A variety of materials will be used such as Go Math textbook, Alabama Curriculum Guide to the Alabama College and Career Ready Standards in Math, and the Alabama College and Career Ready Standards.

Category:

Research Cited: ALEX

Activity - Teacher/Collaboration/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to collaborate, plan lessons, and earn Continuing Education Units (CEU's)	Professional Learning	08/15/2014	05/25/2017	$0 - No Funding Required	Certificated teachers and administrator

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional development that addresses effective strategies used for classroom instruction.	Professional Learning	08/08/2014	05/25/2017	$0 - No Funding Required	Principal, College and Career Ready Team Member

Goal 4:

All students at Tharptown Elementary will have a safe and secure school environment.

Measurable Objective 1:

collaborate to create a safe and secure environment for all students by 05/20/2016 as measured by a security walk through provided by local law enforcement and emergency management professionals.

Strategy1:

 Development of a Crisis Management Plan - The school administration along with the Tharptown Elementary School Safety Committee will review and update the Crisis Management Plan.

Category:

Research Cited: 843-559-9556

The Protection Institute (www.theprotectioninstitute.com)

Activity - School Crisis Management Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration and school safety committee will work to finalize updates to the Tharptown Elementary Crisis Management Plan. The administration and school safety committee will complete the Tharptown Elementary Safety Plan on the Virtual Alabama AlaCop website. The school safety committee will complete the Virtual Alabama School Safety plan pertaining to standing emergency response protocols and role assignments within the faculty.	Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	Administration, Faculty and Staff

Activity - Crisis Management Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will attend a workshop about the new improvements in the Virtual Alabama School Safety System.	Policy and Process	08/04/2016	05/25/2017	$1000 - District Funding	Tharptown Elementary Administration

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will lead the school in the following safety drills: lockdown drill, fire drill, tornado drill, and bus evacuation drill.	Policy and Process	08/10/2015	05/25/2017	$0 - No Funding Required	Administration and Faculty

Goal 5:

To actively engage all students in a reading curriculum that is rigourous and transformative.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehending nonfiction text   in Reading by 05/20/2016 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading in the Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day.

Category:

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children To Read (National Institute for Literacy)

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model good practices, guide instruction, teach effective comprehension strategies and have the students apply the skill(s) in a new meaningful way.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Classroom teachers, literacy coach, resource teachers

Goal 6:

Provide ELL students and parents with opportunities to participate in afterschool programs and activities to become more engaged in increasing the knowledge and skills needed to support and strengthen student learning.

Measurable Objective 1:

collaborate to achieve a school connectedness with ELL students and parents by 05/20/2016 as measured by an increase of 25% from a baseline of 10 participants attending the afterschool program .

Strategy1:

ELL Student and Parent Involvement - The principal and parent involvement committee will review the school involvement of ELL students and parents and their participation throughout the school year and at the end-of-year annual meeting to determine if participation has increased.

The faculty and staff will utilize and offer a variety of communication techniques to enhance ELL student and parent participation through ELL website links, parent resource center, and Home and School Connection pamphlets.

An ELL student and parent advisory committee will be created and roles assigned to students and parents to help in decision making to support student learning.

Category:

Research Cited: "Regardless of family income or background, students with involved parents are more likely to: (1)

Earn higher grades and test scores, and enroll in higher-level programs, (2) Be promoted, pass their classes, and earn credits, (3) Attend school regularly, (4) Have better social skills, show improved behavior, and adapt well to school, and (5) Graduate and go on to postsecondary education." A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002), A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.

Activity - ELL Parent Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Parent Resource Center will connect ELL students and families to school and community resources to strengthen and support students' learning and well-being.	Community Engagement Parent Involvement	10/01/2015	05/20/2016	$100 - Other	Ann Scott, Principal Karen Robinson Josie Dugan Lisa Gann Laura Stockton

Activity - Home & School Connection Pamphlet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The monthly Home & School Connection pamphlet will contain ideas and strategies to help ELL families strengthen their knowledge and skills to support student achievement.	Community Engagement Parent Involvement	10/01/2015	05/20/2016	$350 - Title I Schoolwide	Ann Scott Amanda Murray Lisa Gann Karen Robinson

Activity - ELL Afterschool Enrichment Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This program will provide ELL students and parents with opportunities for a quality education by focusing on strategies and activities designed to support the linguistic, cultural, and academic needs of the students and the importance of parents and their roles and the value of their input in helping their children succeed.	Parent Involvement	10/01/2015	05/20/2016	$15000 - Other	Samantha Bain, Coordinator Susan Hargett, Director Lisa Gann, Instructor

Activity - ELL Internet Website Links	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Internet Website Links will support ELL parents and students by providing opportunities to discover and receive educational information in their native language and help students gain understanding of the ability to read and write in English.	Technology Parent Involvement	10/01/2015	05/20/2016	$0 - No Funding Required	Susie Stockton Mandy Odom Connie Byars

Activity - ELL Student and Parent Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Student and Parent Advisory Committee will be responsible for giving input and suggestions to improve communications with our ELL students and families. The committee shall problem solve strategies that might impact the academic success of the ELL students and school community.	Parent Involvement	10/01/2015	05/20/2016	$0 - No Funding Required	Ann Scott, Principal Josie Dugan, ELL Teacher Lisa Gann, Title 1 Teacher

Goal 7:

The students at Tharptown Elementary will develop a greater desire to read for enjoyment and to take tests in the Accelerated Reader Program to reach their Accelerated Reader goals from a baseline of 0% to 20% increase by the end of the school year.

Measurable Objective 1:

20% of All Students will increase student growth in the desire to read for enjoyment in Reading by 05/19/2017 as measured by 20 percent of the students at Tharptown Elementary reaching the goal of receiving 20 or more Accelerated Reader points.

Strategy1:

Increased Reading of Books - The Tharptown Elementary librarian will assist the teachers in establishing goals for students to read self-selected texts and take Accelerated Reader tests on these texts. Each nine weeks progress will be monitored by the Diagnostic Report in Accelerated Reader.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf

Activity - Student Accelerated Reader Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and the librarian will establish goals for the number of books students will read and successfully pass tests using Accelerated Reader. Teachers will monitor student progress by individual conferences with students weekly.	Academic Support Program	09/19/2016	05/12/2017	$0 - No Funding Required	Classroom teacher and librarian

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read self-select books and take comprehension tests using Accelerated Reader software.	Academic Support Program	09/19/2016	05/12/2017	$0 - No Funding Required	Teachers and Librarian

Activity - Read Across America Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will invite guest readers to read to students in their classroom during Read Across America Day. Students will participate in silent reading times and take Accelerated Reader Test on books read on Read Across America Day.	Academic Support Program	03/02/2017	03/10/2017	$0 - No Funding Required	Classroom Teachers and Librarian

Activity - Accelerated Reader Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each nine weeks students that attain established goals for taking Accelerated Reader Tests will participate in a school-wide celebration provided by the librarian and school administrator. Students attaining their end of the year goal will attend a large end of the year celebration. This celebration will be an inflatable party, field trip, or extra field day.	Academic Support Program	09/19/2016	05/25/2017	$500 - General Fund	Librarian and School Administrator

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Prepare and Support Teachers and Leaders to Graduate College-Ready Students

Measurable Objective 1:

complete a portfolio or performance so teachers will use technology and digital resources to provide standards-based instruction and

authentic learning activities in all content areas of responsibility to facilitate real-life experiences and to advance student learning and

creativity by 05/18/2017 as measured by classroom observation, lesson plans, and student projects.

Strategy1:

Professional Development - Professional development will be planned in the utilization of the Alabama Virtual Library for teachers and students. Teachers will learn how to use the Alabama Virtual Library for an instructional tool and how to utilize it with students in conducting research.

Category:

Research Cited: International Society for Technology in education. (2009). NETS for students: Global learning in a digital age. Retrieved froom htt://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS-for-Students.htm

Activity - Promoting Student Research Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school librarian will collaborate with the classroom teachers to create a project where the students will use the Alabama Virtual Library for student learning and research.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Tharptown Elementary Librarian and Teachers

Activity - Alabama Virtual Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Alabama Virtual Library trainer will conduct a workshop to demonstrate the use of the Alabama Virtual Library as an instructional tool.	Professional Learning	08/10/2015	12/01/2016	$0 - No Funding Required	A certified Alabama Virtual Library Volunteer Trainer

Measurable Objective 2:

complete a portfolio or performance so teachers can plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts and to develop the knowledge, skills, and attitudes by 05/20/2016 as measured by teacher lesson plans, student projects, and classroom observations.

Strategy1:

Online Digital Games and Interactives - Professional development will be planned for teachers on the utilization of chrome books to access online digital games and College and Career Ready Standards for the classroom to be incorporated in the use of chrome books.

Category: Develop/Implement College and Career Ready Standards

Research Cited: National Education Technology Plan(NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from Http://www.ed.gov/technology/nept-2010

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A one hour professional development workshop will be presented to introduce the Chromebook and basic operation to increase the comfort level in the utilization of the Chromebook in the classroom.	Professional Learning	08/10/2015	03/01/2017	$0 - No Funding Required	Teacher Leaders

Activity - Chromebook Moment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each faculty meeting will have an Chromebook moment presented by the administrator and or a classroom teacher.	Professional Learning	08/10/2015	05/01/2017	$0 - No Funding Required	The school administrator and or a classroom teacher

Goal 2:

Increase Proficiency Levels of Students in Reading

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency level in Reading by 05/20/2016 as measured by and the ACT ASPIRE.

Strategy1:

Implement Explicit Intensive Tier 1 Instruction - Classroom teachers will provide explicit, intensive Tier 1 instruction using resources and assessments from the Scott Foresman Reading Street series. The series provides a wide array of formal tests and classroom assessments to support instruction. The formal assessments include: Weekly Selection Tests and Fresh Reads for Differentiated Test Practice. Explicit instruction will be used in whole group and small group settings. Daily literacy centers will be implemented to help master targeted skills and objectives to support instruction.

Global Scholar provides a Performance Series assessment which is implemented as needed three times a year to help teachers guide instruction and improve the academic performance of students. The Achievement Series provided by Global Scholar is accessible to students throughout the year as College and Career Standards have been taught. Act Aspire Interim Periodic Assessments are implemented three times a year for each student in third grade through sixth grade. Act Aspire Classroom Assessments are implemented throughout the school year as College and Career Standards have been taught and can be given at any time.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of small group instruction and tiered reading strategies in all classrooms. Tier 1 and Tier 2 will be instructed by the classroom teacher. Tier 3 will be instructed by the Title 1 teacher.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Regular Classroom Teachers, Literacy Coach and Title I teacher

Activity - Fresh Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use modeling techniques and teach effective comprehension strategies to instruct students on how to read a new passage and answer questions about the passage.	Direct Instruction	08/10/2015	05/25/2017	$100 - General Fund	Teachers

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional development that addresses effective and explicit strategies used for classroom instruction	Professional Learning	09/01/2015	05/25/2017	$0 - No Funding Required	Principal, Literacy Coach, College and Career Ready Team Members, District Literacy Coach

Activity - Tier 1 Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide Tier 1 whole group instruction on a daily basis.	Direct Instruction	08/10/2015	05/25/2017	$0 - District Funding	Teachers

Goal 3:

Increase Proficiency Level in Math.

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Act Aspire Math Assessment in Mathematics by 04/30/2015 as measured by ACT Aspire Math Assessment.

Strategy1:

Tiered Instruction - Teachers will use different technological applications to identify skills that students are struggling to master in academic performance. Teachers will collect data in research based programs such as Global Scholar and Act Aspire Periodic Assessments to create instruction based on individual needs. Tiered instruction will be used after collecting data from Global Scholar and Act Aspire Periodic formative assessments. Teachers will use small group instruction, teaching models, higher order thinking skills, and hands on strategies weekly. A variety of materials will be used such as Go Math textbook, Alabama Curriculum Guide to the Alabama College and Career Ready Standards in Math, and the Alabama College and Career Ready Standards.

Category:

Research Cited: ALEX

Activity - Teacher/Collaboration/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to collaborate, plan lessons, and earn Continuing Education Units (CEU's)	Professional Learning	08/15/2014	05/25/2017	$0 - No Funding Required	Certificated teachers and administrator

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional development that addresses effective strategies used for classroom instruction.	Professional Learning	08/08/2014	05/25/2017	$0 - No Funding Required	Principal, College and Career Ready Team Member

Goal 4:

All students at Tharptown Elementary will have a safe and secure school environment.

Measurable Objective 1:

collaborate to create a safe and secure environment for all students by 05/20/2016 as measured by a security walk through provided by local law enforcement and emergency management professionals.

Strategy1:

 Development of a Crisis Management Plan - The school administration along with the Tharptown Elementary School Safety Committee will review and update the Crisis Management Plan.

Category:

Research Cited: 843-559-9556

The Protection Institute (www.theprotectioninstitute.com)

Activity - School Crisis Management Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration and school safety committee will work to finalize updates to the Tharptown Elementary Crisis Management Plan. The administration and school safety committee will complete the Tharptown Elementary Safety Plan on the Virtual Alabama AlaCop website. The school safety committee will complete the Virtual Alabama School Safety plan pertaining to standing emergency response protocols and role assignments within the faculty.	Professional Learning	08/04/2016	05/25/2017	$0 - No Funding Required	Administration, Faculty and Staff

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will lead the school in the following safety drills: lockdown drill, fire drill, tornado drill, and bus evacuation drill.	Policy and Process	08/10/2015	05/25/2017	$0 - No Funding Required	Administration and Faculty

Activity - Crisis Management Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will attend a workshop about the new improvements in the Virtual Alabama School Safety System.	Policy and Process	08/04/2016	05/25/2017	$1000 - District Funding	Tharptown Elementary Administration

Goal 5:

To actively engage all students in a reading curriculum that is rigourous and transformative.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehending nonfiction text   in Reading by 05/20/2016 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading in the Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day.

Category:

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children To Read (National Institute for Literacy)

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model good practices, guide instruction, teach effective comprehension strategies and have the students apply the skill(s) in a new meaningful way.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Classroom teachers, literacy coach, resource teachers

Goal 6:

Provide ELL students and parents with opportunities to participate in afterschool programs and activities to become more engaged in increasing the knowledge and skills needed to support and strengthen student learning.

Measurable Objective 1:

collaborate to achieve a school connectedness with ELL students and parents by 05/20/2016 as measured by an increase of 25% from a baseline of 10 participants attending the afterschool program .

Strategy1:

ELL Student and Parent Involvement - The principal and parent involvement committee will review the school involvement of ELL students and parents and their participation throughout the school year and at the end-of-year annual meeting to determine if participation has increased.

The faculty and staff will utilize and offer a variety of communication techniques to enhance ELL student and parent participation through ELL website links, parent resource center, and Home and School Connection pamphlets.

An ELL student and parent advisory committee will be created and roles assigned to students and parents to help in decision making to support student learning.

Category:

Research Cited: "Regardless of family income or background, students with involved parents are more likely to: (1) Earn higher grades and test scores, and enroll in higher-level programs, (2) Be promoted, pass their classes, and earn credits, (3) Attend school regularly, (4) Have better social skills, show improved behavior, and adapt well to school, and (5) Graduate and go on to postsecondary education." A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002), A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.

Activity - ELL Afterschool Enrichment Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This program will provide ELL students and parents with opportunities for a quality education by focusing on strategies and activities designed to support the linguistic, cultural, and academic needs of the students and the importance of parents and their roles and the value of their input in helping their children succeed.	Parent Involvement	10/01/2015	05/20/2016	$15000 - Other	Samantha Bain, Coordinator Susan Hargett, Director Lisa Gann, Instructor

Activity - ELL Internet Website Links	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Internet Website Links will support ELL parents and students by providing opportunities to discover and receive educational information in their native language and help students gain understanding of the ability to read and write in English.	Technology Parent Involvement	10/01/2015	05/20/2016	$0 - No Funding Required	Susie Stockton Mandy Odom Connie Byars

Activity - Home & School Connection Pamphlet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The monthly Home & School Connection pamphlet will contain ideas and strategies to help ELL families strengthen their knowledge and skills to support student achievement.	Community Engagement Parent Involvement	10/01/2015	05/20/2016	$350 - Title I Schoolwide	Ann Scott Amanda Murray Lisa Gann Karen Robinson

Activity - ELL Parent Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Parent Resource Center will connect ELL students and families to school and community resources to strengthen and support students' learning and well-being.	Community Engagement Parent Involvement	10/01/2015	05/20/2016	$100 - Other	Ann Scott, Principal Karen Robinson Josie Dugan Lisa Gann Laura Stockton

Activity - ELL Student and Parent Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Student and Parent Advisory Committee will be responsible for giving input and suggestions to improve communications with our ELL students and families. The committee shall problem solve strategies that might impact the academic success of the ELL students and school community.	Parent Involvement	10/01/2015	05/20/2016	$0 - No Funding Required	Ann Scott, Principal Josie Dugan, ELL Teacher Lisa Gann, Title 1 Teacher

Goal 7:

The students at Tharptown Elementary will develop a greater desire to read for enjoyment and to take tests in the Accelerated Reader

Program to reach their Accelerated Reader goals from a baseline of 0% to 20% increase by the end of the school year.

Measurable Objective 1:

20% of All Students will increase student growth in the desire to read for enjoyment in Reading by 05/19/2017 as measured by 20 percent

of the students at Tharptown Elementary reaching the goal of receiving 20 or more Accelerated Reader points.

Strategy1:

Increased Reading of Books - The Tharptown Elementary librarian will assist the teachers in establishing goals for students to read self-selected texts and take Accelerated Reader tests on these texts. Each nine weeks progress will be monitored by the Diagnostic Report in Accelerated Reader.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf

Activity - Read Across America Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will invite guest readers to read to students in their classroom during Read Across America Day. Students will participate in silent reading times and take Accelerated Reader Test on books read on Read Across America Day.	Academic Support Program	03/02/2017	03/10/2017	$0 - No Funding Required	Classroom Teachers and Librarian

Activity - Accelerated Reader Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each nine weeks students that attain established goals for taking Accelerated Reader Tests will participate in a school-wide celebration provided by the librarian and school administrator. Students attaining their end of the year goal will attend a large end of the year celebration. This celebration will be an inflatable party, field trip, or extra field day.	Academic Support Program	09/19/2016	05/25/2017	$500 - General Fund	Librarian and School Administrator

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read self-select books and take comprehension tests using Accelerated Reader software.	Academic Support Program	09/19/2016	05/12/2017	$0 - No Funding Required	Teachers and Librarian

Activity - Student Accelerated Reader Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and the librarian will establish goals for the number of books students will read and successfully pass tests using Accelerated Reader. Teachers will monitor student progress by individual conferences with students weekly.	Academic Support Program	09/19/2016	05/12/2017	$0 - No Funding Required	Classroom teacher and librarian

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Prepare and Support Teachers and Leaders to Graduate College-Ready Students

Measurable Objective 1:

complete a portfolio or performance so teachers will use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences and to advance student learning and creativity by 05/18/2017 as measured by classroom observation, lesson plans, and student projects.

Strategy1:

Professional Development - Professional development will be planned in the utilization of the Alabama Virtual Library for teachers and students. Teachers will learn how to use the Alabama Virtual Library for an instructional tool and how to utilize it with students in conducting research.

Category:

Research Cited: International Society for Technology in education. (2009). NETS for students: Global learning in a digital age. Retrieved froom htt://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS-for-Students.htm

Activity - Promoting Student Research Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school librarian will collaborate with the classroom teachers to create a project where the students will use the Alabama Virtual Library for student learning and research.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Tharptown Elementary Librarian and Teachers

Activity - Alabama Virtual Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Alabama Virtual Library trainer will conduct a workshop to demonstrate the use of the Alabama Virtual Library as an instructional tool.	Professional Learning	08/10/2015	12/01/2016	$0 - No Funding Required	A certified Alabama Virtual Library Volunteer Trainer

Measurable Objective 2:

complete a portfolio or performance so teachers can plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts and to develop the knowledge, skills, and attitudes by 05/20/2016 as measured by teacher lesson plans, student projects, and classroom observations.

Strategy1:

Online Digital Games and Interactives - Professional development will be planned for teachers on the utilization of chrome books to access online digital games and College and Career Ready Standards for the classroom to be incorporated in the use of chrome books.

Category: Develop/Implement College and Career Ready Standards

Research Cited: National Education Technology Plan(NET Plan): Transforming American Education, Learning Powered by Technology.

(2012) Retrieved from Http://www.ed.gov/technology/nept-2010

Activity - Chromebook Moment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each faculty meeting will have an Chromebook moment presented by the administrator and or a classroom teacher.	Professional Learning	08/10/2015	05/01/2017	$0 - No Funding Required	The school administrator and or a classroom teacher

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A one hour professional development workshop will be presented to introduce the Chromebook and basic operation to increase the comfort level in the utilization of the Chromebook in the classroom.	Professional Learning	08/10/2015	03/01/2017	$0 - No Funding Required	Teacher Leaders

Goal 2:

Increase Proficiency Levels of Students in Reading

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency level in Reading by 05/20/2016 as measured by and the ACT ASPIRE.

Strategy1:

Implement Explicit Intensive Tier 1 Instruction - Classroom teachers will provide explicit, intensive Tier 1 instruction using resources and assessments from the Scott Foresman Reading Street series. The series provides a wide array of formal tests and classroom assessments to support instruction. The formal assessments include: Weekly Selection Tests and Fresh Reads for Differentiated Test Practice. Explicit instruction will be used in whole group and small group settings. Daily literacy centers will be implemented to help master targeted skills and objectives to support instruction.

Global Scholar provides a Performance Series assessment which is implemented as needed three times a year to help teachers guide instruction and improve the academic performance of students. The Achievement Series provided by Global Scholar is accessible to students throughout the year as College and Career Standards have been taught. Act Aspire Interim Periodic Assessments are implemented three times a year for each student in third grade through sixth grade. Act Aspire Classroom Assessments are implemented throughout the school year as College and Career Standards have been taught and can be given at any time.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of small group instruction and tiered reading strategies in all classrooms. Tier 1 and Tier 2 will be instructed by the classroom teacher. Tier 3 will be instructed by the Title 1 teacher.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Regular Classroom Teachers, Literacy Coach and Title I teacher

Activity - Fresh Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use modeling techniques and teach effective comprehension strategies to instruct students on how to read a new passage and answer questions about the passage.	Direct Instruction	08/10/2015	05/25/2017	$100 - General Fund	Teachers

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional development that addresses effective and explicit strategies used for classroom instruction	Professional Learning	09/01/2015	05/25/2017	$0 - No Funding Required	Principal, Literacy Coach, College and Career Ready Team Members, District Literacy Coach

Activity - Tier 1 Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide Tier 1 whole group instruction on a daily basis.	Direct Instruction	08/10/2015	05/25/2017	$0 - District Funding	Teachers

Goal 3:

Increase Proficiency Level in Math.

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Act Aspire Math Assessment in Mathematics by 04/30/2015 as measured by ACT Aspire Math Assessment.

Strategy1:

Tiered Instruction - Teachers will use different technological applications to identify skills that students are struggling to master in academic performance. Teachers will collect data in research based programs such as Global Scholar and Act Aspire Periodic Assessments to create instruction based on individual needs. Tiered instruction will be used after collecting data from Global Scholar and Act Aspire Periodic formative assessments. Teachers will use small group instruction, teaching models, higher order thinking skills, and hands on strategies weekly. A variety of materials will be used such as Go Math textbook, Alabama Curriculum Guide to the Alabama College and Career Ready Standards in Math, and the Alabama College and Career Ready Standards.

Category:

Research Cited: ALEX

Activity - Teacher/Collaboration/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to collaborate, plan lessons, and earn Continuing Education Units (CEU's)	Professional Learning	08/15/2014	05/25/2017	$0 - No Funding Required	Certificated teachers and administrator

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional development that addresses effective strategies used for classroom instruction.	Professional Learning	08/08/2014	05/25/2017	$0 - No Funding Required	Principal, College and Career Ready Team Member

Goal 4:

To actively engage all students in a reading curriculum that is rigourous and transformative.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehending nonfiction text   in Reading by 05/20/2016 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading in the Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day.

Category:

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children To Read (National Institute for Literacy)

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model good practices, guide instruction, teach effective comprehension strategies and have the students apply the skill(s) in a new meaningful way.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Classroom teachers, literacy coach, resource teachers

Goal 5:

The students at Tharptown Elementary will develop a greater desire to read for enjoyment and to take tests in the Accelerated Reader Program to reach their Accelerated Reader goals from a baseline of 0% to 20% increase by the end of the school year.

Measurable Objective 1:

20% of All Students will increase student growth in the desire to read for enjoyment in Reading by 05/19/2017 as measured by 20 percent of the students at Tharptown Elementary reaching the goal of receiving 20 or more Accelerated Reader points.

Strategy1:

Increased Reading of Books - The Tharptown Elementary librarian will assist the teachers in establishing goals for students to read self-selected texts and take Accelerated Reader tests on these texts. Each nine weeks progress will be monitored by the Diagnostic Report in Accelerated Reader.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf

Activity - Accelerated Reader Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each nine weeks students that attain established goals for taking Accelerated Reader Tests will participate in a school-wide celebration provided by the librarian and school administrator. Students attaining their end of the year goal will attend a large end of the year celebration. This celebration will be an inflatable party, field trip, or extra field day.	Academic Support Program	09/19/2016	05/25/2017	$500 - General Fund	Librarian and School Administrator

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read self-select books and take comprehension tests using Accelerated Reader software.	Academic Support Program	09/19/2016	05/12/2017	$0 - No Funding Required	Teachers and Librarian

Activity - Student Accelerated Reader Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and the librarian will establish goals for the number of books students will read and successfully pass tests using Accelerated Reader. Teachers will monitor student progress by individual conferences with students weekly.	Academic Support Program	09/19/2016	05/12/2017	$0 - No Funding Required	Classroom teacher and librarian

Activity - Read Across America Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will invite guest readers to read to students in their classroom during Read Across America Day. Students will participate in silent reading times and take Accelerated Reader Test on books read on Read Across America Day.	Academic Support Program	03/02/2017	03/10/2017	$0 - No Funding Required	Classroom Teachers and Librarian

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

Increase Proficiency Levels of Students in Reading

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency level in Reading by 05/20/2016 as measured by and the ACT ASPIRE.

Strategy1:

Implement Explicit Intensive Tier 1 Instruction - Classroom teachers will provide explicit, intensive Tier 1 instruction using resources and assessments from the Scott Foresman Reading Street series. The series provides a wide array of formal tests and classroom assessments to support instruction. The formal assessments include: Weekly Selection Tests and Fresh Reads for Differentiated Test Practice. Explicit instruction will be used in whole group and small group settings. Daily literacy centers will be implemented to help master targeted skills and objectives to support instruction.

Global Scholar provides a Performance Series assessment which is implemented as needed three times a year to help teachers guide instruction and improve the academic performance of students. The Achievement Series provided by Global Scholar is accessible to students throughout the year as College and Career Standards have been taught. Act Aspire Interim Periodic Assessments are implemented three times a year for each student in third grade through sixth grade. Act Aspire Classroom Assessments are implemented throughout the school year as College and Career Standards have been taught and can be given at any time.

Category:

Research Cited:

Activity - Tier 1 Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide Tier 1 whole group instruction on a daily basis.	Direct Instruction	08/10/2015	05/25/2017	$0 - District Funding	Teachers

Activity - Fresh Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use modeling techniques and teach effective comprehension strategies to instruct students on how to read a new passage and answer questions about the passage.	Direct Instruction	08/10/2015	05/25/2017	$100 - General Fund	Teachers

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional development that addresses effective and explicit strategies used for classroom instruction	Professional Learning	09/01/2015	05/25/2017	$0 - No Funding Required	Principal, Literacy Coach, College and Career Ready Team Members, District Literacy Coach

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of small group instruction and tiered reading strategies in all classrooms. Tier 1 and Tier 2 will be instructed by the classroom teacher. Tier 3 will be instructed by the Title 1 teacher.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Regular Classroom Teachers, Literacy Coach and Title I teacher

Goal 2:

Increase Proficiency Level in Math.

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Act Aspire Math Assessment in Mathematics by 04/30/2015 as measured by ACT Aspire Math Assessment.

Strategy1:

Tiered Instruction - Teachers will use different technological applications to identify skills that students are struggling to master in academic performance. Teachers will collect data in research based programs such as Global Scholar and Act Aspire Periodic Assessments to create instruction based on individual needs. Tiered instruction will be used after collecting data from Global Scholar and Act Aspire Periodic formative assessments. Teachers will use small group instruction, teaching models, higher order thinking skills, and hands on strategies weekly. A variety of materials will be used such as Go Math textbook, Alabama Curriculum Guide to the Alabama College and Career Ready Standards in Math, and the Alabama College and Career Ready Standards.

Category:

Research Cited: ALEX

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional development that addresses effective strategies used for classroom instruction.	Professional Learning	08/08/2014	05/25/2017	$0 - No Funding Required	Principal, College and Career Ready Team Member

Activity - Teacher/Collaboration/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to collaborate, plan lessons, and earn Continuing Education Units (CEU's)	Professional Learning	08/15/2014	05/25/2017	$0 - No Funding Required	Certificated teachers and administrator

Goal 3:

To actively engage all students in a reading curriculum that is rigourous and transformative.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehending nonfiction text   in Reading by 05/20/2016 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading in the Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day.

Category:

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children To Read (National Institute for Literacy)

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model good practices, guide instruction, teach effective comprehension strategies and have the students apply the skill(s) in a new meaningful way.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Classroom teachers, literacy coach, resource teachers

Goal 4:

Provide ELL students and parents with opportunities to participate in afterschool programs and activities to become more engaged in increasing the knowledge and skills needed to support and strengthen student learning.

Measurable Objective 1:

collaborate to achieve a school connectedness with ELL students and parents by 05/20/2016 as measured by an increase of 25% from a baseline of 10 participants attending the afterschool program .

Strategy1:

ELL Student and Parent Involvement - The principal and parent involvement committee will review the school involvement of ELL students and parents and their participation throughout the school year and at the end-of-year annual meeting to determine if participation has increased.

The faculty and staff will utilize and offer a variety of communication techniques to enhance ELL student and parent participation through ELL website links, parent resource center, and Home and School Connection pamphlets.

An ELL student and parent advisory committee will be created and roles assigned to students and parents to help in decision making to support student learning.

Category:

Research Cited: "Regardless of family income or background, students with involved parents are more likely to: (1)

Earn higher grades and test scores, and enroll in higher-level programs, (2) Be promoted, pass their classes, and earn credits, (3) Attend school regularly, (4) Have better social skills, show improved behavior, and adapt well to school, and (5) Graduate and go on to postsecondary education." A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002), A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.

Activity - ELL Internet Website Links	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Internet Website Links will support ELL parents and students by providing opportunities to discover and receive educational information in their native language and help students gain understanding of the ability to read and write in English.	Technology Parent Involvement	10/01/2015	05/20/2016	$0 - No Funding Required	Susie Stockton Mandy Odom Connie Byars

Activity - ELL Parent Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Parent Resource Center will connect ELL students and families to school and community resources to strengthen and support students' learning and well-being.	Parent Involvement Community Engagement	10/01/2015	05/20/2016	$100 - Other	Ann Scott, Principal Karen Robinson Josie Dugan Lisa Gann Laura Stockton

Activity - ELL Student and Parent Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Student and Parent Advisory Committee will be responsible for giving input and suggestions to improve communications with our ELL students and families. The committee shall problem solve strategies that might impact the academic success of the ELL students and school community.	Parent Involvement	10/01/2015	05/20/2016	$0 - No Funding Required	Ann Scott, Principal Josie Dugan, ELL Teacher Lisa Gann, Title 1 Teacher

Activity - ELL Afterschool Enrichment Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This program will provide ELL students and parents with opportunities for a quality education by focusing on strategies and activities designed to support the linguistic, cultural, and academic needs of the students and the importance of parents and their roles and the value of their input in helping their children succeed.	Parent Involvement	10/01/2015	05/20/2016	$15000 - Other	Samantha Bain, Coordinator Susan Hargett, Director Lisa Gann, Instructor

Activity - Home & School Connection Pamphlet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The monthly Home & School Connection pamphlet will contain ideas and strategies to help ELL families strengthen their knowledge and skills to support student achievement.	Community Engagement Parent Involvement	10/01/2015	05/20/2016	$350 - Title I Schoolwide	Ann Scott Amanda Murray Lisa Gann Karen Robinson

Goal 5:

The students at Tharptown Elementary will develop a greater desire to read for enjoyment and to take tests in the Accelerated Reader

Program to reach their Accelerated Reader goals from a baseline of 0% to 20% increase by the end of the school year.

Measurable Objective 1:

20% of All Students will increase student growth in the desire to read for enjoyment in Reading by 05/19/2017 as measured by 20 percent

of the students at Tharptown Elementary reaching the goal of receiving 20 or more Accelerated Reader points.

Strategy1:

Increased Reading of Books - The Tharptown Elementary librarian will assist the teachers in establishing goals for students to read self-

selected texts and take Accelerated Reader tests on these texts. Each nine weeks progress will be monitored by the Diagnostic Report in

Accelerated Reader.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf

Activity - Read Across America Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will invite guest readers to read to students in their classroom during Read Across America Day. Students will participate in silent reading times and take Accelerated Reader Test on books read on Read Across America Day.	Academic Support Program	03/02/2017	03/10/2017	$0 - No Funding Required	Classroom Teachers and Librarian

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read self-select books and take comprehension tests using Accelerated Reader software.	Academic Support Program	09/19/2016	05/12/2017	$0 - No Funding Required	Teachers and Librarian

Activity - Student Accelerated Reader Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and the librarian will establish goals for the number of books students will read and successfully pass tests using Accelerated Reader. Teachers will monitor student progress by individual conferences with students weekly.	Academic Support Program	09/19/2016	05/12/2017	$0 - No Funding Required	Classroom teacher and librarian

Activity - Accelerated Reader Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each nine weeks students that attain established goals for taking Accelerated Reader Tests will participate in a school-wide celebration provided by the librarian and school administrator. Students attaining their end of the year goal will attend a large end of the year celebration. This celebration will be an inflatable party, field trip, or extra field day.	Academic Support Program	09/19/2016	05/25/2017	$500 - General Fund	Librarian and School Administrator

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

Provide ELL students and parents with opportunities to participate in afterschool programs and activities to become more engaged in increasing the knowledge and skills needed to support and strengthen student learning.

Measurable Objective 1:

collaborate to achieve a school connectedness with ELL students and parents by 05/20/2016 as measured by an increase of 25% from a baseline of 10 participants attending the afterschool program .

Strategy1:

ELL Student and Parent Involvement - The principal and parent involvement committee will review the school involvement of ELL students and parents and their participation throughout the school year and at the end-of-year annual meeting to determine if participation has increased.

The faculty and staff will utilize and offer a variety of communication techniques to enhance ELL student and parent participation through ELL website links, parent resource center, and Home and School Connection pamphlets.

An ELL student and parent advisory committee will be created and roles assigned to students and parents to help in decision making to support student learning.

Category:

Research Cited: "Regardless of family income or background, students with involved parents are more likely to: (1)

Earn higher grades and test scores, and enroll in higher-level programs, (2) Be promoted, pass their classes, and earn credits, (3) Attend school regularly, (4) Have better social skills, show improved behavior, and adapt well to school, and (5) Graduate and go on to postsecondary education." A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002), A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.

Activity - Home & School Connection Pamphlet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The monthly Home & School Connection pamphlet will contain ideas and strategies to help ELL families strengthen their knowledge and skills to support student achievement.	Community Engagement Parent Involvement	10/01/2015	05/20/2016	$350 - Title I Schoolwide	Ann Scott Amanda Murray Lisa Gann Karen Robinson

Activity - ELL Internet Website Links	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Internet Website Links will support ELL parents and students by providing opportunities to discover and receive educational information in their native language and help students gain understanding of the ability to read and write in English.	Technology Parent Involvement	10/01/2015	05/20/2016	$0 - No Funding Required	Susie Stockton Mandy Odom Connie Byars

Activity - ELL Afterschool Enrichment Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This program will provide ELL students and parents with opportunities for a quality education by focusing on strategies and activities designed to support the linguistic, cultural, and academic needs of the students and the importance of parents and their roles and the value of their input in helping their children succeed.	Parent Involvement	10/01/2015	05/20/2016	$15000 - Other	Samantha Bain, Coordinator Susan Hargett, Director Lisa Gann, Instructor

Activity - ELL Parent Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Parent Resource Center will connect ELL students and families to school and community resources to strengthen and support students' learning and well-being.	Parent Involvement Community Engagement	10/01/2015	05/20/2016	$100 - Other	Ann Scott, Principal Karen Robinson Josie Dugan Lisa Gann Laura Stockton

Activity - ELL Student and Parent Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELL Student and Parent Advisory Committee will be responsible for giving input and suggestions to improve communications with our ELL students and families. The committee shall problem solve strategies that might impact the academic success of the ELL students and school community.	Parent Involvement	10/01/2015	05/20/2016	$0 - No Funding Required	Ann Scott, Principal Josie Dugan, ELL Teacher Lisa Gann, Title 1 Teacher

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Prepare and Support Teachers and Leaders to Graduate College-Ready Students

Measurable Objective 1:

complete a portfolio or performance so teachers will use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences and to advance student learning and creativity by 05/18/2017 as measured by classroom observation, lesson plans, and student projects.

Strategy1:

Professional Development - Professional development will be planned in the utilization of the Alabama Virtual Library for teachers and students. Teachers will learn how to use the Alabama Virtual Library for an instructional tool and how to utilize it with students in conducting research.

Category:

Research Cited: International Society for Technology in education. (2009). NETS for students: Global learning in a digital age. Retrieved froom htt://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS-for-Students.htm

Activity - Promoting Student Research Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school librarian will collaborate with the classroom teachers to create a project where the students will use the Alabama Virtual Library for student learning and research.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Tharptown Elementary Librarian and Teachers

Activity - Alabama Virtual Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Alabama Virtual Library trainer will conduct a workshop to demonstrate the use of the Alabama Virtual Library as an instructional tool.	Professional Learning	08/10/2015	12/01/2016	$0 - No Funding Required	A certified Alabama Virtual Library Volunteer Trainer

Measurable Objective 2:

complete a portfolio or performance so teachers can plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital resources to maximize learning in real-world contexts and to develop the knowledge, skills, and attitudes by 05/20/2016 as measured by teacher lesson plans, student projects, and classroom observations.

Strategy1:

Online Digital Games and Interactives - Professional development will be planned for teachers on the utilization of chrome books to access online digital games and College and Career Ready Standards for the classroom to be incorporated in the use of chrome books.

Category: Develop/Implement College and Career Ready Standards

Research Cited: National Education Technology Plan(NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from Http://www.ed.gov/technology/nept-2010

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A one hour professional development workshop will be presented to introduce the Chromebook and basic operation to increase the comfort level in the utilization of the Chromebook in the classroom.	Professional Learning	08/10/2015	03/01/2017	$0 - No Funding Required	Teacher Leaders

Activity - Chromebook Moment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each faculty meeting will have an Chromebook moment presented by the administrator and or a classroom teacher.	Professional Learning	08/10/2015	05/01/2017	$0 - No Funding Required	The school administrator and or a classroom teacher

Goal 2:

Increase Proficiency Levels of Students in Reading

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency level in Reading by 05/20/2016 as measured by and the ACT ASPIRE.

Strategy1:

Implement Explicit Intensive Tier 1 Instruction - Classroom teachers will provide explicit, intensive Tier 1 instruction using resources and assessments from the Scott Foresman Reading Street series. The series provides a wide array of formal tests and classroom assessments to support instruction. The formal assessments include: Weekly Selection Tests and Fresh Reads for Differentiated Test Practice. Explicit instruction will be used in whole group and small group settings. Daily literacy centers will be implemented to help master targeted skills and objectives to support instruction.

Global Scholar provides a Performance Series assessment which is implemented as needed three times a year to help teachers guide instruction and improve the academic performance of students. The Achievement Series provided by Global Scholar is accessible to students throughout the year as College and Career Standards have been taught. Act Aspire Interim Periodic Assessments are implemented three times a year for each student in third grade through sixth grade. Act Aspire Classroom Assessments are implemented throughout the school year as College and Career Standards have been taught and can be given at any time.

Category:

Research Cited:

Activity - Fresh Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will use modeling techniques and teach effective comprehension strategies to instruct students on how to read a new passage and answer questions about the passage.	Direct Instruction	08/10/2015	05/25/2017	$100 - General Fund	Teachers

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional development that addresses effective and explicit strategies used for classroom instruction	Professional Learning	09/01/2015	05/25/2017	$0 - No Funding Required	Principal, Literacy Coach, College and Career Ready Team Members, District Literacy Coach

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of small group instruction and tiered reading strategies in all classrooms. Tier 1 and Tier 2 will be instructed by the classroom teacher. Tier 3 will be instructed by the Title 1 teacher.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Regular Classroom Teachers, Literacy Coach and Title I teacher

Activity - Tier 1 Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide Tier 1 whole group instruction on a daily basis.	Direct Instruction	08/10/2015	05/25/2017	$0 - District Funding	Teachers

Goal 3:

Increase Proficiency Level in Math.

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Act Aspire Math Assessment in Mathematics by 04/30/2015 as measured by ACT Aspire Math Assessment.

Strategy1:

Tiered Instruction - Teachers will use different technological applications to identify skills that students are struggling to master in academic performance. Teachers will collect data in research based programs such as Global Scholar and Act Aspire Periodic Assessments to create instruction based on individual needs. Tiered instruction will be used after collecting data from Global Scholar and Act Aspire Periodic formative assessments. Teachers will use small group instruction, teaching models, higher order thinking skills, and hands on strategies weekly. A variety of materials will be used such as Go Math textbook, Alabama Curriculum Guide to the Alabama College and Career Ready Standards in Math, and the Alabama College and Career Ready Standards.

Category:

Research Cited: ALEX

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in professional development that addresses effective strategies used for classroom instruction.	Professional Learning	08/08/2014	05/25/2017	$0 - No Funding Required	Principal, College and Career Ready Team Member

Activity - Teacher/Collaboration/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to collaborate, plan lessons, and earn Continuing Education Units (CEU's)	Professional Learning	08/15/2014	05/25/2017	$0 - No Funding Required	Certificated teachers and administrator

Goal 4:

To actively engage all students in a reading curriculum that is rigourous and transformative.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehending nonfiction text   in Reading by 05/20/2016 as measured by formative and summative assessments and teacher observation.

Strategy1:

Reading in the Real World - The teacher will provide multiple opportunities to read nonfiction text throughout the school day.

Category:

Research Cited: Put Reading First: The Research Building Blocks for Teaching Children To Read (National Institute for Literacy)

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model good practices, guide instruction, teach effective comprehension strategies and have the students apply the skill(s) in a new meaningful way.	Direct Instruction	08/10/2015	05/25/2017	$0 - No Funding Required	Classroom teachers, literacy coach, resource teachers

Goal 5:

The students at Tharptown Elementary will develop a greater desire to read for enjoyment and to take tests in the Accelerated Reader Program to reach their Accelerated Reader goals from a baseline of 0% to 20% increase by the end of the school year.

Measurable Objective 1:

20% of All Students will increase student growth in the desire to read for enjoyment in Reading by 05/19/2017 as measured by 20 percent of the students at Tharptown Elementary reaching the goal of receiving 20 or more Accelerated Reader points.

Strategy1:

Increased Reading of Books - The Tharptown Elementary librarian will assist the teachers in establishing goals for students to read self-selected texts and take Accelerated Reader tests on these texts. Each nine weeks progress will be monitored by the Diagnostic Report in Accelerated Reader.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read self-select books and take comprehension tests using Accelerated Reader software.	Academic Support Program	09/19/2016	05/12/2017	$0 - No Funding Required	Teachers and Librarian

Activity - Accelerated Reader Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each nine weeks students that attain established goals for taking Accelerated Reader Tests will participate in a school-wide celebration provided by the librarian and school administrator. Students attaining their end of the year goal will attend a large end of the year celebration. This celebration will be an inflatable party, field trip, or extra field day.	Academic Support Program	09/19/2016	05/25/2017	$500 - General Fund	Librarian and School Administrator

Activity - Read Across America Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will invite guest readers to read to students in their classroom during Read Across America Day. Students will participate in silent reading times and take Accelerated Reader Test on books read on Read Across America Day.	Academic Support Program	03/02/2017	03/10/2017	$0 - No Funding Required	Classroom Teachers and Librarian

Activity - Student Accelerated Reader Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and the librarian will establish goals for the number of books students will read and successfully pass tests using Accelerated Reader. Teachers will monitor student progress by individual conferences with students weekly.	Academic Support Program	09/19/2016	05/12/2017	$0 - No Funding Required	Classroom teacher and librarian

Component 3: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

3. Describe how staffing decision ensure that qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

All job vacancies are posted by the Franklin County Board of Education. Applications are accepted at the Franklin County Board of Education. Administrators from the county chose applicants from the pool of applicants at the Franklin County Central Office. The Central Office and administrators ensure that all teachers are highly qualified and well trained by verifying their certificates. Teachers are placed in classrooms where they are highly qualified to teach and create effective lesson plans based on student needs and aligned with the Alabama College and Career Ready Standards. The principal provides feedback through informal and formal evaluation.

Component 4: Strategies to Attract Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Due to a significant increase in enrollment, Tharptown Elementary School has gained one self-contained unit in first grade, third grade, and sixth grade. We have also gained two full-time special education teachers.

2. What is the experience level of key teaching and learning personnel?

Tharptown Elementay School has a highly qualified faculty with all teachers holding the highly qualified status according to the qualifications set forth by the Alabama State Department of Education with 53% of the teachers holding a master's degree or higher.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

There is not a high turnover rate at Tharptown Elementary School. The procedures are followed to ensure that experienced and qualified teachers in qualified subject areas are employed. Opportunities for professional development are available for academic workshops and turn-around training for teachers to strengthen content skills and effective strategies in the classroom.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

All professional development activities attended by Tharptown Elementary faculty and staff are effective, high quality, and research-based. Professional development is explicit and is based on data results and research. Turn-around training from lead teachers and the literacy coach is effectively carried out throughout the school year.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Selected Tharptown Elementary staff members will attend 6 technology workshops provided by a Technology in Motion presenter from the University of North Alabama Inservice Center. The selected teachers will complete turn around training for the other Tharptown Elementary faculty. Tharptown Elementary teachers will attend ESL workshops provided by Debbie Bader, a State Department of Education Representative. Tharptown Elementary teachers will attend WIDA standards training and SAMUEL WIDA training. The Tharptown Elementary teachers will continue math and reading collaboration within Professional Learning Team grade level and data meetings.

3. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

New teachers hired at Tharptown Elementary school attend a new teacher orientation at the Franklin County Central Office before school begins to gain knowledge of Franklin County Board of Education policies. The new teachers also go through a short orientation with the building administrator to review all school policies and procedures. The new teacher is mentored by other grade level teachers and the literacy coach.

4. Describe how this professional development is "sustained and ongoing."

Ongoing professional development is a continuous process at Tharptown Elementary. Funding contributes a huge part as to what type and frequency of the professional development. Much of the professional development is completed by turn around training and grade level collaboration. All professional development begins with an analysis of student data and from the data, the need for specific professional development is needed. Following professional development, the staff puts the new practices into place and these practices are seen during walk throughs by the principal.

Component 6: Transition Strategies

1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

Students need support emotionally and academically through transition from the Pre-K program to elementary school and from the elementary school to the high school. Students from the Pre-K program and all other upcoming kindergarten students are provided the opportunity to attend a kindergarten camp offered each summer at Tharptown Elementary. This helps with the transition into the kindergarten program. The Tharptown Elementary counselor works with the Tharptown High School counselor to plan and organize a time for the Tharptown Elementary 6th grade students to visit Tharptown High School in the spring of each year. The students tour the school and meet the teachers and administrators.

Kindergarten pre-registration is offered in the spring of the previous year the students begin kindergarten. Open house is conducted during the first week of school. Parents and students have an opportunity to meet the teacher and be familiar with the classroom.

Component 7: Teacher Participation in Making Assessment Decisions

1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

The Tharptown Elementary administrator and literacy coach meet at the beginning of each school year with grade level teachers to discuss the statewide assessments during the first Professional Team Meeting. The teachers are given the test results of their students. Strengths and weaknesses are discussed. Successful teaching strategies are discussed and concerns.of each individual student. Professional Team Meetings are also held each month throughout the school year to discuss DIBELS, Global Scholar, and the ACT Aspire Interim results. Teachers collaborate to adjust instruction as needed.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

The classroom teachers, literacy coach, and principal at Tharptown Elementary School identify students who experience difficulty mastering the state's academic achievement assessment standards by disseminating assessment data during monthly Professional Team Meetings. The following assessments are used at Tharptown Elementary: Dibels, Act Aspire Summative and Interim assessments, Go Math assessments, Global Scholar, Reading Street weekly and benchmark assessments, and student report card grades. Students who are not progressing are referred to the Problem Solving Team. The team analyses data and determines specific goals and strategies to implement tier 2 and/or tier 3 intervention strategies for the student. The student is progress monitored on a weekly basis by the classroom teacher and returns for the next PST meeting after six to eight weeks. Then, the PST decides next steps for the student based on progress.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

The Problem Solving Team has monthly RTI meetings that are held to identify students who are experiencing difficulty mastering the state's academic achievement assessment standards. All students at Tharptown Elementary School are eligible to qualify and receive all services and programs available such as EL services, Special Education services, and counseling services regardless of socioeconomic status. Also, TES utilizes the services of other community agencies to provide students with necessary assistance in order to enhance the student's academic achievement. The Problem Solving Team works with the classroom teacher to make a plan of differentiated instruction. Extra assistance is also provide to low achieving students by the EL teacher, EL aide and other resource teachers.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students receive differentiated instruction in the classroom based on the students academic needs through small group instruction. Students are placed into small groups based on data. Groups can change throughout the school year based on the recent data. The students needs are based on the ACT Aspire Interim results, Dibels, Global Scholar, weekly and daily classroom assessments, and teacher observation. Teachers use literacy strategies and small group instruction to address all learners' needs. The EL teacher and EL instructional aide provide the regular classroom teachers with WIDA standards and the level of each EL student so the teacher can provide differentiated instruction to the EL students.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

An after school program is available to all Tharptown Elementary students. Students are assisted with homework and areas of academic need by a qualified teaching staff and teaching assistants. Student scholarships are provided to some of the students in financial need. A new EL student/parent after school program was started in the 2015-2016 school year. The program will be implemented in the 2016-2017 school year. This program provides EL students and parents with opportunities for a quality education by focusing on strategies and activities designed to support the linguistic, cultural, and academic needs of the students and the importance of parents and their roles and the value of their input in helping their children succeed.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Tharptown Elementary students, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, and homeless have access to all services and programs.

All students at Tharptown Elementary receive a free breakfast and lunch. The free breakfast and lunch program began in 2015-2016 school year and will continue for the 2016-2017 school year.

Tharptown Elementary works with sponsors and outside resources to supply money for field trips and school supplies to meet the needs of any student economically disadvantaged.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

Tharptown Elementary School seeks to take advantage of all available resources. Collaboration and cooperation among faculty and staff is crucial in achieving school goals. Time is set aside for Professional Team Meetings in an effort to better coordinate all programs in order to discuss improving academic achievement and meeting academic goals. The administrator, literacy coach, and classroom teachers at Tharptown Elementary School schedules grade level meetings throughout the year to discuss progress monitoring of Dibels, ACT Aspire Interim and Classroom Assessments, and other curriculum progress. The discussion is based on current data as the year progresses. TES utilizes federal, state, and local funding to achieve school wide goals. Federal funds are combined as needed to make necessary purchases or to implement new enrichment programs for students to improve their education. Funding is also provided for parental involvement. It is important to have parents involved in their child's education and their involvement helps to support the faculty and staff as we work together toward school improvement.

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

The Title I program at Tharptown Elementary School is directly related toward the achievement of schoolwide goals. The Title I funds are used for technology, 21st Century Community Learning Center Afterschool Program, supplies, books, and professional development. Each of those areas involves student achievement. Title I also helps fund parent involvement. The school gives each student a home-to-school connection pamphlet each month. All students at TES have access to all services and programs that are available such as free breakfast and lunch, ELL services with WIDA ACCESS, gifted, and counseling services. TES provides special education services. The Response to Instruction team meets once a month about students who are struggling in the regular classroom, whether it is academic or behavior or both, with members of the Problem Solving Team to discuss and evaluate whether students will be eligible for special education services after observing the students for several weeks to determine whether progress is increasing or decreasing.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Child Nutrition Program ensures that each child receives a nutritious breakfast and lunch while at school. The school counselor is available and monitors students' grades and absences and helps to seek ways to help provide assistance for students and families with needs that they may have whether it is school supplies, clothing, or shelter. Communication with parents is essential as we endeavor to include parents in the decision making process of school improvement. The school offers many classes and workshops on parenting and technology and other pertinent topics to ensure that they stay involved in the learning process of their child. Materials are provided throughout the year to help parents with their child on homework skills and class projects. Students and parents are encouraged to participate in the ELL Afterschool Enrichment Program. Also, the school has a resource station in the lobby of the school that offers helpful information with school and community services available to help with the education of their children. Also, there is an ELL Parent Resource Center located in the ELL classroom in Spanish so that parents can have access to freely check out and take home to support students'

learning and well-being.

Component 10: Evaluation

1. How does the school evaluate the implementation of the schoolwide program?

Evaluation is an ongoing process at Tharptown Elementary School in order to achieve the highest level of student achievement. The schoolwide program at Tharptown Elementary is evaluated at data meetings, grade level meetings, faculty meetings, and the Professional Leadership Team meetings. The faculty and staff review data consistently throughout the school year. Instructional decisions and goals are made based on data analysis.

The evaluation of the schoolwide program is ongoing. Other committees involved in evaluating the schoolwide plan is the Title I Committee, the Parental Involvement Committee, the Technology Committee, the EL Committee, the RTI Team and the Tharptown Elementary Ambassadors. The school also uses data from student and parent surveys to evaluate the schoolwide program.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Summative and formative data is evaluated each year. Some of the data evaluated are ACT Aspire summative and interim assessments, the ACCESS data, Dibels, Global Scholar, Title I Parent surveys, teacher and staff surveys, attendance, and SIR.
This data is evaluated in September by the CIP Leadership team. The team has time to ask questions and discuss all data. A CIP is created for the 2016-2017 school year and will be updated and adjusted to meet the needs of all students throughout the year.

3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

ACT Interim and weekly assessments, progress monitoring and DIBELS assessments are the driving force in determining whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards. Weaknesses are identified and instructional strategies are changed to meet the needs of all students. Data analysis includes ELL learners in which classrooms teachers meet with the EL instructor to discuss all data of each EL student in order to effectively include instructional strategies in lesson plans in order for the students to progress academically and meet each student's goal.

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The Tharptown Elementary Continous Improvement Plan is a working document. It will be revised every nine weeks to adjust instruction and other areas of need in order to meet the goals of the CIP. Also, throughout the school year, as new data is reviewed and discussed, the plan is revised and updated in order to ensure goals are being met.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Yes, we are keeping some of the reading goals. We have made some progress in reading but due to the low reading scores on the ACT Aspire Assessment, we will continue with these goals, especially in the areas of fluency and comprehension.

Also we will continue to work on the safety goal at our school even though we have made great changes in the safety of our students at our school.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

We have seen a drop in EL students performance on the ACCESS assessment. We have added a goal to assist EL students and their parents with opportunities to participate in programs and activities to become more engaged in increasing the knowledge and skills needed to support and strengthen student learning.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	27.23	27.23	1,321,893.00
Administrator Units	1.00	1	68,860.00
Assistant Principal	0.00	0	0.00
Counselor	0.50	.5	26,643.00
Librarian	1.00	1	53,191.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	4,611.00
Professional Development	0.00	0	1,737.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	11,040.00
Library Enhancement	0.00	0	579.00
Totals			1,488,554.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	5.0

Provide a brief explanation and breakdown of expenses.

2 teachers, 1 Aide and 2 Part Time Aides

FTE Teachers to reduce class size in elementary grades plus one instructional aide.

Salaries $76,684

Benefits $34,292

Instructional materials $782

Teacher Supply $812

Parental Involvement $1765.96

Label	Question	Value
1.	ARRA Funds Provide the total.	1.0

Provide a brief explanation and a breakdown of expenses.

$159,325

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

1 Teacher Class Size Reduction Teacher Units

Salary $38,342

Benefits $17,146

Fee Money 406

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

No state foundation money.

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

No Title IV funding is received, but the LEA provides safe and drug-free activities and resources including Red Ribbon Week, Character Counts Week, Suicide Toolkits, Project Toward No Drugs, SADD, and activities and programs to encourage students to make wise decisions regarding substance abuse and safety. Students Against Destructive Decisions Chapters are active at each high school, which provide activities, programs, and resources. Each school has a nurse and counselor who provide support and resources.

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	5000.0

Provide a brief explanation and a breakdown of expenses.

Title VI funds provide resources for low achieving students to help them improve their core academic performance. We are providing core academic instructional/remedial materials, instructional technology, and other resources as needs are identified.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	150766.67

Provide a brief explanation and a breakdown of expenses.

The TRACKS Aftershool Program is provided through a 21st Century Community Learning Center Grant, which has been operating since 2001. The program provides tutoring, homework help, enrichment activities, remediation for low performing students, and support for families through parent involvement. Also included, are recreational and art activities. The program operates through the summer to provide enrichment activities, educational field trips, and extended learning opportunities for low-income disadvantaged students. The budget is 200,00 this year to be divided based on the number of students.

An ELL after school program has been implemented at Tharptown Elementary to help meet the needs of the ELL students and their parents. A teacher and interpreter were put in place to work with the students and their parents after school.

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Strategies to Increase Parental Involvement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

A parent involvement meeting is scheduled during the fall of each year to discuss the Tharptown Elementary School Improvement Plan, parents right to know, and the parent involvement committee. Parents are informed by the school cast, school newsletter, and school website.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

There will be several parental involvement meetings scheduled throughout the school year. The meetings will be offered at flex times and also in formal and informal settings. The Title I planning and program will be on each agenda for every meeting; parents will receive a survey at the end of the school year and they will be able to rate the strengths and weaknesses of the program and they may also make suggestions for change(s) in the program. The parents know they are always welcome at the school to meet with the principal, the Title I teacher and/or the classroom teacher. The Title I funds allocated for parental involvement are being used to buy materials for the parents to help their students in math and in reading. The funds are also used to buy supplies such as pencils, calculators, paper, and home-to-school communication newsletters offered in English or Spanish for each student

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions
related to the education of their children.

The Problem Solving Team meets monthly to identify and discuss struggling and failing students. As a student is referred by the team to receive Tier 3 instruction, the child will carry a letter home in the appropriate language to be completed, signed, and returned to school immediately. If the letter is not signed and returned, the parents are contacted by phone. If a child continues to struggle after receiving Tier 3 instruction, a parent/teacher conference is held and, if needed, parents are invited to meet with the Problem Solving Team to develop the next steps.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

Tharptown Elementary has a School-Parent Compact that was jointly developed with the Title I parents. The School-Parent Compact explains the expectations and goals for the school, the parent, and the student. The compact is reviewed annually and is often revised to

meet the requests of the parents.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Meetings are held and notifications are sent home that the CIP is on file in the school office, the library, the Title I teachers' room, the Central Office and posted on the school's website. Parents are encouraged to give suggestions for change or comments of satisfaction or dissatisfaction as desired.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Throughout the school year, the parents are invited to Tharptown Elementary School on many special occasions, such as holiday parties, special friend lunches, field trips, grandparents day, open house, and numerous other set dates. They are also made aware that they are always welcome on campus after proper identification and they are encouraged to share special skills or talents with the students throughout the year. Teacher/Parent Conferences are held upon the request of any parent at a scheduled time. Also, the teacher will schedule conferences as needed throughout the school year. Parents are encouraged by newsletters and schoolcasts. Other valuable resources are the Tharptown Elementary School website and Franklin County School System websites that have up to date information about special events

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

The school offers classes and workshops on parenting and technology and other pertinent topics to ensure that they stay involved in the learning process of their child. An ELL Afterschool Enrichment Program will provide ELL students and parents with opportunities for a quality education by focusing on strategies and activities designed to support the linguistic, cultural, and academic needs of the students and the importance of parents and their roles and the value of their input in helping their children succeed. Materials are provided throughout the year to help the parents with their child on homework skills and class projects.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Parents are encouraged to participate in the education of their child and be an equal partner in their school experience. The school invites parents to volunteer to read, visit, and share learning experiences with the classroom on a regular basis. The school also offers night and weekend activities to make the participation more convenient for the parents schedule. Also, students and parents are encouraged to participate in the ELL Afterschool Enrichment Program.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Parent information and helpful resources are made available for the parents to make the involvement programs feasible. The school has a resource station in the lobby of the school that offers helpful information with school and community services available to help with the education of their children. Also, an ELL Parent Resource Center located in the ELL classroom will connect ELL students and families to school and community resources in Spanish that parents will be able to access freely to check-out and take home to be able to support students' learning and well-being.`

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

All information related to school and parent programs, meeting and other activities are offered in the appropriate language

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Based on the needs and requests of our parents, we plan and develop activities that are assured to help support the educational success of our students.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

The school ensures that parents with limited English proficiency are notified in Spanish, we also have an EL instructor that communicates with our parents and students to establish relationships with the school.