



ACIP

Headland Elementary School

Henry County Board of Education

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Headland, AL 36345

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information	10

Improvement Plan Stakeholder Involvement

Introduction.....	12
Improvement Planning Process.....	13

Student Performance Diagnostic

Introduction.....	15
Student Performance Data.....	16
Evaluative Criteria and Rubrics.....	17
Areas of Notable Achievement.....	18
Areas in Need of Improvement.....	19
Report Summary.....	25

ACIP Assurances

Introduction 27

ACIP Assurances 28

2015-2016 Schoolwide Goals

Overview 30

Goals Summary 31

 Goal 1: 2015-2016 Digital Citizenship 32

 Goal 2: Headland Elementary will increase Readiness by 2% of all student subgroups in Reading as indicated on the ASPIRE Test. 32

 Goal 3: Headland Elementary will increase "Readiness" by 2% of all student subgroups in Math as indicated by the ASPIRE test. 38

 Goal 4: All students at Headland Elementary School will become more knowledgeable with research skills, netiquette (online safety), and computer programs. 44

 Goal 5: Headland Elementary School will maintain a computer lab that will support students in completing online assessments. 45

 Goal 6: All ELL students at Headland Elementary will have a gain of at least 0.5 on the ACCESS test. 46

 Goal 7: The development of a cross age tutoring/mentoring program between Headland High School and Headland Elementary School students. 49

Activity Summary by Funding Source 52

Stakeholder Feedback Diagnostic

Introduction 60

Stakeholder Feedback Data 61

Evaluative Criteria and Rubrics 62

Areas of Notable Achievement 63

Areas in Need of Improvement 64

Report Summary 65

Title I Schoolwide Diagnostic

Introduction..... 67

Component 1: Comprehensive Needs Assessment..... 68

Component 2: Schoolwide Reform Strategies..... 73

Component 3: Instruction by Highly Qualified Staff..... 128

Component 4: Strategies to Attract Highly Qualified Teachers..... 129

Component 5: High Quality and Ongoing Professional Development..... 130

Component 6: Transition Strategies..... 132

Component 7: Teacher Participation in Making Assessment Decisions..... 133

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 134

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources..... 136

Component 10: Evaluation..... 137

Coordination of Resources - Comprehensive Budget

Introduction..... 140

I. State Foundation Funds: 141

Title I..... 142

Title II..... 143

Title III..... 144

Title IV..... 145

Title VI..... 146

Career and Technical Education-Perkins IV..... 147

Other..... 148

Local Funds..... 149

Strategies to Increase Parental Involvement

Introduction..... 151

Strategies to Increase Parental Involvement..... 152

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?

Headland Elementary School is located in rural Henry County. Headland Elementary School currently has an enrollment of 800 students K-5 with 56 highly-qualified teachers on staff. Headland Elementary School has 2 administrators. 53% of the total enrollment is eligible to receive free/reduced lunch. Our student population consists of 75% white, 19% black, 1% Hispanic, and 5% other.

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.

Mission

The Mission of the Henry County School System is to produce confident, self-directed, lifelong learners that will become productive citizens in our global community.

Vision

The vision of Headland Elementary School is for each learner to experience "success." We at HES will strive to provide a safe, learner centered environment where individual needs are met.

Motto

Learning Today...Leading Tomorrow

Beliefs

- A safe and physically comfortable environment promotes student learning.
- Facilitating open communication between school staff, learners, parents, and community promotes a sense of involvement and commitment to the entire educational process.
- A student's education is enhanced by positive relationships, extra-curricular activities and a system of academic, emotional and spiritual support.
- Student learning needs should be the primary focus of all decisions impacting the work of the school.
- Students learn in different ways and should be provided with a variety of instructional approaches, including the use of technology, to support their learning.
- Students should be encouraged to participate in extra-curricular activities in order to develop leadership and teamwork skills outside the classroom.
- The school staff's commitment to continuous improvement is imperative if our schools are to enable students to become confident, self directed, lifelong learners.
- Faculty members should commit themselves daily to seek out the best instructional approach to reach each individual student.
- All Henry County School System employees should strive to become better each day in meeting the needs of the student.

-- Henry County School System administrators are expected to recognize and develop leadership skills among staff members, and to

promote professional growth of employees.

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.

ACT ASPIRE Summative- Schoolwide Data

139 of 402 tested 3rd, 4th, and 5th grade students scored at the "Ready" level on the ASPIRE Math test.

131 of 402 tested 3rd, 4th, and 5th grade students scored at the "Ready" level on the ASPIRE Reading test.

107 of 402 tested 3rd and 4th grade students scored at the "Ready" level on the ASPIRE Science test.

44 of 402 tested 3rd, 4th, and 5th grade students scored at the "Ready" level on the ASPIRE Writing test.

ASPIRE Summative-Grade 3 Data

53 of 123 tested 3rd grade students scored at the "Ready" level on the ASPIRE Math test.

39 of 123 tested 3rd grade students scored at the "Ready" level on the ASPIRE Reading test.

37 of 123 tested 3rd grade students scored at the "Ready" level on the ASPIRE Science test.

5 of 123 tested 3rd grade students scored at the "Ready" level on the ASPIRE Writing test.

Disaggregated Data-

30 of 54 tested 3rd grade female students scored at the "Ready" level on the ASPIRE Math test.

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7 of 21 tested 3rd grade black students scored at the "Ready" level on the ASPIRE Math test.

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20 of 94 tested 5th grade white students scored at the "Ready" level on the ASPIRE Writing test.

ACT ASPIRE Interim I

Grade 3-

English 47% Average Score

Reading-47% Average Score

Science- 44% Average Score

Math- 30% Average Score

Grade 4-

English 55% Average Score

Reading-61% Average Score

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Headland Elementary School

Science- 50% Average Score

Math- 28% Average Score

Grade 5-

English 57% Average Score

Reading-52% Average Score

Science- 55% Average Score

Math- 28% Average Score

ACT ASPIRE Interim II

Grade 3-

Reading- 58% Average Score

Math- 28% Average Score

Grade 4-

Reading- 66% Average Score

Math- 33% Average Score

Grade 5-

Reading- 58% Average Score

Math- 26% Average Score

DIBELS Next (Former Goals)

Kindergarten

First Sound Fluency-41% of tested students scored at or above benchmark on the Beginning of the year test administration

Mid Year Data: Phoneme Segmentation Fluency 87% Benchmark; Nonsense Word Fluency 80% Benchmark

First Grade

Nonsense Word Fluency Sounds-50% of tested students scored at or above benchmark on the Beginning of the year test administration

Nonsense Word Fluency Blending-85% of tested students scored at or above benchmark on the Beginning of the year test administration

Mid Year Data: Oral Reading Fluency-63% Benchmark

Second Grade

Oral Reading Fluency-63% of tested students scored at or above benchmark on the Beginning of the year test administration

Mid Year Data: Oral Reading Fluency 68% Benchmark

ACCESS:

Out of the 8 students that took the ACCESS for a second year at HES all had a gain of at least 0.5 with the average being 1.21

Out of the 13 students taking the ACCESS 3 exited the program with a score of 5.1 or better

Trends that will impact the students of Headland Elementary School:

AMSTI Year 3 Implementation

College and Career Ready Standards(CCRS)

Strengths-

CCRS taught in all grade levels

Headland Elementary School receives constant support through ARI and AMSTI Certified trainers

Special Education Program

Embedded RTI approach in grades K-5

Instructional Coaches on site

Needs-

Increase the number of all students scoring "Ready" on the ASPIRE test

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Headland Elementary School

Increase the number of black students scoring "Ready" on the ASPIRE test

Integrate technology across the curriculum in grades K-5

Additional Information

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

N/A

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.

To promote effective parental involvement Headland Elementary will:

- Consult with parents and school staff when writing the HES Parent Involvement Plan and the HES CIP.
- Conduct Annual Title I Parent Meetings.
- Complete School Parent Compact.
- Address all Parent Right to Know Requests.
- Utilize the school website for posting of Parent Involvement Plan, school/parent compact, parent resources and other information.
- Utilize SchoolCast for home/school communication.
- Utilize Remind for school, grade level, and classroom communication.

Headland Elementary School offers some suggestions on how parents may help support school improvement. They include asking parents to:

- Set aside a special place where your child can focus on practicing work assigned to be completed at home.
- Continue to encourage your child to do well in school by talking about your expectations for good performance.
- Make sure your child attends class regularly and stays as healthy as possible.
- Talk with your child's teacher on a regular basis to learn how to support your child's academic progress.
- Volunteer to help at your child's school by listening to students read or reviewing simple math facts with them.

Headland Elementary School will conduct an annual survey of the school parent involvement plan.

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

Stakeholders play a vital role in providing leadership and contributing to the decision making process. Proposed policies will be communicated to the students and parents. Formal inclusion of all stakeholders is evident in the construction of the school's CIP. Less formal settings for participation in leadership include the school's Parent Teacher Organization (PTO).

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

During the last meeting of the development process for the CIP, all stakeholders are asked to sign the school CIP. Progress is transmitted to the HES leadership team meetings and PTO meetings.

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?	No	ASPIRE- Schoolwide Data 139 of 402 tested 3rd, 4th, and 5th grade students scored at the "Ready" level on the ASPIRE Math test. 131 of 402 tested 3rd, 4th, and 5th grade students scored at the "Ready" level on the ASPIRE Reading test. 107 of 402 tested 3rd and 4th grade students scored at the "Ready" level on the ASPIRE Science test. 44 of 402 tested 3rd, 4th, and 5th grade students scored at the "Ready" level on the ASPIRE Writing test.	

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?

ASPIRE Test Data

N/A

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

ASPIRE Test Data

N/A

Which area(s) indicate the overall highest performance?

ASPIRE Test Data

Grade 3 ASPIRE English score is 65% "Ready"

Grade 4 ASPIRE English score is 62% "Ready"

Grade 5 ASPIRE English score is 64% "Ready"

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

N/A

Between which subgroups is the achievement gap closing?

N/A

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

n/a

Areas in Need of Improvement

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

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

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10 of 79 tested 5th grade male students scored at the "Ready" level on the ASPIRE Science test.
12 of 77 tested 5th grade male students scored at the "Ready" level on the ASPIRE Writing test.
5 of 21 tested 5th grade black students scored at the "Ready" level on the ASPIRE Math test.
2 of 21 tested 5th grade black students scored at the "Ready" level on the ASPIRE Reading test.
5 of 21 tested 5th grade black students scored at the "Ready" level on the ASPIRE Science test.
5 of 21 tested 5th grade black students scored at the "Ready" level on the ASPIRE Writing test.
24 of 94 tested 5th grade white students scored at the "Ready" level on the ASPIRE Math test.
24 of 94 tested 5th grade white students scored at the "Ready" level on the ASPIRE Reading test.
19 of 94 tested 5th grade white students scored at the "Ready" level on the ASPIRE Science test.
20 of 94 tested 5th grade white students scored at the "Ready" level on the ASPIRE Writing test.

Which area(s) indicate the overall lowest performance?

ASPIRE Writing test scores for 3rd and 4th grade

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

n/a

Between which subgroups is the achievement gap becoming greater?

ASPIRE-Grade 3 Data

53 of 123 tested 3rd grade students scored at the "Ready" level on the ASPIRE Math test.
39 of 123 tested 3rd grade students scored at the "Ready" level on the ASPIRE Reading test.
37 of 123 tested 3rd grade students scored at the "Ready" level on the ASPIRE Science test.
5 of 123 tested 3rd grade students scored at the "Ready" level on the ASPIRE Writing test.

Disaggregated Data-

30 of 54 tested 3rd grade female students scored at the "Ready" level on the ASPIRE Math test.
17 of 54 tested 3rd grade female students scored at the "Ready" level on the ASPIRE Reading test.
16 of 54 tested 3rd grade female students scored at the "Ready" level on the ASPIRE Science test.
3 of 54 tested 3rd grade female students scored at the "Ready" level on the ASPIRE Writing test.
23 of 65 tested 3rd grade male students scored at the "Ready" level on the ASPIRE Math test.
22 of 65 tested 3rd grade male students scored at the "Ready" level on the ASPIRE Reading test.
21 of 65 tested 3rd grade male students scored at the "Ready" level on the ASPIRE Science test.
2 of 65 tested 3rd grade male students scored at the "Ready" level on the ASPIRE Writing test.
7 of 21 tested 3rd grade black students scored at the "Ready" level on the ASPIRE Math test.

2 of 21 tested 3rd grade black students scored at the "Ready" level on the ASPIRE Reading test.

1 of 21 tested 3rd grade black students scored at the "Ready" level on the ASPIRE Science test.

0 of 21 tested 3rd grade black students scored at the "Ready" level on the ASPIRE Writing test.

43 of 109 tested 3rd grade white students scored at the "Ready" level on the ASPIRE Math test.

34 of 109 tested 3rd grade white students scored at the "Ready" level on the ASPIRE Reading test.

34 of 109 tested 3rd grade white students scored at the "Ready" level on the ASPIRE Science test.

4 of 96 tested 3rd grade white students scored at the "Ready" level on the ASPIRE Writing test.

ASPIRE-Grade 4 Data

52 of 149 tested 4th grade students scored at the "Ready" level on the ASPIRE Math test.

58 of 149 tested 4th grade students scored at the "Ready" level on the ASPIRE Reading test.

45 of 149 tested 4th grade students scored at the "Ready" level on the ASPIRE Science test.

12 of 147 tested 4th grade students scored at the "Ready" level on the ASPIRE Writing test.

Disaggregated Data-

29 of 75 tested 4th grade female students scored at the "Ready" level on the ASPIRE Math test.

30 of 75 tested 4th grade female students scored at the "Ready" level on the ASPIRE Reading test.

20 of 75 tested 4th grade female students scored at the "Ready" level on the ASPIRE Science test.

7 of 75 tested 4th grade female students scored at the "Ready" level on the ASPIRE Writing test.

23 of 74 tested 4th grade male students scored at the "Ready" level on the ASPIRE Math test.

28 of 74 tested 4th grade male students scored at the "Ready" level on the ASPIRE Reading test.

25 of 74 tested 4th grade male students scored at the "Ready" level on the ASPIRE Science test.

5 of 72 tested 4th grade male students scored at the "Ready" level on the ASPIRE Writing test.

4 of 23 tested 4th grade black students scored at the "Ready" level on the ASPIRE Math test.

1 of 23 tested 4th grade black students scored at the "Ready" level on the ASPIRE Reading test.

1 of 23 tested 4th grade black students scored at the "Ready" level on the ASPIRE Science test.

1 of 23 tested 4th grade black students scored at the "Ready" level on the ASPIRE Writing test.

45 of 115 tested 4th grade white students scored at the "Ready" level on the ASPIRE Math test.

53 of 115 tested 4th grade white students scored at the "Ready" level on the ASPIRE Reading test.

41 of 115 tested 4th grade white students scored at the "Ready" level on the ASPIRE Science test.

9 of 114 tested 4th grade white students scored at the "Ready" level on the ASPIRE Writing test.

ASPIRE-Grade 5 Data

34 of 130 tested 5th grade students scored at the "Ready" level on the ASPIRE Math test.

27 of 130 tested 5th grade students scored at the "Ready" level on the ASPIRE Reading test.

25 of 130 tested 5th grade students scored at the "Ready" level on the ASPIRE Science test.

27 of 128 tested 5th grade students scored at the "Ready" level on the ASPIRE Writing test.

Disaggregated Data-

15 of 51 tested 5th grade female students scored at the "Ready" level on the ASPIRE Math test.

15 of 51 tested 5th grade female students scored at the "Ready" level on the ASPIRE Reading test.

15 of 51 tested 5th grade female students scored at the "Ready" level on the ASPIRE Science test.

15 of 51 tested 5th grade female students scored at the "Ready" level on the ASPIRE Writing test.

19 of 79 tested 5th grade male students scored at the "Ready" level on the ASPIRE Math test.

12 of 79 tested 5th grade male students scored at the "Ready" level on the ASPIRE Reading test.

10 of 79 tested 5th grade male students scored at the "Ready" level on the ASPIRE Science test.

12 of 77 tested 5th grade male students scored at the "Ready" level on the ASPIRE Writing test.

5 of 21 tested 5th grade black students scored at the "Ready" level on the ASPIRE Math test.

2 of 21 tested 5th grade black students scored at the "Ready" level on the ASPIRE Reading test.

5 of 21 tested 5th grade black students scored at the "Ready" level on the ASPIRE Science test.

5 of 21 tested 5th grade black students scored at the "Ready" level on the ASPIRE Writing test.

24 of 94 tested 5th grade white students scored at the "Ready" level on the ASPIRE Math test.

24 of 94 tested 5th grade white students scored at the "Ready" level on the ASPIRE Reading test.

19 of 94 tested 5th grade white students scored at the "Ready" level on the ASPIRE Science test.

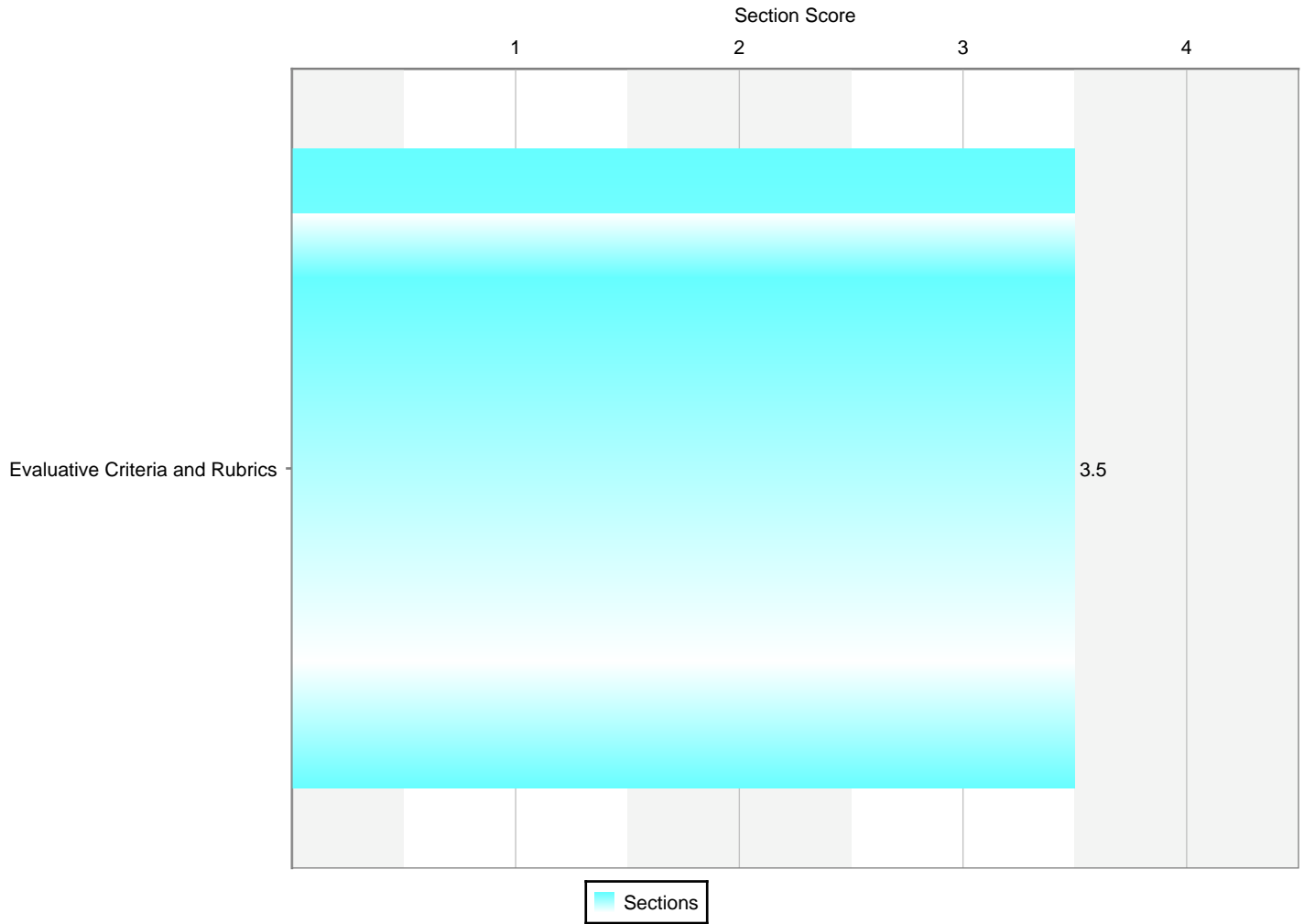
20 of 94 tested 5th grade white students scored at the "Ready" level on the ASPIRE Writing test.

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

n/a

Report Summary

Scores By Section



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		

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	Lori Beasley PO Box 635 Abbeville, AL 36310 334-585-2206	504

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	Dennis Brand PO Box 635 Abbeville, AL 36310 334-585-2206	Nondiscrimination Policy

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		Parental Involvement

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		Compact

2015-2016 Schoolwide Goals

Overview

Plan Name

2015-2016 Schoolwide Goals

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	2015-2016 Digital Citizenship	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Headland Elementary will increase Readiness by 2% of all student subgroups in Reading as indicated on the ASPIRE Test.	Objectives: 1 Strategies: 5 Activities: 12	Academic	\$128708
3	Headland Elementary will increase "Readiness" by 2% of all student subgroups in Math as indicated by the ASPIRE test	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$17900
4	All students at Headland Elementary School will become more knowledgeable with research skills, netiquette (online safety), and computer programs.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1598
5	Headland Elementary School will maintain a computer lab that will support students in completing online assessments.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	All ELL students at Headland Elementary will have a gain of at least 0.5 on the ACCESS test.	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$2250
7	The development of a cross age tutoring/mentoring program between Headland High School and Headland Elementary School students.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: 2015-2016 Digital Citizenship

Measurable Objective 1:

99% of All Students will demonstrate a behavior in understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom in Practical Living by 05/20/2016 as measured by Alabama Course of Study, NETS and CCRS Standards, CIPA Compliance Standards.

Strategy 1:

Digital Citizenship - Students will identify safe, practical, and responsible ways to use Technology

Category:

Research Cited: Alabama Course of Study, NETS and CCRS Standards, CIPA Compliance Standards

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Students will receive direct instruction by designated teachers on digital citizenship as defined in the Alabama Technology Course of Study	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Classroom Teachers, School Counselors, Media Specialist, and School Administration

Goal 2: Headland Elementary will increase Readiness by 2% of all student subgroups in Reading as indicated on the ASPIRE Test.

Measurable Objective 1:

ACIP

Headland Elementary School

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by 2016 ASPIRE scores.

Strategy 1:

Improve Reading Comprehension - Improve Reading Comprehension by using increased Depth of Knowledge questions.

Category:

Activity - Written Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the use of written response questions regarding multiple texts using pencil and paper as well as typed responses in the computer lab and on classroom computers.	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	As evidenced by the weekly computer lab schedule, teachers in grades 2-5 are practicing typing open ended responses.	February 08, 2016	Carmen Neiswanger
In Progress	Weekly classroom reading assessments have at least one open ended response item.	February 08, 2016	Carmen Neiswanger

Activity - Model Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/paraprofessionals will model comprehension strategies through the use of paired texts with the aide of graphic organizers and foldables.	Direct Instruction	08/10/2015	05/20/2016	\$116108	Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers Paraprofessionals

Status	Progress Notes	Created On	Created By
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ACIP

Headland Elementary School

In Progress	Paired Text and appropriate graphic organizers/foldables are discussed during biweekly lesson planning meetings. These tools are seen during walkthroughs by school administration and instructional coaches.	February 08, 2016	Carmen Neiswanger
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Activity - Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Brain Pop and Brain Pop Jr to build prior knowledge between and among texts and provide practice with open ended responses.	Academic Support Program	08/10/2015	05/20/2016	\$2500	State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	Brain Pop was purchased in the fall of 2015 and utilized in weekly computer lab classes. ACT ASPIRE Test Prep was also purchased in November and students were administered the Periodic Assessment for Math, Reading, English, and Science.	February 02, 2016	Carmen Neiswanger

Strategy 2:

Assessments - Develop and use Depth of Knowledge Level 3 questions on weekly and unit assessments.

Category:

Activity - Weekly and Unit Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect and analyze data gathered during the administration of weekly Reading tests, as well as Unit tests. This data will be used to guide instruction. The data will also be used to make adjustments to student grouping.	Direct Instruction	08/10/2015	05/20/2016	\$2000	Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Status	Progress Notes	Created On	Created By
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ACIP

Headland Elementary School

In Progress	Weekly lesson plan/data meetings are held to discuss student results for the purposes of adjusting instruction and grouping.	February 08, 2016	Carmen Neiswanger
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Activity - ACT ASPIRE Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize weekly lessons from scientifically research based resources and tools that target Depth of Knowledge level two and level 3 questions.	Academic Support Program	08/10/2015	05/20/2016	\$4500	Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	Students have completed the ACT ASPIRE Periodic Assessment 1. The results of this assessment were discussed in data meetings held on 1/14/16. There will be two more interim assessments given prior to the end of the year.	February 08, 2016	Carmen Neiswanger

Activity - Global Scholar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Global Scholar in Grades 2-5 three times a year to track progress in Reading Comprehension. The first administration of Global Scholar serves as a Universal Screener.	Other - Data Tracking	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	Global Scholar was administered at the beginning of the year. Global Scholar Data was compared to ACT ASPIRE Interim 1 Data looking for correlations.	February 08, 2016	Carmen Neiswanger

Strategy 3:

10 Day Plan - Teachers will stretch out their reading lesson from a traditional 5 day plan to a 10 day plan. This will allow them to focus more time on questioning and incorporate quality writing into the plan.

Category:

Activity - 10 Day Language Arts Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a 10 day lesson plan that will allow more time for in-depth instruction in comprehension strategies and allow for writing quality open ended responses in all subject areas.	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	Biweekly Reading Lesson Plan meetings are held to determine stories and skills to be addressed in the upcoming 10 day rotation.	February 08, 2016	Carmen Neiswanger
Completed	Reading teachers met in August of 2015 to develop a 10 day lesson plan template.	February 08, 2016	Carmen Neiswanger

Activity - Vocabulary and Skill Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop vocabulary activities; model skills strategies with graphic organizers, foldables, etc. and use Close Reading strategies with the students.	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Status	Progress Notes	Created On	Created By
In Progress	These skills/strategies are addressed biweekly in lesson plan meetings	February 08, 2016	Carmen Neiswanger

Strategy 4:

Writing - Teachers will place an emphasis on teaching the writing process and cultivating thoughtful, purposeful writers. The increase in writing proficiency will allow students to be able to express thoughts and responses to questions at a higher level of Depth of Knowledge.

Category:

ACIP

Headland Elementary School

Activity - Writing Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaches will use scientifically research based writing resources and tools in grades K-5 to provide weekly instruction in the writing process.	Academic Support Program	08/10/2015	05/20/2016	\$1800	Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Writing Leadership Team K-5 Classrooms Teachers

Status	Progress Notes	Created On	Created By
Completed	Trait Crates were purchased for each grade K-5 to utilize in weekly writing instruction.	February 08, 2016	Carmen Neiswanger

Activity - Published Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and provide opportunities for students to write according to the writing process to produce a published piece of writing.	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Status	Progress Notes	Created On	Created By
In Progress	All K-5 Reading Teachers have students complete a piece of published work once per 9 weeks.	February 08, 2016	Carmen Neiswanger

Activity - Write/Type Responses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write and/or type an original response to questions using literature selections from the Reading program.	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Strategy 5:

DOK Professional Development - Teachers will receive Depth of Knowledge Training from ARI personnel and reinforced by HES Instructional Coaches.

SY 2015-2016

Page 37

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Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Reading teachers will receive training in Depth of Knowledge from ARI Personnel that will be further reinforced by HES Instructional Coaches.	Professional Learning	08/06/2015	05/20/2016	\$1800	Title II Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto ARI Personnel K-5 Reading Teachers

Status	Progress Notes	Created On	Created By
Completed	All K-5 Reading teachers received training on July 29th in the area of DOK	February 08, 2016	Carmen Neiswanger

Goal 3: Headland Elementary will increase "Readiness" by 2% of all student subgroups in Math as indicated by the ASPIRE test

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in problem solving in Mathematics by 05/20/2016 as measured by 2016 ASPIRE scores.

Strategy 1:

Increase Rigor - Teachers will increase the rigor in their Math lessons by incorporating the use of scientifically research based resources and tools. These resources and tools will consist of mainly level 2 and 3 Depth of Knowledge questions.

Category:

ACIP

Headland Elementary School

Activity - Resources/Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and incorporate scientifically research based resources and tools into daily math instruction.	Academic Support Program	08/10/2015	05/20/2016	\$1800	Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Classroom Teachers Troy AMSTI

Status	Progress Notes	Created On	Created By
Completed	Purchased: ACT ASPIRE Periodic Assessments; Performance Coach; Support Coach; Brain Pop	February 08, 2016	Carmen Neiswanger

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of an Exit Ticket daily during their math instruction. These exit tickets will be used to provide valuable information to teachers as to the level of understanding each child has from the daily instruction. Exit tickets will be used to pick a "Favorite No" to discuss with students to look at the mathematical thinking process.	Direct Instruction	08/10/2015	05/20/2016	\$3500	Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers Troy AMSTI

Status	Progress Notes	Created On	Created By
In Progress	Students are utilizing Exit Tickets at least 3 times per week. Exit tickets are discussed at bi weekly lesson planning meetings.	February 24, 2016	Carmen Neiswanger

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Headland Elementary School

Teachers will attend two days of training in which they will receive an in-depth training on Depth of Knowledge and particularly how it applies to math and the Math CCRS . Teachers will be exposed to NY Engage and the procedures necessary to effectively incorporate the program.	Professional Learning	08/10/2015	05/20/2016	\$1800	Title II Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers AMSTI Personnel
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Status	Progress Notes	Created On	Created By
Completed	DOK Professional Development was completed during the Pre-School In-service	February 24, 2016	Carmen Neiswanger

Activity - ACT ASPIRE Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize weekly lessons from the scientifically research based resources designed to provide practice with ACT ASPIRE formatting and questioning. These weekly lessons are designed to target Depth of Knowledge level two and three questions.	Academic Support Program	08/10/2015	05/20/2016	\$4500	Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Status	Progress Notes	Created On	Created By
In Progress	Interim I and Interim II have been administered to all students in grades 3-5 The results of these tests have been analyzed and discussed with teachers during lesson planning meetings. Instructional coaches have begun pulling study skills classes based on the data from these assessments.	February 24, 2016	Carmen Neiswanger

Strategy 2:

Technology - Students will utilize the computer lab and programs such as Brain Pop, Brain Pop Junior, and ACT ASPIRE Performance Testing. These programs are designed to allow students work with math CCRS while using technology components similar to those that students will be exposed to on the actual ACT ASPIRE.

Category:

ACIP

Headland Elementary School

Activity - Brain Pop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Brain Pop and Brain Pop Junior to watch videos on math topics and play games requiring them to utilize the knowledge gained. They will also have the opportunity to express thoughts, ideas, and provide math solutions through typing.	Academic Support Program	08/10/2015	05/20/2016	\$2500	State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Status	Progress Notes	Created On	Created By
In Progress	Brain Pop training was completed in late September and early October. Teachers have been utilizing the weekly computer lab schedule to allow their children to utilize brain pop at school.	February 24, 2016	Carmen Neiswanger

Activity - Global Scholar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a Universal Screener and then two more assessments through out the year utilizing Global Scholar to provide practice for students using online assessments. The data collected from these three assessments will be used to record student growth in the area of Math.	Other - Assessment	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Status	Progress Notes	Created On	Created By
In Progress	Global Scholar was administered in the first two months of school. The data was discussed with teachers at lesson planning meetings.	February 24, 2016	Carmen Neiswanger

Activity - ACT ASPIRE Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Headland Elementary School

Students will utilize the ACT ASPIRE Test Prep computer based testing program to increase practice with online testing with Depth of Knowledge level two and three questions.	Other - Assessment	08/10/2015	05/20/2016	\$2000	State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers
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Status	Progress Notes	Created On	Created By
In Progress	Interim I and Interim II have been administered and the data has been analyzed and discussed with all teachers in grades 3-5.	February 24, 2016	Carmen Neiswanger

Strategy 3:

Mathematical Competency - Students will increase their mathematical competency as evidenced by math sprints (fluency practice) and cumulative assessments.

Category:

Activity - Math Sprints	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take weekly math sprints (fluency practice). These sprints are timed and measured for progress not grades. Students try to solve more problems correctly each time they take the sprint. As students become more familiar with the problems they begin to internalize the skill and problem and move through the sprint quicker.	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Status	Progress Notes	Created On	Created By
In Progress	Math Sprints are completed at least twice a week and discussed at bi weekly lesson planning meetings.	February 24, 2016	Carmen Neiswanger

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Headland Elementary School

Students will complete mid-module and end of module assessments. These assessments are cumulative in nature and consist of mainly level two and level three Depth of Knowledge questions. The data gathered from these assessments will be used to target students needing additional support with the assessed standards.	Other - Assessments	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers
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Status	Progress Notes	Created On	Created By
In Progress	Students Complete Mid Module and End of Module assessments at the appropriate times and during lesson planning/data meetings the assessments are discussed and next steps are decided upon.	March 01, 2016	Carmen Neiswanger

Strategy 4:

Professional Development - K-5 Math Teachers will receive Professional Development in the areas of Depth of Knowledge, Mathematical Strategies, Math Data Analysis, and Mathematical Practice standards from AMSTI Personnel that will be further supported and assisted by HES Instructional Coaches.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Math Teachers will receive training and support in the areas of Depth of Knowledge, Math Data Analysis, Mathematical Practice Standards, and Math Strategies by AMSTI Personnel as well as Headland Elementary School Instructional Coaches.	Professional Learning	08/06/2015	05/20/2016	\$1800	Title II Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson AMSTI Personnel K-5 Math Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers have taken part in DOK training and continue to take part in bi weekly PD as they discuss the math program and teaching strategies during bi weekly math lesson planning meetings.	February 24, 2016	Carmen Neiswanger

Goal 4: All students at Headland Elementary School will become more knowledgeable with research skills, netiquette (online safety), and computer programs.

Measurable Objective 1:

95% of All Students will increase student growth in using research skills to create a project related to the CCRS in English Language Arts by 05/20/2016 as measured by student demonstration of research skills by producing a research project either as an individual, group, or class at least once per 9 weeks..

Strategy 1:

Weekly Research - Students will receive weekly research instruction from the media specialist. These lessons will focus around the Super 3 framework. This framework will help provide a structure for both problem-solving and information navigation.

1. Plan

What am I supposed to do?

What do I need to get the job done?

What do I want it to look like when I'm done?

2. Do

I must locate the things I will need (books, websites, materials etc.).

I need to ask questions, read, and take notes.

I need to use the information I find to create something.

3. Review

Did I do what I was supposed to do?

Am I proud of what I've done?

Is there something else I should do before I say I am done?

Category:

Activity - Research Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Headland Elementary School

Students will receive weekly instruction on how to complete proper research for a project. Students will utilize the Super 3 Framework as they progress through a project. Students will be instructed in netiquette, online safety, and the implications of putting information on the web.	Direct Instruction	08/10/2015	05/20/2016	\$1598	Title I Part A	Carmen Neiswanger Patrick Dowell Media Specialist
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Status	Progress Notes	Created On	Created By
In Progress	School Librarian and paraprofessional have delivered weekly instruction in research skills and netiquette. Students have been producing research projects based upon the taught skills.	February 24, 2016	Carmen Neiswanger

Activity - Computer Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction in keyboarding and computer programs (Microsoft Word, Power Point, etc) to help them be able to more effectively complete research projects.	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Media Specialist

Status	Progress Notes	Created On	Created By
In Progress	As students continue to work on research skills they are enhancing their computer skills.	February 24, 2016	Carmen Neiswanger

Goal 5: Headland Elementary School will maintain a computer lab that will support students in completing online assessments.

Measurable Objective 1:

collaborate to maintain a computer lab equipped with thirty computers that support online learning and testing by 05/20/2016 as measured by the evidence of the working computers in the lab at Headland Elementary School.

Status	Progress Notes	Created On	Created By
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ACIP

Headland Elementary School

Met	All computers are functioning as evidenced by their use during periodic assessment interim 1 and weekly computer lab. When there are computer issues the IT department swiftly handles them.	February 08, 2016	Carmen Neiswanger
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Strategy 1:

Utilize the Computer Lab - A schedule will be produced and followed that will allow all students in grades K-5 to rotate through the computer lab on a weekly rotation.

Category:

Research Cited: ACT ASPIRE and the State of Alabama CCRS require online assessments.

Activity - Maintain 30 computers in the lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LEA IT department will maintain the computers properly in the computer lab.	Technology	08/10/2015	05/20/2016	\$0	No Funding Required	Geoff Jones, IT Supervisor Chris Woods, Headland IT

Goal 6: All ELL students at Headland Elementary will have a gain of at least 0.5 on the ACCESS test.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency with a gain of at least 0.5 in English Language Arts by 05/20/2016 as measured by ACCESS.

Strategy 1:

Reading - English Learners will be targeted for small group instruction by the classroom teacher. They will be further targeted through individual assistance by the EL paraprofessional. This instruction will occur on a daily basis.

Category:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Headland Elementary School

English Learners will be targeted for Small Group Reading Instruction on a daily basis. This targeted instruction will consist of activities to scaffold the Tier I instruction as well as to build vocabulary and understanding.	Academic Support Program, Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	K-5 Classroom Teachers
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Status	Progress Notes	Created On	Created By
In Progress	Students are participating in small group instruction on a daily basis.	February 24, 2016	Carmen Neiswanger

Activity - Individual Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English Learner Paraprofessional will provide additional support to English Learners through individual support targeting the identified children.	Academic Support Program, Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	EL Paraprofessional Ginger Feltman

Status	Progress Notes	Created On	Created By
In Progress	EL paraprofessional and classroom teachers provide individual support to students on a daily basis as evidenced by paraprofessional schedule.	February 24, 2016	Carmen Neiswanger

Strategy 2:

Monitor the implementation of Small Group and Individual Support - Headland Elementary School Administrators and Instructional Coaches will monitor, through classroom observations, the implementation of small group reading instruction and Individual support provided by the EL Paraprofessional.

Category:

Activity - Monitor Implementation of Small Group Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of instructional strategies, small group instruction, through classroom walk throughs and observations.	Policy and Process, Other	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Ginger Feltman

Status	Progress Notes	Created On	Created By
In Progress	Walkthroughs occur on an ongoing basis and small group support and instruction has been observed in all grade levels with EL students.	February 24, 2016	Carmen Neiswanger

Strategy 3:

Writing - English Learners will be exposed to the Writing Process and be targeted by the EL Paraprofessional for assistance. Through the exposure to the Writing Process English Learners will progress at their own pace through the assistance of the classroom teacher, EL Paraprofessional, and peers.

Category:

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Learners will be exposed to the Writing Process via the use of Scholastic Trait Crates to target Writing instruction. Students will progress at their own pace through the stages of writing and become more proficient in their writing abilities.	Academic Support Program, Direct Instruction	08/10/2015	05/20/2016	\$1500	State Funds	Carmen Neiswanger Patrick Dowell K-5 Classroom Teachers Ginger Feltman

Status	Progress Notes	Created On	Created By
In Progress	Writers Workshop occurs in each of the 10 day plans. These plans are discussed/developed bi weekly during lesson planning meetings.	February 24, 2016	Carmen Neiswanger

Strategy 4:

EL Turnaround Training - Selected individuals will attend EL Conferences throughout the year and turn the training around at Headland Elementary School.

Category:

Activity - EL Turnaround Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Headland Elementary School

All Headland Elementary School teaching staff will receive professional development through turnaround training provided by selected individuals who will attend EL Conferences throughout the school year.	Professional Learning	08/10/2015	05/20/2016	\$750	Title II Part A	Danny Hooper Carmen Neiswanger Patrick Dowell Ginger Feltman Kelly Watford Susan Henderson EI Paraprofessional All HES Teaching staff
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Status	Progress Notes	Created On	Created By
Completed	Samuel I and Samuel II turn around training have been completed.	February 24, 2016	Carmen Neiswanger

Goal 7: The development of a cross age tutoring/mentoring program between Headland High School and Headland Elementary School students.

Measurable Objective 1:

collaborate to foster a relationship and develop role models between high school and elementary school students by 05/20/2016 as measured by survey of effectiveness completed by teachers, high school students, and a sampling of age appropriate elementary students. .

Strategy 1:

Mentors - Headland High School students will rotate throughout the school day into assigned Headland Elementary School classrooms to serve as a mentor/tutor.

Category:

Activity - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Headland Elementary School

High School students will demonstrate appropriate reading fluency and love for reading.	Other - Reading	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy
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Status	Progress Notes	Created On	Created By
In Progress	Students have been observer working with individual and small groups of students. They work with fluency, sight words, and blending.	February 24, 2016	Carmen Neiswanger

Activity - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Headland High School students will interact with elementary students through math games and one on math support.	Other - Math	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Status	Progress Notes	Created On	Created By
In Progress	Students have been observed working with individuals and small groups working on math fact fluency.	February 24, 2016	Carmen Neiswanger

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Headland High School students will support elementary students with online research projects in the Library.	Other - Technology	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy Media Specialist

Status	Progress Notes	Created On	Created By
In Progress	Students have been observed assisting individuals in the library with research skills and computer skills.	February 24, 2016	Carmen Neiswanger

ACIP

Headland Elementary School

Activity - Team Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Headland High School students will participate in team building activities with elementary students in an effort to foster relationships and establish role models.	Other - Team Building	08/10/2015	05/20/2016	\$0	No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Status	Progress Notes	Created On	Created By
In Progress	Students have been observed building relationships with students during snack and recess times as well as assisting with PE activities.	February 24, 2016	Carmen Neiswanger

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT ASPIRE Test Prep	Students will utilize the ACT ASPIRE Test Prep computer based testing program to increase practice with online testing with Depth of Knowledge level two and three questions.	Other - Assessment	08/10/2015	05/20/2016	\$2000	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers
Writer's Workshop	English Learners will be exposed to the Writing Process via the use of Scholastic Trait Crates to target Writing instruction. Students will progress at their own pace through the stages of writing and become more proficient in their writing abilities.	Academic Support Program, Direct Instruction	08/10/2015	05/20/2016	\$1500	Carmen Neiswanger Patrick Dowell K-5 Classroom Teachers Ginger Feltman
Digital Resources	Use Brain Pop and Brain Pop Jr to build prior knowledge between and among texts and provide practice with open ended responses.	Academic Support Program	08/10/2015	05/20/2016	\$2500	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers
Brain Pop	Students will utilize Brain Pop and Brain Pop Junior to watch videos on math topics and play games requiring them to utilize the knowledge gained. They will also have the opportunity to express thoughts, ideas, and provide math solutions through typing.	Academic Support Program	08/10/2015	05/20/2016	\$2500	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers
Total					\$8500	

Title II Part A

ACIP

Headland Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	K-5 Reading teachers will receive training in Depth of Knowledge from ARI Personnel that will be further reinforced by HES Instructional Coaches.	Professional Learning	08/06/2015	05/20/2016	\$1800	Carmen Neiswanger Patrick Dowell Debbie Hutto ARI Personnel K-5 Reading Teachers
DOK Professional Development	Teachers will attend two days of training in which they will receive an in-depth training on Depth of Knowledge and particularly how it applies to math and the Math CCRS . Teachers will be exposed to NY Engage and the procedures necessary to effectively incorporate the program.	Professional Learning	08/10/2015	05/20/2016	\$1800	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers AMSTI Personnel
Professional Development	K-5 Math Teachers will receive training and support in the areas of Depth of Knowledge, Math Data Analysis, Mathematical Practice Standards, and Math Strategies by AMSTI Personnel as well as Headland Elementary School Instructional Coaches.	Professional Learning	08/06/2015	05/20/2016	\$1800	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson AMSTI Personnel K-5 Math Teachers
EL Turnaround Training	All Headland Elementary School teaching staff will receive professional development through turnaround training provided by selected individuals who will attend EL Conferences throughout the school year.	Professional Learning	08/10/2015	05/20/2016	\$750	Danny Hooper Carmen Neiswanger Patrick Dowell Ginger Feltman Kelly Watford Susan Henderson El Paraprofessional All HES Teaching staff
Total					\$6150	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Resources	Teachers will use scientifically research based writing resources and tools in grades K-5 to provide weekly instruction in the writing process.	Academic Support Program	08/10/2015	05/20/2016	\$1800	Carmen Neiswanger Patrick Dowell Debbie Hutto Writing Leadership Team K-5 Classrooms Teachers
ACT ASPIRE Practice	Teachers will utilize weekly lessons from scientifically research based resources and tools that target Depth of Knowledge level two and level 3 questions.	Academic Support Program	08/10/2015	05/20/2016	\$4500	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers
Weekly and Unit Tests	Teachers will collect and analyze data gathered during the administration of weekly Reading tests, as well as Unit tests. This data will be used to guide instruction. The data will also be used to make adjustments to student grouping.	Direct Instruction	08/10/2015	05/20/2016	\$2000	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers
Research Instruction	Students will receive weekly instruction on how to complete proper research for a project. Students will utilize the Super 3 Framework as they progress through a project. Students will be instructed in netiquette, online safety, and the implications of putting information on the web.	Direct Instruction	08/10/2015	05/20/2016	\$1598	Carmen Neiswanger Patrick Dowell Media Specialist
Resources/Tools	Purchase and incorporate scientifically research based resources and tools into daily math instruction.	Academic Support Program	08/10/2015	05/20/2016	\$1800	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Classroom Teachers Troy AMSTI

ACIP

Headland Elementary School

Formative Assessments	Teachers will incorporate the use of an Exit Ticket daily during their math instruction. These exit tickets will be used to provide valuable information to teachers as to the level of understanding each child has from the daily instruction. Exit tickets will be used to pick a "Favorite No" to discuss with students to look at the mathematical thinking process.	Direct Instruction	08/10/2015	05/20/2016	\$3500	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers Troy AMSTI
ACT ASPIRE Practice	Teachers will utilize weekly lessons from the scientifically research based resources designed to provide practice with ACT ASPIRE formatting and questioning. These weekly lessons are designed to target Depth of Knowledge level two and three questions.	Academic Support Program	08/10/2015	05/20/2016	\$4500	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers
Model Strategies	Teachers/paraprofessionals will model comprehension strategies through the use of paired texts with the aide of graphic organizers and foldables.	Direct Instruction	08/10/2015	05/20/2016	\$116108	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers Paraprofessionals
Total					\$135806	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Small Group Reading Instruction	Monitor the implementation of instructional strategies, small group instruction, through classroom walk throughs and observations.	Policy and Process, Other	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Debbie Hutto Ginger Feltman
Individual Support	The English Learner Paraprofessional will provide additional support to English Learners through individual support targeting the identified children.	Academic Support Program, Direct Instruction	08/10/2015	05/20/2016	\$0	EL Paraprofessional Ginger Feltman
Maintain 30 computers in the lab	The LEA IT department will maintain the computers properly in the computer lab.	Technology	08/10/2015	05/20/2016	\$0	Geoff Jones, IT Supervisor Chris Woods, Headland IT

ACIP

Headland Elementary School

Vocabulary and Skill Strategies	Teachers will develop vocabulary activities; model skills strategies with graphic organizers, foldables, etc. and use Close Reading strategies with the students.	Direct Instruction	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Debbie Hutto
Write/Type Responses	Students will write and/or type an original response to questions using literature selections from the Reading program.	Direct Instruction	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Debbie Hutto
Written Response	Teachers will increase the use of written response questions regarding multiple texts using pencil and paper as well as typed responses in the computer lab and on classroom computers.	Direct Instruction	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers
Global Scholar	Students will complete a Universal Screener and then two more assessments through out the year utilizing Global Scholar to provide practice for students using online assessments. The data collected from these three assessments will be used to record student growth in the area of Math.	Other - Assessment	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers
Global Scholar	Use Global Scholar in Grades 2-5 three times a year to track progress in Reading Comprehension. The first administration of Global Scholar serves as a Universal Screener.	Other - Data Tracking	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers
10 Day Language Arts Plan	Teachers will develop a 10 day lesson plan that will allow more time for in-depth instruction in comprehension strategies and allow for writing quality open ended responses in all subject areas.	Direct Instruction	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers
Assessments	Students will complete mid-module and end of module assessments. These assessments are cumulative in nature and consist of mainly level two and level three Depth of Knowledge questions. The data gathered from these assessments will be used to target students needing additional support with the assessed standards.	Other - Assessments	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

ACIP

Headland Elementary School

Technology	Headland High School students will support elementary students with online research projects in the Library.	Other - Technology	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Krissi Murphy Media Specialist
Published Work	Teachers will model and provide opportunities for students to write according to the writing process to produce a published piece of writing.	Direct Instruction	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Debbie Hutto
Small Group Instruction	English Learners will be targeted for Small Group Reading Instruction on a daily basis. This targeted instruction will consist of activities to scaffold the Tier I instruction as well as to build vocabulary and understanding.	Academic Support Program, Direct Instruction	08/10/2015	05/20/2016	\$0	K-5 Classroom Teachers
Reading	High School students will demonstrate appropriate reading fluency and love for reading.	Other - Reading	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Krissi Murphy
Math Sprints	Students will take weekly math sprints (fluency practice). These sprints are timed and measured for progress not grades. Students try to solve more problems correctly each time they take the sprint. As students become more familiar with the problems they begin to internalize the skill and problem and move through the sprint quicker.	Direct Instruction	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers
Math	Headland High School students will interact with elementary students through math games and one on math support.	Other - Math	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Krissi Murphy
Digital Citizenship	All Students will receive direct instruction by designated teachers on digital citizenship as defined in the Alabama Technology Course of Study	Direct Instruction	08/10/2015	05/20/2016	\$0	Classroom Teachers, School Counselors, Media Specialist, and School Administration
Team Building	Headland High School students will participate in team building activities with elementary students in an effort to foster relationships and establish role models.	Other - Team Building	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Krissi Murphy
Computer Skills	Students will receive instruction in keyboarding and computer programs (Microsoft Word, Power Point, etc) to help them be able to more effectively complete research projects.	Direct Instruction	08/10/2015	05/20/2016	\$0	Carmen Neiswanger Patrick Dowell Media Specialist

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?	No	N/A	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	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?

Parents feel welcome in the school.

School encourages involvement

Classroom teachers are available to parents

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

Parents feel welcome in the school

Volunteer opportunities

Classroom teacher availability

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

Headland Elementary Schools offers a wide variety of opportunities for parents to be involved with the school. There has been an increase in the percentage of parent involvement in these activities.

Areas in Need of Improvement

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

Parent knowledge of how to be involved with school planning/review committees

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

N/A

What are the implications for these stakeholder perceptions?

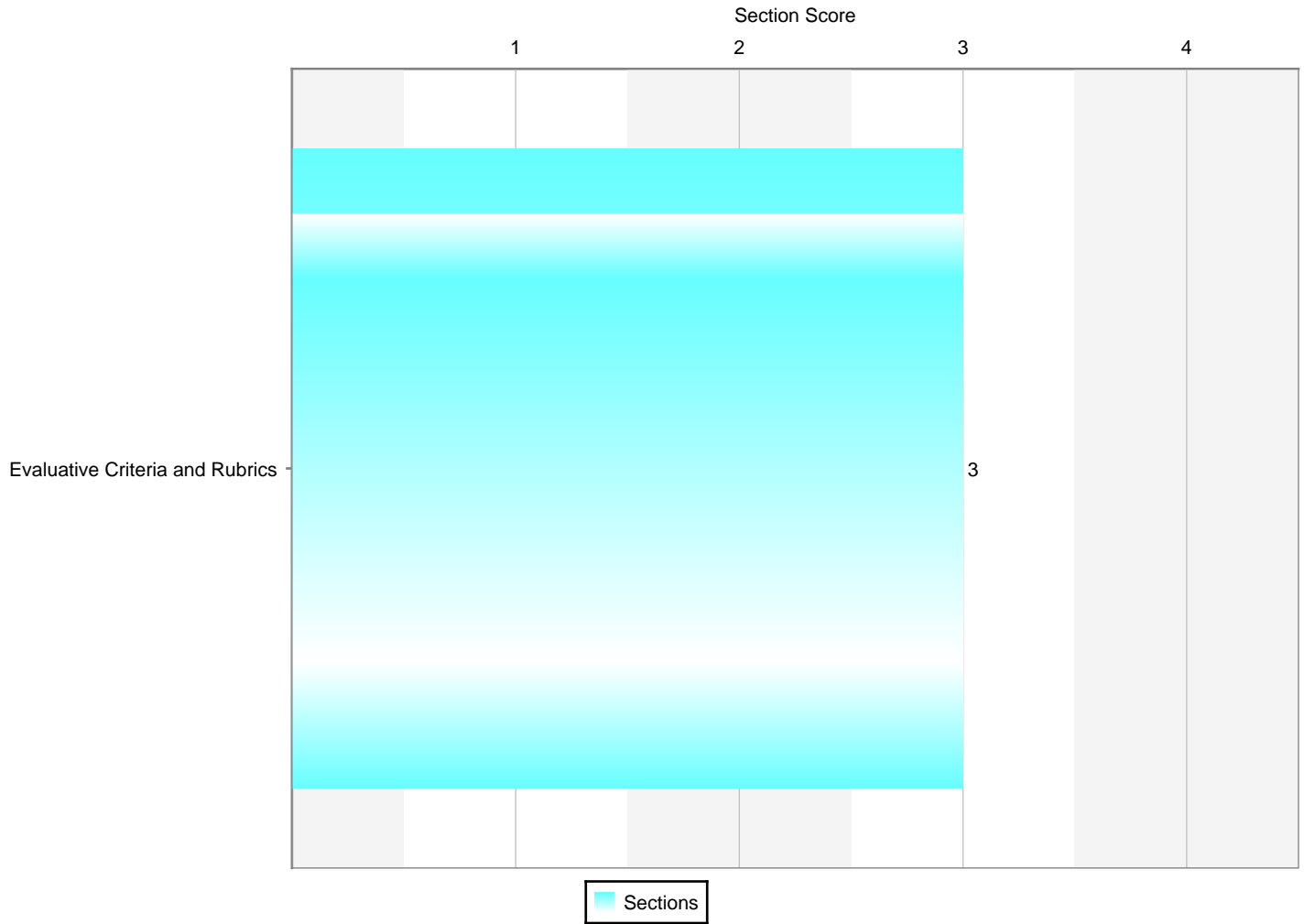
Headland Elementary School needs to look for opportunities to be more effective in making parents aware of how they can be involved in the school planning/review process.

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

The need for greater awareness as to how parents can be involved in the school planning/review process.

Report Summary

Scores By Section



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?

The needs assessment committee met and examined the results of the 2014-2015 data beginning with the ASPIRE results. DIBELS results and Global Scholar results from the beginning of 2015-2016 were also analyzed.

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

ASPIRE- Schoolwide Data

139 of 402 tested 3rd, 4th, and 5th grade students scored at the "Ready" level on the ASPIRE Math test.

131 of 402 tested 3rd, 4th, and 5th grade students scored at the "Ready" level on the ASPIRE Reading test.

107 of 402 tested 3rd and 4th grade students scored at the "Ready" level on the ASPIRE Science test.

44 of 402 tested 3rd, 4th, and 5th grade students scored at the "Ready" level on the ASPIRE Writing test.

ASPIRE-Grade 3 Data

53 of 123 tested 3rd grade students scored at the "Ready" level on the ASPIRE Math test.

39 of 123 tested 3rd grade students scored at the "Ready" level on the ASPIRE Reading test.

37 of 123 tested 3rd grade students scored at the "Ready" level on the ASPIRE Science test.

5 of 123 tested 3rd grade students scored at the "Ready" level on the ASPIRE Writing test.

Disaggregated Data-

30 of 54 tested 3rd grade female students scored at the "Ready" level on the ASPIRE Math test.

17 of 54 tested 3rd grade female students scored at the "Ready" level on the ASPIRE Reading test.

16 of 54 tested 3rd grade female students scored at the "Ready" level on the ASPIRE Science test.

3 of 54 tested 3rd grade female students scored at the "Ready" level on the ASPIRE Writing test.

23 of 65 tested 3rd grade male students scored at the "Ready" level on the ASPIRE Math test.

22 of 65 tested 3rd grade male students scored at the "Ready" level on the ASPIRE Reading test.

21 of 65 tested 3rd grade male students scored at the "Ready" level on the ASPIRE Science test.

2 of 65 tested 3rd grade male students scored at the "Ready" level on the ASPIRE Writing test.

7 of 21 tested 3rd grade black students scored at the "Ready" level on the ASPIRE Math test.

2 of 21 tested 3rd grade black students scored at the "Ready" level on the ASPIRE Reading test.

1 of 21 tested 3rd grade black students scored at the "Ready" level on the ASPIRE Science test.

0 of 21 tested 3rd grade black students scored at the "Ready" level on the ASPIRE Writing test.

43 of 109 tested 3rd grade white students scored at the "Ready" level on the ASPIRE Math test.

34 of 109 tested 3rd grade white students scored at the "Ready" level on the ASPIRE Reading test.

34 of 109 tested 3rd grade white students scored at the "Ready" level on the ASPIRE Science test.

4 of 96 tested 3rd grade white students scored at the "Ready" level on the ASPIRE Writing test.

ASPIRE-Grade 4 Data

52 of 149 tested 4th grade students scored at the "Ready" level on the ASPIRE Math test.

58 of 149 tested 4th grade students scored at the "Ready" level on the ASPIRE Reading test.

45 of 149 tested 4th grade students scored at the "Ready" level on the ASPIRE Science test.

12 of 147 tested 4th grade students scored at the "Ready" level on the ASPIRE Writing test.

Disaggregated Data-

29 of 75 tested 4th grade female students scored at the "Ready" level on the ASPIRE Math test.

30 of 75 tested 4th grade female students scored at the "Ready" level on the ASPIRE Reading test.

20 of 75 tested 4th grade female students scored at the "Ready" level on the ASPIRE Science test.

7 of 75 tested 4th grade female students scored at the "Ready" level on the ASPIRE Writing test.

23 of 74 tested 4th grade male students scored at the "Ready" level on the ASPIRE Math test.

28 of 74 tested 4th grade male students scored at the "Ready" level on the ASPIRE Reading test.

25 of 74 tested 4th grade male students scored at the "Ready" level on the ASPIRE Science test.

5 of 72 tested 4th grade male students scored at the "Ready" level on the ASPIRE Writing test.

4 of 23 tested 4th grade black students scored at the "Ready" level on the ASPIRE Math test.

1 of 23 tested 4th grade black students scored at the "Ready" level on the ASPIRE Reading test.

1 of 23 tested 4th grade black students scored at the "Ready" level on the ASPIRE Science test.

1 of 23 tested 4th grade black students scored at the "Ready" level on the ASPIRE Writing test.

45 of 115 tested 4th grade white students scored at the "Ready" level on the ASPIRE Math test.

53 of 115 tested 4th grade white students scored at the "Ready" level on the ASPIRE Reading test.

41 of 115 tested 4th grade white students scored at the "Ready" level on the ASPIRE Science test.

9 of 114 tested 4th grade white students scored at the "Ready" level on the ASPIRE Writing test.

ASPIRE-Grade 5 Data

34 of 130 tested 5th grade students scored at the "Ready" level on the ASPIRE Math test.

27 of 130 tested 5th grade students scored at the "Ready" level on the ASPIRE Reading test.

25 of 130 tested 5th grade students scored at the "Ready" level on the ASPIRE Science test.

27 of 128 tested 5th grade students scored at the "Ready" level on the ASPIRE Writing test.

Disaggregated Data-

15 of 51 tested 5th grade female students scored at the "Ready" level on the ASPIRE Math test.

15 of 51 tested 5th grade female students scored at the "Ready" level on the ASPIRE Reading test.

15 of 51 tested 5th grade female students scored at the "Ready" level on the ASPIRE Science test.

15 of 51 tested 5th grade female students scored at the "Ready" level on the ASPIRE Writing test.

19 of 79 tested 5th grade male students scored at the "Ready" level on the ASPIRE Math test.

12 of 79 tested 5th grade male students scored at the "Ready" level on the ASPIRE Reading test.

10 of 79 tested 5th grade male students scored at the "Ready" level on the ASPIRE Science test.

12 of 77 tested 5th grade male students scored at the "Ready" level on the ASPIRE Writing test.

5 of 21 tested 5th grade black students scored at the "Ready" level on the ASPIRE Math test.

2 of 21 tested 5th grade black students scored at the "Ready" level on the ASPIRE Reading test.

5 of 21 tested 5th grade black students scored at the "Ready" level on the ASPIRE Science test.

5 of 21 tested 5th grade black students scored at the "Ready" level on the ASPIRE Writing test.

24 of 94 tested 5th grade white students scored at the "Ready" level on the ASPIRE Math test.

24 of 94 tested 5th grade white students scored at the "Ready" level on the ASPIRE Reading test.

19 of 94 tested 5th grade white students scored at the "Ready" level on the ASPIRE Science test.

20 of 94 tested 5th grade white students scored at the "Ready" level on the ASPIRE Writing test.

DIBELS Next (Former Goals)

Kindergarten

First Sound Fluency-41% of tested students scored at or above benchmark on the Beginning of the year test administration

First Grade

Nonsense Word Fluency Sounds-50% of tested students scored at or above benchmark on the Beginning of the year test administration

Nonsense Word Fluency Blending-85% of tested students scored at or above benchmark on the Beginning of the year test administration
Second Grade

Oral Reading Fluency-63% of tested students scored at or above benchmark on the Beginning of the year test administration

ACCESS:

Out of the 8 students that took the ACCESS for a second year at HES all had a gain of at least 0.5 with the average being 1.21

Out of the 13 students taking the ACCESS 3 exited the program with a score of 5.1 or better

Trends that will impact the students of Headland Elementary School:

AMSTI Year 3 Implementation

College and Career Ready Standards(CCRS)

Strengths-

CCRS taught in all grade levels

Headland Elementary School receives constant support through ARI and AMSTI Certified trainers

Special Education Program

Embedded RTI approach in grades K-5

Instructional Coaches on site

Needs-

Increase the number of all students scoring "Ready" on the ASPIRE test

Increase the number of black students scoring "Ready" on the ASPIRE test

Integrate technology across the curriculum in grades K-5

3. What conclusions were drawn from the results?

The data indicates a need to increase students ability to answer questions correctly in reading and math. Students should be able to explain their thinking/reasoning for working out a problem and effectively give information from the story to support their answers.

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

School Perception:

Headland Elementary School offers a multitude of outlets for parent involvement including, but not limited to:

INOW Parent Portal

Email

Phone Calls

Remind texts

Progress Report/Report Cards

At least one Parent/Teacher Conferences per year

Surveys

State test home reports

Title I Meeting

Parents Workshops

Parent Visitation Days

Open House

Awards Ceremonies

Field Day

Water Day

Parents are encouraged to voice needs and concerns.

Faculty members such as the principal, counselor, instructional coaches, interventionists, and classroom teachers are available to meet with parents about students' educational and personal needs as well as how parents can help at home.

Strengths:

Information indicates that parents were very satisfied with the level of school-parent communication, volunteer opportunities, understanding grades, and the ability to reach teachers when needed.

Weaknesses:

Information indicates a relative weakness in the area of knowledge of school planning/review committees.

School Programs:

English Language Learners work toward attaining proficiency in annual measureable academic objectives (AMAOs)

Strengths:

Henry County School system has a comprehensive EL plan, EL students at Headland Elementary School will receive supplemental services through an EL teacher, as well as high-quality instruction and learning experiences in the classroom.

Weaknesses:

Teachers serving EL students need professional development regarding student diversity and classroom teachers should collaborate more with the EL teacher.

Curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities:

Strengths: RTI, ARI, and AMSTI are programs used to enhance student performance on assessments. Our system uses state approved curriculum and text books that are aligned with the College and Career Ready Standards to address objectives for state assessments.

Weaknesses:

As a departmentalized elementary school, teachers need more time to collaborate with teachers from other schools and/or grade levels teaching the same subject areas.

Student Discipline:

Strengths: No office referrals were made during the 2014-2015 school year for use or possession of weapons.

Weaknesses:

Out of a total of 397 office referrals, 145 office referrals were made by teachers in all grades, for student disobedience.

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

Many of the school goals for the 2015-2016 school year are data driven, using data from the 2014-2015 school year and based on weakness in various areas. The CIP process assisted in collecting and analyzing data.

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

All goals are based on multiple sources of data such as test scores, attendance rates, discipline reports, surveys, etc. that have been analyzed and compared to identify areas of weaknesses for Headland Elementary School.

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

All goals were created with the needs of all students in mind. Disadvantaged students who scored less than proficient according to the Global Scholar Screener for RTI will be targeted for the 2015-2016 school year.

All students at Headland Elementary after services, whether funded or not funded, including English Learners, economically disadvantaged students and special education students have access to appropriate programs and services that focus on meeting the needs of each student. They are provided with the opportunity to meet the same challenging state content and student performance standards to which all students are held without being stigmatized or isolated.

The needs of English Learners are identified through a home language survey. Surveys indicating a non-English language are screened with the W-APT ACCESS test for English language proficiency. The English Learner (EL) committee which includes the ESL paraprofessional, an administrator, counselor, general education teachers, and the child's parent/guardian determines eligibility, placement, services and develops I-ELP plan.

Headland Elementary utilizes special education resource teachers, paraprofessionals, and school nurses to help meet the needs of special education students and academically disadvantaged students. Services are provided in self-contained classrooms, through "pull-out" services, and through classroom support. Special education teachers collaborate with general education teachers in order to align curriculum, implement accommodations, and communicate with parents.

Headland Elementary has a full time and part time guidance counselor who use school, system, community and state resources to work closely with school administration to ensure student success. The needs of all students, to include migrant, neglected/delinquent, and homeless, are evaluated on an individual basis.

All homeless, migratory, and limited-English proficient students have equal access to the same free appropriate public education, including public preschool education provided to other children.

A comprehensive needs assessment is completed annually and addresses the need of migratory children. The Henry County School System assures that the educational needs of migratory children, preschool-gr. 12 are met as well as the year round needs of migratory K-8 children.

Equal access to educational programs such as extended school programs, Title III, and other supplemental programs provided during the school day is available.

High school drop-out and prevention are addressed at the secondary level through intervention and flex block. Migratory students who are at risk are identified and offered assistance through extended learning opportunities and counseling sessions.

Professional development is provided annually to school personnel through turn-around sessions to assist with the education of the migrant child.

Migratory parents are included as stakeholders in the education of their children and the MEP and are targeted to participate in meaningful dialogue with the school through parent meetings, conferences, training sessions and committee representation.

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:

Headland Elementary will increase Readiness by 2% of all student subgroups in Reading as indicated on the ASPIRE Test.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by 2016 ASPIRE scores.

Strategy1:

Improve Reading Comprehension - Improve Reading Comprehension by using increased Depth of Knowledge questions.

Category:

Research Cited:

Activity - Model Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model comprehension strategies through the use of paired texts with the aide of graphic organizers and foldables.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Written Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the use of written response questions regarding multiple texts using pencil and paper as well as typed responses in the computer lab and on classroom computers.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Brain Pop and Brain Pop Jr to build prior knowledge between and among texts and provide practice with open ended responses.	Academic Support Program	08/10/2015	05/20/2016	\$2500 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Strategy2:

10 Day Plan - Teachers will stretch out their reading lesson from a traditional 5 day plan to a 10 day plan. This will allow them to focus more time on questioning and incorporate quality writing into the plan.

Category:

Research Cited:

Activity - 10 Day Language Arts Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop a 10 day lesson plan that will allow more time for in-depth instruction in comprehension strategies and allow for writing quality open ended responses in all subject areas.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Vocabulary and Skill Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop vocabulary activities; model skills strategies with graphic organizers, foldables, etc. and use Close Reading strategies with the students.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Strategy3:

Assessments - Develop and use Depth of Knowledge Level 3 questions on weekly and unit assessments.

Category:

Research Cited:

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Global Scholar in Grades 2-5 three times a year to track progress in Reading Comprehension. The first administration of Global Scholar serves as a Universal Screener.	Other - Data Tracking	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Weekly and Unit Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect and analyze data gathered during the administration of weekly Reading tests, as well as Unit tests. This data will be used to guide instruction. The data will also be used to make adjustments to student grouping.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - ACT ASPIRE Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize weekly lessons from scientifically research based resources and tools that target Depth of Knowledge level two and level 3 questions.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Strategy4:

Writing - Teachers will place an emphasis on teaching the writing process and cultivating thoughtful, purposeful writers. The increase in writing proficiency will allow students to be able to express thoughts and responses to questions at a higher level of Depth of Knowledge.

Category:

Research Cited:

ACIP

Headland Elementary School

Activity - Write/Type Responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write and/or type an original response to questions using literature selections from the Reading program.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Activity - Published Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and provide opportunities for students to write according to the writing process to produce a published piece of writing.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Activity - Writing Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaches will use scientifically research based writing resources and tools in \grades K-5 to provide weekly instruction in the writing process.	Academic Support Program	08/10/2015	05/20/2016	\$1800 - Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Writing Leadership Team K-5 Classrooms Teachers

Goal 2:

Headland Elementary will increase "Readiness" by 2% of all student subgroups in Math as indicated by the ASPIRE test

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in problem solving in Mathematics by 05/20/2016 as measured by 2016 ASPIRE scores.

Strategy1:

Mathematical Competency - Students will increase their mathematical competency as evidenced by math sprints (fluency practice) and cumulative assessments.

Category:

Research Cited:

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete mid-module and end of module assessments. These assessments are cumulative in nature and consist of mainly level two and level three Depth of Knowledge questions. The data gathered from these assessments will be used to target students needing additional support with the assessed standards.	Other - Assessments	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

ACIP

Headland Elementary School

Activity - Math Sprints	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take weekly math sprints (fluency practice). These sprints are timed and measured for progress not grades. Students try to solve more problems correctly each time they take the sprint. As students become more familiar with the problems they begin to internalize the skill and problem and move through the sprint quicker.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Strategy2:

Technology - Students will utilize the computer lab and programs such as Brain Pop, Brain Pop Junior, and ACT ASPIRE Performance Testing. These programs are designed to allow students work with math CCRS while using technology components similar to those that students will be exposed to on the actual ACT ASPIRE.

Category:

Research Cited:

Activity - Brain Pop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Brain Pop and Brain Pop Junior to watch videos on math topics and play games requiring them to utilize the knowledge gained. They will also have the opportunity to express thoughts, ideas, and provide math solutions through typing.	Academic Support Program	08/10/2015	05/20/2016	\$2500 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a Universal Screener and then two more assessments through out the year utilizing Global Scholar to provide practice for students using online assessments. The data collected from these three assessments will be used to record student growth in the area of Math.	Other - Assessment	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - ACT ASPIRE Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the ACT ASPIRE Test Prep computer based testing program to increase practice with online testing with Depth of Knowledge level two and three questions.	Other - Assessment	08/10/2015	05/20/2016	\$2000 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Strategy3:

Increase Rigor - Teachers will increase the rigor in their Math lessons by incorporating the use of scientifically research based resources and tools. These resources and tools will consist of mainly level 2 and 3 Depth of Knowledge questions.

Category:

Research Cited:

ACIP

Headland Elementary School

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of an Exit Ticket daily during their math instruction. These exit tickets will be used to provide valuable information to teachers as to the level of understanding each child has from the daily instruction. Exit tickets will be used to pick a "Favorite No" to discuss with students to look at the mathematical thinking process.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers Troy AMSTI

Activity - Resources/Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and incorporate scientifically research based resources and tools into daily math instruction.	Academic Support Program	08/10/2015	05/20/2016	\$1800 - Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Classroom Teachers Troy AMSTI

Activity - ACT ASPIRE Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize weekly lessons from the scientifically research based resources designed to provide practice with ACT ASPIRE formatting and questioning. These weekly lessons are designed to target Depth of Knowledge level two and three questions.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend two days of training in which they will receive an in-depth training on Depth of Knowledge and particularly how it applies to math and the Math CCRS . Teachers will be exposed to NY Engage and the procedures necessary to effectively incorporate the program.	Professional Learning	08/10/2015	05/20/2016	\$1800 - Title II Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers AMSTI Personnel

Goal 3:

2015-2016 Digital Citizenship

Measurable Objective 1:

99% of All Students will demonstrate a behavior in understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom in Practical Living by 05/20/2016 as measured by Alabama Course of Study, NETS and CCRS Standards, CIPA Compliance Standards.

Strategy1:

Digital Citizenship - Students will identify safe, practical, and responsible ways to use Technology

Category:

Research Cited: Alabama Course of Study, NETS and CCRS Standards, CIPA Compliance Standards

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Students will receive direct instruction by designated teachers on digital citizenship as defined in the Alabama Technology Course of Study	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, School Counselors, Media Specialist, and School Administration

Goal 4:

All students at Headland Elementary School will become more knowledgeable with research skills, netiquette (online safety), and computer programs.

Measurable Objective 1:

95% of All Students will increase student growth in using research skills to create a project related to the CCRS in English Language Arts by 05/20/2016 as measured by student demonstration of research skills by producing a research project either as an individual, group, or class at least once per 9 weeks..

Strategy1:

Weekly Reserach - Students will receive weekly research instruction from the media specialist. These lessons will focus around the Super 3 framework. This framework will help provide a structure for both problem-solving and information navigation.

1. Plan

What am I supposed to do?

What do I need to get the job done?

What do I want it to look like when I'm done?

2. Do

I must locate the things I will need (books, websites, materials etc.).

I need to ask questions, read, and take notes.

I need to use the information I find to create something.

3. Review

Did I do what I was supposed to do?

Am I proud of what I've done?

Is there something else I should do before I say I am done?

Category:

Research Cited:

Activity - Computer Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in keyboarding and computer programs (Microsoft Word, Power Point, etc) to help them be able to more effectively complete research projects.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Media Specialist

ACIP

Headland Elementary School

Activity - Research Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive weekly instruction on how to complete proper research for a project. Students will utilize the Super 3 Framework as they progress through a project. Students will be instructed in netiquette, online safety, and the implications of putting information on the web.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Media Specialist

Goal 5:

Headland Elementary School will maintain a computer lab that will support students in completing online assessments.

Measurable Objective 1:

collaborate to maintain a computer lab equipped with thirty computers that support online learning and testing by 05/20/2016 as measured by the evidence of the working computers in the lab at Headland Elementary School.

Strategy1:

Utilize the Computer Lab - A schedule will be produced and followed that will allow all students in grades K-5 to rotate through the computer lab on a weekly rotation.

Category:

Research Cited: ACT ASPIRE and the State of Alabama CCRS require online assessments.

Activity - Maintain 30 computers in the lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEA IT department will maintain the computers properly in the computer lab.	Technology	08/10/2015	05/20/2016	\$0 - No Funding Required	Geoff Jones, IT Supervisor Chris Woods, Headland IT

Goal 6:

All ELL students at Headland Elementary will have a gain of at least 0.5 on the ACCESS test.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency with a gain of at least 0.5 in English Language Arts by 05/20/2016 as measured by ACCESS.

Strategy1:

Monitor the implementation of Small Group and Individual Support - Headland Elementary School Administrators and Instructional Coaches will monitor, through classroom observations, the implementation of small group reading instruction and Individual support provided by the EL Paraprofessional.

Category:

Research Cited:

ACIP

Headland Elementary School

Activity - Monitor Implementation of Small Group Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of instructional strategies, small group instruction, through classroom walk throughs and observations.	Policy and Process Other	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Ginger Feltman

Strategy2:

EL Turnaround Training - Selected individuals will attend EL Conferences throughout the year and turn the training around at Headland Elementary School.

Category:

Research Cited:

Activity - EL Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Headland Elementary School teaching staff will receive professional development through turnaround training provided by selected individuals who will attend EL Conferences throughout the school year.	Professional Learning	08/10/2015	05/20/2016	\$750 - Title II Part A	Danny Hooper Carmen Neiswanger Patrick Dowell Ginger Feltman Kelly Watford Susan Henderson EI Paraprofessional All HES Teaching staff

Strategy3:

Reading - English Learners will be targeted for small group instruction by the classroom teacher. They will be further targeted through individual assistance by the EL paraprofessional. This instruction will occur on a daily basis.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will be targeted for Small Group Reading Instruction on a daily basis. This targeted instruction will consist of activities to scaffold the Tier I instruction as well as to build vocabulary and understanding.	Direct Instruction Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	K-5 Classroom Teachers

Activity - Individual Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English Learner Paraprofessional will provide additional support to English Learners through individual support targeting the identified children.	Direct Instruction Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	EL Paraprofessional Ginger Feltman

Strategy4:

Writing - English Learners will be exposed to the Writing Process and be targeted by the EL Paraprofessional for assistance. Through the exposure to the Writing Process English Learners will progress at their own pace through the assistance of the classroom teacher, EL Paraprofessional, and peers.

Category:

Research Cited:

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will be exposed to the Writing Process via the use of Scholastic Trait Crates to target Writing instruction. Students will progress at their own pace through the stages of writing and become more proficient in their writing abilities.	Academic Support Program Direct Instruction	08/10/2015	05/20/2016	\$1500 - State Funds	Carmen Neiswanger Patrick Dowell K-5 Classroom Teachers Ginger Feltman

Goal 7:

The development of a cross age tutoring/mentoring program between Headland High School and Headland Elementary School students.

Measurable Objective 1:

collaborate to foster a relationship and develop role models between high school and elementary school students by 05/20/2016 as measured by survey of effectiveness completed by teachers, high school students, and a sampling of age appropriate elementary students. .

Strategy1:

Mentors - Headland High School students will rotate throughout the school day into assigned Headland Elementary School classrooms to serve as a mentor/tutor.

Category:

Research Cited:

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will interact with elementary students through math games and one on math support.	Other - Math	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Activity - Team Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will participate in team building activities with elementary students in an effort to foster relationships and establish role models.	Other - Team Building	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Activity - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School students will demonstrate appropriate reading fluency and love for reading.	Other - Reading	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

ACIP

Headland Elementary School

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will support elementary students with online research projects in the Library.	Other - Technology	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy Media Specialist

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

2015-2016 Digital Citizenship

Measurable Objective 1:

99% of All Students will demonstrate a behavior in understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom in Practical Living by 05/20/2016 as measured by Alabama Course of Study, NETS and CCRS Standards, CIPA Compliance Standards.

Strategy1:

Digital Citizenship - Students will identify safe, practical, and responsible ways to use Technology

Category:

Research Cited: Alabama Course of Study, NETS and CCRS Standards, CIPA Compliance Standards

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Students will receive direct instruction by designated teachers on digital citizenship as defined in the Alabama Technology Course of Study	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, School Counselors, Media Specialist, and School Administration

Goal 2:

Headland Elementary will increase Readiness by 2% of all student subgroups in Reading as indicated on the ASPIRE Test.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by 2016 ASPIRE scores.

Strategy1:

10 Day Plan - Teachers will stretch out their reading lesson from a traditional 5 day plan to a 10 day plan. This will allow them to focus more time on questioning and incorporate quality writing into the plan.

Category:

Research Cited:

Activity - 10 Day Language Arts Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop a 10 day lesson plan that will allow more time for in-depth instruction in comprehension strategies and allow for writing quality open ended responses in all subject areas.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Vocabulary and Skill Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop vocabulary activities; model skills strategies with graphic organizers, foldables, etc. and use Close Reading strategies with the students.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Strategy2:

Improve Reading Comprehension - Improve Reading Comprehension by using increased Depth of Knowledge questions.

Category:

Research Cited:

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Brain Pop and Brain Pop Jr to build prior knowledge between and among texts and provide practice with open ended responses.	Academic Support Program	08/10/2015	05/20/2016	\$2500 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Written Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the use of written response questions regarding multiple texts using pencil and paper as well as typed responses in the computer lab and on classroom computers.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Model Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model comprehension strategies through the use of paired texts with the aide of graphic organizers and foldables.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Strategy3:

Writing - Teachers will place an emphasis on teaching the writing process and cultivating thoughtful, purposeful writers. The increase in writing proficiency will allow students to be able to express thoughts and responses to questions at a higher level of Depth of Knowledge.

Category:

Research Cited:

ACIP

Headland Elementary School

Activity - Write/Type Responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write and/or type an original response to questions using literature selections from the Reading program.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Activity - Published Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and provide opportunities for students to write according to the writing process to produce a published piece of writing.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Activity - Writing Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaches will use scientifically research based writing resources and tools in \grades K-5 to provide weekly instruction in the writing process.	Academic Support Program	08/10/2015	05/20/2016	\$1800 - Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Writing Leadership Team K-5 Classrooms Teachers

Strategy4:

Assessments - Develop and use Depth of Knowledge Level 3 questions on weekly and unit assessments.

Category:

Research Cited:

Activity - ACT ASPIRE Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize weekly lessons from scientifically research based resources and tools that target Depth of Knowledge level two and level 3 questions.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Weekly and Unit Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect and analyze data gathered during the administration of weekly Reading tests, as well as Unit tests. This data will be used to guide instruction. The data will also be used to make adjustments to student grouping.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Global Scholar in Grades 2-5 three times a year to track progress in Reading Comprehension. The first administration of Global Scholar serves as a Universal Screener.	Other - Data Tracking	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Goal 3:

Headland Elementary will increase "Readiness" by 2% of all student subgroups in Math as indicated by the ASPIRE test

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in problem solving in Mathematics by 05/20/2016 as measured by 2016 ASPIRE scores.

Strategy1:

Increase Rigor - Teachers will increase the rigor in their Math lessons by incorporating the use of scientifically research based resources and tools. These resources and tools will consist of mainly level 2 and 3 Depth of Knowledge questions.

Category:

Research Cited:

Activity - ACT ASPIRE Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize weekly lessons from the scientifically research based resources designed to provide practice with ACT ASPIRE formatting and questioning. These weekly lessons are designed to target Depth of Knowledge level two and three questions.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of an Exit Ticket daily during their math instruction. These exit tickets will be used to provide valuable information to teachers as to the level of understanding each child has from the daily instruction. Exit tickets will be used to pick a "Favorite No" to discuss with students to look at the mathematical thinking process.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers Troy AMSTI

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend two days of training in which they will receive an in-depth training on Depth of Knowledge and particularly how it applies to math and the Math CCRS . Teachers will be exposed to NY Engage and the procedures necessary to effectively incorporate the program.	Professional Learning	08/10/2015	05/20/2016	\$1800 - Title II Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers AMSTI Personnel

Activity - Resources/Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and incorporate scientifically research based resources and tools into daily math instruction.	Academic Support Program	08/10/2015	05/20/2016	\$1800 - Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Classroom Teachers Troy AMSTI

Strategy2:

ACIP

Headland Elementary School

Mathematical Competency - Students will increase their mathematical competency as evidenced by math sprints (fluency practice) and cumulative assessments.

Category:

Research Cited:

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete mid-module and end of module assessments. These assessments are cumulative in nature and consist of mainly level two and level three Depth of Knowledge questions. The data gathered from these assessments will be used to target students needing additional support with the assessed standards.	Other - Assessments	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Math Sprints	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take weekly math sprints (fluency practice). These sprints are timed and measured for progress not grades. Students try to solve more problems correctly each time they take the sprint. As students become more familiar with the problems they begin to internalize the skill and problem and move through the sprint quicker.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Strategy3:

Technology - Students will utilize the computer lab and programs such as Brain Pop, Brain Pop Junior, and ACT ASPIRE Performance Testing. These programs are designed to allow students work with math CCRS while using technology components similar to those that students will be exposed to on the actual ACT ASPIRE.

Category:

Research Cited:

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a Universal Screener and then two more assessments through out the year utilizing Global Scholar to provide practice for students using online assessments. The data collected from these three assessments will be used to record student growth in the area of Math.	Other - Assessment	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - ACT ASPIRE Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the ACT ASPIRE Test Prep computer based testing program to increase practice with online testing with Depth of Knowledge level two and three questions.	Other - Assessment	08/10/2015	05/20/2016	\$2000 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Brain Pop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Brain Pop and Brain Pop Junior to watch videos on math topics and play games requiring them to utilize the knowledge gained. They will also have the opportunity to express thoughts, ideas, and provide math solutions through typing.	Academic Support Program	08/10/2015	05/20/2016	\$2500 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Goal 4:

Headland Elementary School will maintain a computer lab that will support students in completing online assessments.

Measurable Objective 1:

collaborate to maintain a computer lab equipped with thirty computers that support online learning and testing by 05/20/2016 as measured by the evidence of the working computers in the lab at Headland Elementary School.

Strategy1:

Utilize the Computer Lab - A schedule will be produced and followed that will allow all students in grades K-5 to rotate through the computer lab on a weekly rotation.

Category:

Research Cited: ACT ASPIRE and the State of Alabama CCRS require online assessments.

Activity - Maintain 30 computers in the lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEA IT department will maintain the computers properly in the computer lab.	Technology	08/10/2015	05/20/2016	\$0 - No Funding Required	Geoff Jones, IT Supervisor Chris Woods, Headland IT

Goal 5:

All students at Headland Elementary School will become more knowledgeable with research skills, netiquette (online safety), and computer programs.

Measurable Objective 1:

95% of All Students will increase student growth in using research skills to create a project related to the CCRS in English Language Arts by 05/20/2016 as measured by student demonstration of research skills by producing a research project either as an individual, group, or class at least once per 9 weeks..

Strategy1:

Weekly Reserach - Students will receive weekly research instruction from the media specialist. These lessons will focus around the Super 3 framework. This framework will help provide a structure for both problem-solving and information navigation.

1. Plan

What am I supposed to do?

What do I need to get the job done?

What do I want it to look like when I'm done?

2. Do

I must locate the things I will need (books, websites, materials etc.).

I need to ask questions, read, and take notes.

I need to use the information I find to create something.

3. Review

Did I do what I was supposed to do?

Am I proud of what I've done?

Is there something else I should do before I say I am done?

Category:

Research Cited:

Activity - Research Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive weekly instruction on how to complete proper research for a project. Students will utilize the Super 3 Framework as they progress through a project. Students will be instructed in netiquette, online safety, and the implications of putting information on the web.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Media Specialist

Activity - Computer Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in keyboarding and computer programs (Microsoft Word, Power Point, etc) to help them be able to more effectively complete research projects.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Media Specialist

Goal 6:

All ELL students at Headland Elementary will have a gain of at least 0.5 on the ACCESS test.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency with a gain of at least 0.5 in English Language Arts by 05/20/2016 as measured by ACCESS.

Strategy1:

Monitor the implementation of Small Group and Individual Support - Headland Elementary School Administrators and Instructional Coaches will monitor, through classroom observations, the implementation of small group reading instruction and Individual support provided by the EL Paraprofessional.

Category:

Research Cited:

ACIP

Headland Elementary School

Activity - Monitor Implementation of Small Group Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of instructional strategies, small group instruction, through classroom walk throughs and observations.	Other Policy and Process	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Ginger Feltman

Strategy2:

Reading - English Learners will be targeted for small group instruction by the classroom teacher. They will be further targeted through individual assistance by the EL paraprofessional. This instruction will occur on a daily basis.

Category:

Research Cited:

Activity - Individual Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English Learner Paraprofessional will provide additional support to English Learners through individual support targeting the identified children.	Academic Support Program Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	EL Paraprofessional Ginger Feltman

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will be targeted for Small Group Reading Instruction on a daily basis. This targeted instruction will consist of activities to scaffold the Tier I instruction as well as to build vocabulary and understanding.	Direct Instruction Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	K-5 Classroom Teachers

Strategy3:

Writing - English Learners will be exposed to the Writing Process and be targeted by the EL Paraprofessional for assistance. Through the exposure to the Writing Process English Learners will progress at their own pace through the assistance of the classroom teacher, EL Paraprofessional, and peers.

Category:

Research Cited:

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will be exposed to the Writing Process via the use of Scholastic Trait Crates to target Writing instruction. Students will progress at their own pace through the stages of writing and become more proficient in their writing abilities.	Direct Instruction Academic Support Program	08/10/2015	05/20/2016	\$1500 - State Funds	Carmen Neiswanger Patrick Dowell K-5 Classroom Teachers Ginger Feltman

Strategy4:

EL Turnaround Training - Selected individuals will attend EL Conferences throughout the year and turn the training around at Headland Elementary School.

Category:

Research Cited:

ACIP

Headland Elementary School

Activity - EL Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Headland Elementary School teaching staff will receive professional development through turnaround training provided by selected individuals who will attend EL Conferences throughout the school year.	Professional Learning	08/10/2015	05/20/2016	\$750 - Title II Part A	Danny Hooper Carmen Neiswanger Patrick Dowell Ginger Feltman Kelly Watford Susan Henderson EI Paraprofessional All HES Teaching staff

Goal 7:

The development of a cross age tutoring/mentoring program between Headland High School and Headland Elementary School students.

Measurable Objective 1:

collaborate to foster a relationship and develop role models between high school and elementary school students by 05/20/2016 as measured by survey of effectiveness completed by teachers, high school students, and a sampling of age appropriate elementary students. .

Strategy1:

Mentors - Headland High School students will rotate throughout the school day into assigned Headland Elementary School classrooms to serve as a mentor/tutor.

Category:

Research Cited:

Activity - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School students will demonstrate appropriate reading fluency and love for reading.	Other - Reading	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will interact with elementary students through math games and one on math support.	Other - Math	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Activity - Team Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will participate in team building activities with elementary students in an effort to foster relationships and establish role models.	Other - Team Building	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

ACIP

Headland Elementary School

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will support elementary students with online research projects in the Library.	Other - Technology	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy Media Specialist

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

2015-2016 Digital Citizenship

Measurable Objective 1:

99% of All Students will demonstrate a behavior in understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom in Practical Living by 05/20/2016 as measured by Alabama Course of Study, NETS and CCRS Standards, CIPA Compliance Standards.

Strategy1:

Digital Citizenship - Students will identify safe, practical, and responsible ways to use Technology

Category:

Research Cited: Alabama Course of Study, NETS and CCRS Standards, CIPA Compliance Standards

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Students will receive direct instruction by designated teachers on digital citizenship as defined in the Alabama Technology Course of Study	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, School Counselors, Media Specialist, and School Administration

Goal 2:

Headland Elementary will increase Readiness by 2% of all student subgroups in Reading as indicated on the ASPIRE Test.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by 2016 ASPIRE scores.

Strategy1:

10 Day Plan - Teachers will stretch out their reading lesson from a traditional 5 day plan to a 10 day plan. This will allow them to focus more time on questioning and incorporate quality writing into the plan.

Category:

Research Cited:

Activity - Vocabulary and Skill Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop vocabulary activities; model skills strategies with graphic organizers, foldables, etc. and use Close Reading strategies with the students.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Activity - 10 Day Language Arts Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop a 10 day lesson plan that will allow more time for in-depth instruction in comprehension strategies and allow for writing quality open ended responses in all subject areas.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Strategy2:

Assessments - Develop and use Depth of Knowledge Level 3 questions on weekly and unit assessments.

Category:

Research Cited:

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Global Scholar in Grades 2-5 three times a year to track progress in Reading Comprehension. The first administration of Global Scholar serves as a Universal Screener.	Other - Data Tracking	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - ACT ASPIRE Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize weekly lessons from scientifically research based resources and tools that target Depth of Knowledge level two and level 3 questions.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Weekly and Unit Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect and analyze data gathered during the administration of weekly Reading tests, as well as Unit tests. This data will be used to guide instruction. The data will also be used to make adjustments to student grouping.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Strategy3:

Improve Reading Comprehension - Improve Reading Comprehension by using increased Depth of Knowledge questions.

Category:

Research Cited:

ACIP

Headland Elementary School

Activity - Written Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the use of written response questions regarding multiple texts using pencil and paper as well as typed responses in the computer lab and on classroom computers.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Brain Pop and Brain Pop Jr to build prior knowledge between and among texts and provide practice with open ended responses.	Academic Support Program	08/10/2015	05/20/2016	\$2500 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Model Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model comprehension strategies through the use of paired texts with the aide of graphic organizers and foldables.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Strategy4:

Writing - Teachers will place an emphasis on teaching the writing process and cultivating thoughtful, purposeful writers. The increase in writing proficiency will allow students to be able to express thoughts and responses to questions at a higher level of Depth of Knowledge.

Category:

Research Cited:

Activity - Writing Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use scientifically research based writing resources and tools in \grades K-5 to provide weekly instruction in the writing process.	Academic Support Program	08/10/2015	05/20/2016	\$1800 - Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Writing Leadership Team K-5 Classrooms Teachers

Activity - Write/Type Responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write and/or type an original response to questions using literature selections from the Reading program.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Activity - Published Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and provide opportunities for students to write according to the writing process to produce a published piece of writing.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Goal 3:

Headland Elementary will increase "Readiness" by 2% of all student subgroups in Math as indicated by the ASPIRE test

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in problem solving in Mathematics by 05/20/2016 as measured by 2016 ASPIRE scores.

Strategy1:

Mathematical Competency - Students will increase their mathematical competency as evidenced by math sprints (fluency practice) and cumulative assessments.

Category:

Research Cited:

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete mid-module and end of module assessments. These assessments are cumulative in nature and consist of mainly level two and level three Depth of Knowledge questions. The data gathered from these assessments will be used to target students needing additional support with the assessed standards.	Other - Assessments	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Math Sprints	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take weekly math sprints (fluency practice). These sprints are timed and measured for progress not grades. Students try to solve more problems correctly each time they take the sprint. As students become more familiar with the problems they begin to internalize the skill and problem and move through the sprint quicker.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Strategy2:

Increase Rigor - Teachers will increase the rigor in their Math lessons by incorporating the use of scientifically research based resources and tools. These resources and tools will consist of mainly level 2 and 3 Depth of Knowledge questions.

Category:

Research Cited:

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend two days of training in which they will receive an in-depth training on Depth of Knowledge and particularly how it applies to math and the Math CCRS . Teachers will be exposed to NY Engage and the procedures necessary to effectively incorporate the program.	Professional Learning	08/10/2015	05/20/2016	\$1800 - Title II Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers AMSTI Personnel

Activity - ACT ASPIRE Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize weekly lessons from the scientifically research based resources designed to provide practice with ACT ASPIRE formatting and questioning. These weekly lessons are designed to target Depth of Knowledge level two and three questions.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Resources/Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and incorporate scientifically research based resources and tools into daily math instruction.	Academic Support Program	08/10/2015	05/20/2016	\$1800 - Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Classroom Teachers Troy AMSTI

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of an Exit Ticket daily during their math instruction. These exit tickets will be used to provide valuable information to teachers as to the level of understanding each child has from the daily instruction. Exit tickets will be used to pick a "Favorite No" to discuss with students to look at the mathematical thinking process.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers Troy AMSTI

Strategy3:

Technology - Students will utilize the computer lab and programs such as Brain Pop, Brain Pop Junior, and ACT ASPIRE Performance Testing. These programs are designed to allow students work with math CCRS while using technology components similar to those that students will be exposed to on the actual ACT ASPIRE.

Category:

Research Cited:

Activity - ACT ASPIRE Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the ACT ASPIRE Test Prep computer based testing program to increase practice with online testing with Depth of Knowledge level two and three questions.	Other - Assessment	08/10/2015	05/20/2016	\$2000 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

ACIP

Headland Elementary School

Activity - Brain Pop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Brain Pop and Brain Pop Junior to watch videos on math topics and play games requiring them to utilize the knowledge gained. They will also have the opportunity to express thoughts, ideas, and provide math solutions through typing.	Academic Support Program	08/10/2015	05/20/2016	\$2500 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a Universal Screener and then two more assessments through out the year utilizing Global Scholar to provide practice for students using online assessments. The data collected from these three assessments will be used to record student growth in the area of Math.	Other - Assessment	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Goal 4:

All students at Headland Elementary School will become more knowledgeable with research skills, netiquette (online safety), and computer programs.

Measurable Objective 1:

95% of All Students will increase student growth in using research skills to create a project related to the CCRS in English Language Arts by 05/20/2016 as measured by student demonstration of research skills by producing a research project either as an individual, group, or class at least once per 9 weeks..

Strategy1:

Weekly Reserach - Students will receive weekly research instruction from the media specialist. These lessons will focus around the Super 3 framework. This framework will help provide a structure for both problem-solving and information navigation.

1. Plan

What am I supposed to do?

What do I need to get the job done?

What do I want it to look like when I'm done?

2. Do

I must locate the things I will need (books, websites, materials etc.).

I need to ask questions, read, and take notes.

I need to use the information I find to create something.

3. Review

Did I do what I was supposed to do?

Am I proud of what I've done?

Is there something else I should do before I say I am done?

Category:

Research Cited:

ACIP

Headland Elementary School

Activity - Research Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive weekly instruction on how to complete proper research for a project. Students will utilize the Super 3 Framework as they progress through a project. Students will be instructed in netiquette, online safety, and the implications of putting information on the web.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Media Specialist

Activity - Computer Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in keyboarding and computer programs (Microsoft Word, Power Point, etc) to help them be able to more effectively complete research projects.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Media Specialist

Goal 5:

Headland Elementary School will maintain a computer lab that will support students in completing online assessments.

Measurable Objective 1:

collaborate to maintain a computer lab equipped with thirty computers that support online learning and testing by 05/20/2016 as measured by the evidence of the working computers in the lab at Headland Elementary School.

Strategy1:

Utilize the Computer Lab - A schedule will be produced and followed that will allow all students in grades K-5 to rotate through the computer lab on a weekly rotation.

Category:

Research Cited: ACT ASPIRE and the State of Alabama CCRS require online assessments.

Activity - Maintain 30 computers in the lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEA IT department will maintain the computers properly in the computer lab.	Technology	08/10/2015	05/20/2016	\$0 - No Funding Required	Geoff Jones, IT Supervisor Chris Woods, Headland IT

Goal 6:

All ELL students at Headland Elementary will have a gain of at least 0.5 on the ACCESS test.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency with a gain of at least 0.5 in English Language Arts by 05/20/2016 as measured by ACCESS.

Strategy1:

Writing - English Learners will be exposed to the Writing Process and be targeted by the EL Paraprofessional for assistance. Through the

ACIP

Headland Elementary School

exposure to the Writing Process English Learners will progress at their own pace through the assistance of the classroom teacher, EL Paraprofessional, and peers.

Category:

Research Cited:

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will be exposed to the Writing Process via the use of Scholastic Trait Crates to target Writing instruction. Students will progress at their own pace through the stages of writing and become more proficient in their writing abilities.	Direct Instruction Academic Support Program	08/10/2015	05/20/2016	\$1500 - State Funds	Carmen Neiswanger Patrick Dowell K-5 Classroom Teachers Ginger Feltman

Strategy2:

EL Turnaround Training - Selected individuals will attend EL Conferences throughout the year and turn the training around at Headland Elementary School.

Category:

Research Cited:

Activity - EL Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Headland Elementary School teaching staff will receive professional development through turnaround training provided by selected individuals who will attend EL Conferences throughout the school year.	Professional Learning	08/10/2015	05/20/2016	\$750 - Title II Part A	Danny Hooper Carmen Neiswanger Patrick Dowell Ginger Feltman Kelly Watford Susan Henderson EI Paraprofessional All HES Teaching staff

Strategy3:

Monitor the implementation of Small Group and Individual Support - Headland Elementary School Administrators and Instructional Coaches will monitor, through classroom observations, the implementation of small group reading instruction and Individual support provided by the EL Paraprofessional.

Category:

Research Cited:

Activity - Monitor Implementation of Small Group Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of instructional strategies, small group instruction, through classroom walk throughs and observations.	Other Policy and Process	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Ginger Feltman

Strategy4:

Reading - English Learners will be targeted for small group instruction by the classroom teacher. They will be further targeted through individual assistance by the EL paraprofessional. This instruction will occur on a daily basis.

Category:

Research Cited:

Activity - Individual Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English Learner Paraprofessional will provide additional support to English Learners through individual support targeting the identified children.	Academic Support Program Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	EL Paraprofessional Ginger Feltman

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will be targeted for Small Group Reading Instruction on a daily basis. This targeted instruction will consist of activities to scaffold the Tier I instruction as well as to build vocabulary and understanding.	Direct Instruction Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	K-5 Classroom Teachers

Goal 7:

The development of a cross age tutoring/mentoring program between Headland High School and Headland Elementary School students.

Measurable Objective 1:

collaborate to foster a relationship and develop role models between high school and elementary school students by 05/20/2016 as measured by survey of effectiveness completed by teachers, high school students, and a sampling of age appropriate elementary students. .

Strategy1:

Mentors - Headland High School students will rotate throughout the school day into assigned Headland Elementary School classrooms to serve as a mentor/tutor.

Category:

Research Cited:

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will support elementary students with online research projects in the Library.	Other - Technology	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy Media Specialist

Activity - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School students will demonstrate appropriate reading fluency and love for reading.	Other - Reading	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

ACIP

Headland Elementary School

Activity - Team Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will participate in team building activities with elementary students in an effort to foster relationships and establish role models.	Other - Team Building	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will interact with elementary students through math games and one on math support.	Other - Math	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

2015-2016 Digital Citizenship

Measurable Objective 1:

99% of All Students will demonstrate a behavior in understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom in Practical Living by 05/20/2016 as measured by Alabama Course of Study, NETS and CCRS Standards, CIPA Compliance Standards.

Strategy1:

Digital Citizenship - Students will identify safe, practical, and responsible ways to use Technology

Category:

Research Cited: Alabama Course of Study, NETS and CCRS Standards, CIPA Compliance Standards

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Students will receive direct instruction by designated teachers on digital citizenship as defined in the Alabama Technology Course of Study	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, School Counselors, Media Specialist, and School Administration

Goal 2:

Headland Elementary will increase Readiness by 2% of all student subgroups in Reading as indicated on the ASPIRE Test.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by 2016 ASPIRE scores.

Strategy1:

Assessments - Develop and use Depth of Knowledge Level 3 questions on weekly and unit assessments.

Category:

Research Cited:

Activity - ACT ASPIRE Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize weekly lessons from scientifically research based resources and tools that target Depth of Knowledge level two and level 3 questions.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Weekly and Unit Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect and analyze data gathered during the administration of weekly Reading tests, as well as Unit tests. This data will be used to guide instruction. The data will also be used to make adjustments to student grouping.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Global Scholar in Grades 2-5 three times a year to track progress in Reading Comprehension. The first administration of Global Scholar serves as a Universal Screener.	Other - Data Tracking	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Strategy2:

Writing - Teachers will place an emphasis on teaching the writing process and cultivating thoughtful, purposeful writers. The increase in writing proficiency will allow students to be able to express thoughts and responses to questions at a higher level of Depth of Knowledge.

Category:

Research Cited:

Activity - Writing Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use scientifically research based writing resources and tools in grades K-5 to provide weekly instruction in the writing process.	Academic Support Program	08/10/2015	05/20/2016	\$1800 - Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Writing Leadership Team K-5 Classrooms Teachers

Activity - Published Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and provide opportunities for students to write according to the writing process to produce a published piece of writing.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Activity - Write/Type Responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write and/or type an original response to questions using literature selections from the Reading program.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Strategy3:

10 Day Plan - Teachers will stretch out their reading lesson from a traditional 5 day plan to a 10 day plan. This will allow them to focus more time on questioning and incorporate quality writing into the plan.

Category:

Research Cited:

Activity - Vocabulary and Skill Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop vocabulary activities; model skills strategies with graphic organizers, foldables, etc. and use Close Reading strategies with the students.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Activity - 10 Day Language Arts Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop a 10 day lesson plan that will allow more time for in-depth instruction in comprehension strategies and allow for writing quality open ended responses in all subject areas.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Strategy4:

Improve Reading Comprehension - Improve Reading Comprehension by using increased Depth of Knowledge questions.

Category:

Research Cited:

Activity - Model Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model comprehension strategies through the use of paired texts with the aide of graphic organizers and foldables.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Brain Pop and Brain Pop Jr to build prior knowledge between and among texts and provide practice with open ended responses.	Academic Support Program	08/10/2015	05/20/2016	\$2500 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

ACIP

Headland Elementary School

Activity - Written Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the use of written response questions regarding multiple texts using pencil and paper as well as typed responses in the computer lab and on classroom computers.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Goal 3:

Headland Elementary will increase "Readiness" by 2% of all student subgroups in Math as indicated by the ASPIRE test

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in problem solving in Mathematics by 05/20/2016 as measured by 2016 ASPIRE scores.

Strategy1:

Increase Rigor - Teachers will increase the rigor in their Math lessons by incorporating the use of scientifically research based resources and tools. These resources and tools will consist of mainly level 2 and 3 Depth of Knowledge questions.

Category:

Research Cited:

Activity - ACT ASPIRE Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize weekly lessons from the scientifically research based resources designed to provide practice with ACT ASPIRE formatting and questioning. These weekly lessons are designed to target Depth of Knowledge level two and three questions.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Resources/Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and incorporate scientifically research based resources and tools into daily math instruction.	Academic Support Program	08/10/2015	05/20/2016	\$1800 - Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Classroom Teachers Troy AMSTI

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend two days of training in which they will receive an in-depth training on Depth of Knowledge and particularly how it applies to math and the Math CCRS . Teachers will be exposed to NY Engage and the procedures necessary to effectively incorporate the program.	Professional Learning	08/10/2015	05/20/2016	\$1800 - Title II Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers AMSTI Personnel

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of an Exit Ticket daily during their math instruction. These exit tickets will be used to provide valuable information to teachers as to the level of understanding each child has from the daily instruction. Exit tickets will be used to pick a "Favorite No" to discuss with students to look at the mathematical thinking process.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers Troy AMSTI

Strategy2:

Technology - Students will utilize the computer lab and programs such as Brain Pop, Brain Pop Junior, and ACT ASPIRE Performance Testing. These programs are designed to allow students work with math CCRS while using technology components similar to those that students will be exposed to on the actual ACT ASPIRE.

Category:

Research Cited:

Activity - ACT ASPIRE Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the ACT ASPIRE Test Prep computer based testing program to increase practice with online testing with Depth of Knowledge level two and three questions.	Other - Assessment	08/10/2015	05/20/2016	\$2000 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a Universal Screener and then two more assessments through out the year utilizing Global Scholar to provide practice for students using online assessments. The data collected from these three assessments will be used to record student growth in the area of Math.	Other - Assessment	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Brain Pop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Brain Pop and Brain Pop Junior to watch videos on math topics and play games requiring them to utilize the knowledge gained. They will also have the opportunity to express thoughts, ideas, and provide math solutions through typing.	Academic Support Program	08/10/2015	05/20/2016	\$2500 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Strategy3:

Mathematical Competency - Students will increase their mathematical competency as evidenced by math sprints (fluency practice) and cumulative assessments.

Category:

Research Cited:

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete mid-module and end of module assessments. These assessments are cumulative in nature and consist of mainly level two and level three Depth of Knowledge questions. The data gathered from these assessments will be used to target students needing additional support with the assessed standards.	Other - Assessments	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Math Sprints	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take weekly math sprints (fluency practice). These sprints are timed and measured for progress not grades. Students try to solve more problems correctly each time they take the sprint. As students become more familiar with the problems they begin to internalize the skill and problem and move through the sprint quicker.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Goal 4:

All students at Headland Elementary School will become more knowledgeable with research skills, netiquette (online safety), and computer programs.

Measurable Objective 1:

95% of All Students will increase student growth in using research skills to create a project related to the CCRS in English Language Arts by 05/20/2016 as measured by student demonstration of research skills by producing a research project either as an individual, group, or class at least once per 9 weeks..

Strategy1:

Weekly Reserach - Students will receive weekly research instruction from the media specialist. These lessons will focus around the Super 3 framework. This framework will help provide a structure for both problem-solving and information navigation.

1. Plan

What am I supposed to do?

What do I need to get the job done?

What do I want it to look like when I'm done?

2. Do

I must locate the things I will need (books, websites, materials etc.).

I need to ask questions, read, and take notes.

I need to use the information I find to create something.

3. Review

Did I do what I was supposed to do?

Am I proud of what I've done?

Is there something else I should do before I say I am done?

Category:

Research Cited:

Activity - Computer Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in keyboarding and computer programs (Microsoft Word, Power Point, etc) to help them be able to more effectively complete research projects.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Media Specialist

Activity - Research Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive weekly instruction on how to complete proper research for a project. Students will utilize the Super 3 Framework as they progress through a project. Students will be instructed in netiquette, online safety, and the implications of putting information on the web.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Media Specialist

Goal 5:

Headland Elementary School will maintain a computer lab that will support students in completing online assessments.

Measurable Objective 1:

collaborate to maintain a computer lab equipped with thirty computers that support online learning and testing by 05/20/2016 as measured by the evidence of the working computers in the lab at Headland Elementary School.

Strategy1:

Utilize the Computer Lab - A schedule will be produced and followed that will allow all students in grades K-5 to rotate through the computer lab on a weekly rotation.

Category:

Research Cited: ACT ASPIRE and the State of Alabama CCRS require online assessments.

Activity - Maintain 30 computers in the lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEA IT department will maintain the computers properly in the computer lab.	Technology	08/10/2015	05/20/2016	\$0 - No Funding Required	Geoff Jones, IT Supervisor Chris Woods, Headland IT

Goal 6:

All ELL students at Headland Elementary will have a gain of at least 0.5 on the ACCESS test.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency with a gain of at least 0.5 in English Language Arts by 05/20/2016 as measured by ACCESS.

Strategy1:

EL Turnaround Training - Selected individuals will attend EL Conferences throughout the year and turn the training around at Headland Elementary School.

Category:

Research Cited:

Activity - EL Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Headland Elementary School teaching staff will receive professional development through turnaround training provided by selected individuals who will attend EL Conferences throughout the school year.	Professional Learning	08/10/2015	05/20/2016	\$750 - Title II Part A	Danny Hooper Carmen Neiswanger Patrick Dowell Ginger Feltman Kelly Watford Susan Henderson EI Paraprofessional All HES Teaching staff

Strategy2:

Writing - English Learners will be exposed to the Writing Process and be targeted by the EL Paraprofessional for assistance. Through the exposure to the Writing Process English Learners will progress at their own pace through the assistance of the classroom teacher, EL Paraprofessional, and peers.

Category:

Research Cited:

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will be exposed to the Writing Process via the use of Scholastic Trait Crates to target Writing instruction. Students will progress at their own pace through the stages of writing and become more proficient in their writing abilities.	Academic Support Program Direct Instruction	08/10/2015	05/20/2016	\$1500 - State Funds	Carmen Neiswanger Patrick Dowell K-5 Classroom Teachers Ginger Feltman

Strategy3:

Reading - English Learners will be targeted for small group instruction by the classroom teacher. They will be further targeted through individual assistance by the EL paraprofessional. This instruction will occur on a daily basis.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will be targeted for Small Group Reading Instruction on a daily basis. This targeted instruction will consist of activities to scaffold the Tier I instruction as well as to build vocabulary and understanding.	Direct Instruction Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	K-5 Classroom Teachers

ACIP

Headland Elementary School

Activity - Individual Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English Learner Paraprofessional will provide additional support to English Learners through individual support targeting the identified children.	Direct Instruction Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	EL Paraprofessional Ginger Feltman

Strategy4:

Monitor the implementation of Small Group and Individual Support - Headland Elementary School Administrators and Instructional Coaches will monitor, through classroom observations, the implementation of small group reading instruction and Individual support provided by the EL Paraprofessional.

Category:

Research Cited:

Activity - Monitor Implementation of Small Group Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of instructional strategies, small group instruction, through classroom walk throughs and observations.	Other Policy and Process	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Ginger Feltman

Goal 7:

The development of a cross age tutoring/mentoring program between Headland High School and Headland Elementary School students.

Measurable Objective 1:

collaborate to foster a relationship and develop role models between high school and elementary school students by 05/20/2016 as measured by survey of effectiveness completed by teachers, high school students, and a sampling of age appropriate elementary students. .

Strategy1:

Mentors - Headland High School students will rotate throughout the school day into assigned Headland Elementary School classrooms to serve as a mentor/tutor.

Category:

Research Cited:

Activity - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School students will demonstrate appropriate reading fluency and love for reading.	Other - Reading	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will interact with elementary students through math games and one on math support.	Other - Math	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Activity - Team Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will participate in team building activities with elementary students in an effort to foster relationships and establish role models.	Other - Team Building	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will support elementary students with online research projects in the Library.	Other - Technology	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy Media Specialist

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

Goal 1:

Headland Elementary will increase Readiness by 2% of all student subgroups in Reading as indicated on the ASPIRE Test.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by 2016 ASPIRE scores.

Strategy1:

10 Day Plan - Teachers will stretch out their reading lesson from a traditional 5 day plan to a 10 day plan. This will allow them to focus more time on questioning and incorporate quality writing into the plan.

Category:

Research Cited:

Activity - 10 Day Language Arts Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop a 10 day lesson plan that will allow more time for in-depth instruction in comprehension strategies and allow for writing quality open ended responses in all subject areas.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

ACIP

Headland Elementary School

Activity - Vocabulary and Skill Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop vocabulary activities; model skills strategies with graphic organizers, foldables, etc. and use Close Reading strategies with the students.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Strategy2:

Writing - Teachers will place an emphasis on teaching the writing process and cultivating thoughtful, purposeful writers. The increase in writing proficiency will allow students to be able to express thoughts and responses to questions at a higher level of Depth of Knowledge.

Category:

Research Cited:

Activity - Write/Type Responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write and/or type an original response to questions using literature selections from the Reading program.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Activity - Writing Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use scientifically research based writing resources and tools in grades K-5 to provide weekly instruction in the writing process.	Academic Support Program	08/10/2015	05/20/2016	\$1800 - Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Writing Leadership Team K-5 Classrooms Teachers

Activity - Published Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and provide opportunities for students to write according to the writing process to produce a published piece of writing.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Strategy3:

Improve Reading Comprehension - Improve Reading Comprehension by using increased Depth of Knowledge questions.

Category:

Research Cited:

Activity - Written Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the use of written response questions regarding multiple texts using pencil and paper as well as typed responses in the computer lab and on classroom computers.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

ACIP

Headland Elementary School

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Brain Pop and Brain Pop Jr to build prior knowledge between and among texts and provide practice with open ended responses.	Academic Support Program	08/10/2015	05/20/2016	\$2500 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Model Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model comprehension strategies through the use of paired texts with the aide of graphic organizers and foldables.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Strategy4:

Assessments - Develop and use Depth of Knowledge Level 3 questions on weekly and unit assessments.

Category:

Research Cited:

Activity - ACT ASPIRE Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize weekly lessons from scientifically research based resources and tools that target Depth of Knowledge level two and level 3 questions.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Weekly and Unit Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect and analyze data gathered during the administration of weekly Reading tests, as well as Unit tests. This data will be used to guide instruction. The data will also be used to make adjustments to student grouping.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Global Scholar in Grades 2-5 three times a year to track progress in Reading Comprehension. The first administration of Global Scholar serves as a Universal Screener.	Other - Data Tracking	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Goal 2:

Headland Elementary will increase "Readiness" by 2% of all student subgroups in Math as indicated by the ASPIRE test

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in problem solving in Mathematics by 05/20/2016 as measured by 2016 ASPIRE scores.

Strategy1:

Mathematical Competency - Students will increase their mathematical competency as evidenced by math sprints (fluency practice) and cumulative assessments.

Category:

Research Cited:

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete mid-module and end of module assessments. These assessments are cumulative in nature and consist of mainly level two and level three Depth of Knowledge questions. The data gathered from these assessments will be used to target students needing additional support with the assessed standards.	Other - Assessments	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Math Sprints	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take weekly math sprints (fluency practice). These sprints are timed and measured for progress not grades. Students try to solve more problems correctly each time they take the sprint. As students become more familiar with the problems they begin to internalize the skill and problem and move through the sprint quicker.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Strategy2:

Increase Rigor - Teachers will increase the rigor in their Math lessons by incorporating the use of scientifically research based resources and tools. These resources and tools will consist of mainly level 2 and 3 Depth of Knowledge questions.

Category:

Research Cited:

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of an Exit Ticket daily during their math instruction. These exit tickets will be used to provide valuable information to teachers as to the level of understanding each child has from the daily instruction. Exit tickets will be used to pick a "Favorite No" to discuss with students to look at the mathematical thinking process.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers Troy AMSTI

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend two days of training in which they will receive an in-depth training on Depth of Knowledge and particularly how it applies to math and the Math CCRS . Teachers will be exposed to NY Engage and the procedures necessary to effectively incorporate the program.	Professional Learning	08/10/2015	05/20/2016	\$1800 - Title II Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers AMSTI Personnel

Activity - ACT ASPIRE Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize weekly lessons from the scientifically research based resources designed to provide practice with ACT ASPIRE formatting and questioning. These weekly lessons are designed to target Depth of Knowledge level two and three questions.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Resources/Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and incorporate scientifically research based resources and tools into daily math instruction.	Academic Support Program	08/10/2015	05/20/2016	\$1800 - Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Classroom Teachers Troy AMSTI

Strategy3:

Technology - Students will utilize the computer lab and programs such as Brain Pop, Brain Pop Junior, and ACT ASPIRE Performance Testing. These programs are designed to allow students work with math CCRS while using technology components similar to those that students will be exposed to on the actual ACT ASPIRE.

Category:

Research Cited:

Activity - Brain Pop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Brain Pop and Brain Pop Junior to watch videos on math topics and play games requiring them to utilize the knowledge gained. They will also have the opportunity to express thoughts, ideas, and provide math solutions through typing.	Academic Support Program	08/10/2015	05/20/2016	\$2500 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a Universal Screener and then two more assessments through out the year utilizing Global Scholar to provide practice for students using online assessments. The data collected from these three assessments will be used to record student growth in the area of Math.	Other - Assessment	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - ACT ASPIRE Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the ACT ASPIRE Test Prep computer based testing program to increase practice with online testing with Depth of Knowledge level two and three questions.	Other - Assessment	08/10/2015	05/20/2016	\$2000 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Goal 3:

All students at Headland Elementary School will become more knowledgeable with research skills, netiquette (online safety), and computer programs.

Measurable Objective 1:

95% of All Students will increase student growth in using research skills to create a project related to the CCRS in English Language Arts by 05/20/2016 as measured by student demonstration of research skills by producing a research project either as an individual, group, or class at least once per 9 weeks..

Strategy1:

Weekly Reserach - Students will receive weekly research instruction from the media specialist. These lessons will focus around the Super 3 framework. This framework will help provide a structure for both problem-solving and information navigation.

1. Plan

What am I supposed to do?

What do I need to get the job done?

What do I want it to look like when I'm done?

2. Do

I must locate the things I will need (books, websites, materials etc.).

I need to ask questions, read, and take notes.

I need to use the information I find to create something.

3. Review

Did I do what I was supposed to do?

Am I proud of what I've done?

Is there something else I should do before I say I am done?

Category:

Research Cited:

Activity - Computer Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in keyboarding and computer programs (Microsoft Word, Power Point, etc) to help them be able to more effectively complete research projects.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Media Specialist

Activity - Research Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive weekly instruction on how to complete proper research for a project. Students will utilize the Super 3 Framework as they progress through a project. Students will be instructed in netiquette, online safety, and the implications of putting information on the web.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Media Specialist

Goal 4:

All ELL students at Headland Elementary will have a gain of at least 0.5 on the ACCESS test.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency with a gain of at least 0.5 in English Language Arts by 05/20/2016 as measured by ACCESS.

Strategy1:

Writing - English Learners will be exposed to the Writing Process and be targeted by the EL Paraprofessional for assistance. Through the exposure to the Writing Process English Learners will progress at their own pace through the assistance of the classroom teacher, EL Paraprofessional, and peers.

Category:

Research Cited:

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will be exposed to the Writing Process via the use of Scholastic Trait Crates to target Writing instruction. Students will progress at their own pace through the stages of writing and become more proficient in their writing abilities.	Academic Support Program Direct Instruction	08/10/2015	05/20/2016	\$1500 - State Funds	Carmen Neiswanger Patrick Dowell K-5 Classroom Teachers Ginger Feltman

Strategy2:

Monitor the implementation of Small Group and Individual Support - Headland Elementary School Administrators and Instructional Coaches will monitor, through classroom observations, the implementation of small group reading instruction and Individual support provided by the EL Paraprofessional.

Category:

Research Cited:

Activity - Monitor Implementation of Small Group Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of instructional strategies, small group instruction, through classroom walk throughs and observations.	Other Policy and Process	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Ginger Feltman

Strategy3:

EL Turnaround Training - Selected individuals will attend EL Conferences throughout the year and turn the training around at Headland Elementary School.

Category:

Research Cited:

ACIP

Headland Elementary School

Activity - EL Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Headland Elementary School teaching staff will receive professional development through turnaround training provided by selected individuals who will attend EL Conferences throughout the school year.	Professional Learning	08/10/2015	05/20/2016	\$750 - Title II Part A	Danny Hooper Carmen Neiswanger Patrick Dowell Ginger Feltman Kelly Watford Susan Henderson EI Paraprofessional All HES Teaching staff

Strategy4:

Reading - English Learners will be targeted for small group instruction by the classroom teacher. They will be further targeted through individual assistance by the EL paraprofessional. This instruction will occur on a daily basis.

Category:

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will be targeted for Small Group Reading Instruction on a daily basis. This targeted instruction will consist of activities to scaffold the Tier I instruction as well as to build vocabulary and understanding.	Direct Instruction Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	K-5 Classroom Teachers

Activity - Individual Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English Learner Paraprofessional will provide additional support to English Learners through individual support targeting the identified children.	Academic Support Program Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	EL Paraprofessional Ginger Feltman

Goal 5:

The development of a cross age tutoring/mentoring program between Headland High School and Headland Elementary School students.

Measurable Objective 1:

collaborate to foster a relationship and develop role models between high school and elementary school students by 05/20/2016 as measured by survey of effectiveness completed by teachers, high school students, and a sampling of age appropriate elementary students. .

Strategy1:

Mentors - Headland High School students will rotate throughout the school day into assigned Headland Elementary School classrooms to serve as a mentor/tutor.

Category:

Research Cited:

ACIP

Headland Elementary School

Activity - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School students will demonstrate appropriate reading fluency and love for reading.	Other - Reading	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Activity - Team Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will participate in team building activities with elementary students in an effort to foster relationships and establish role models.	Other - Team Building	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will interact with elementary students through math games and one on math support.	Other - Math	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will support elementary students with online research projects in the Library.	Other - Technology	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy Media Specialist

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

All ELL students at Headland Elementary will have a gain of at least 0.5 on the ACCESS test.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency with a gain of at least 0.5 in English Language Arts by 05/20/2016 as measured by ACCESS.

Strategy1:

Monitor the implementation of Small Group and Individual Support - Headland Elementary School Administrators and Instructional Coaches will monitor, through classroom observations, the implementation of small group reading instruction and Individual support provided by the EL Paraprofessional.

Category:

Research Cited:

ACIP

Headland Elementary School

Activity - Monitor Implementation of Small Group Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of instructional strategies, small group instruction, through classroom walk throughs and observations.	Policy and Process Other	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Ginger Feltman

Strategy2:

EL Turnaround Training - Selected individuals will attend EL Conferences throughout the year and turn the training around at Headland Elementary School.

Category:

Research Cited:

Activity - EL Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Headland Elementary School teaching staff will receive professional development through turnaround training provided by selected individuals who will attend EL Conferences throughout the school year.	Professional Learning	08/10/2015	05/20/2016	\$750 - Title II Part A	Danny Hooper Carmen Neiswanger Patrick Dowell Ginger Feltman Kelly Watford Susan Henderson EI Paraprofessional All HES Teaching staff

Strategy3:

Writing - English Learners will be exposed to the Writing Process and be targeted by the EL Paraprofessional for assistance. Through the exposure to the Writing Process English Learners will progress at their own pace through the assistance of the classroom teacher, EL Paraprofessional, and peers.

Category:

Research Cited:

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will be exposed to the Writing Process via the use of Scholastic Trait Crates to target Writing instruction. Students will progress at their own pace through the stages of writing and become more proficient in their writing abilities.	Direct Instruction Academic Support Program	08/10/2015	05/20/2016	\$1500 - State Funds	Carmen Neiswanger Patrick Dowell K-5 Classroom Teachers Ginger Feltman

Strategy4:

Reading - English Learners will be targeted for small group instruction by the classroom teacher. They will be further targeted through individual assistance by the EL paraprofessional. This instruction will occur on a daily basis.

Category:

Research Cited:

Activity - Individual Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English Learner Paraprofessional will provide additional support to English Learners through individual support targeting the identified children.	Academic Support Program Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	EL Paraprofessional Ginger Feltman

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will be targeted for Small Group Reading Instruction on a daily basis. This targeted instruction will consist of activities to scaffold the Tier I instruction as well as to build vocabulary and understanding.	Direct Instruction Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	K-5 Classroom Teachers

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:

Headland Elementary will increase Readiness by 2% of all student subgroups in Reading as indicated on the ASPIRE Test.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by 2016 ASPIRE scores.

Strategy1:

Writing - Teachers will place an emphasis on teaching the writing process and cultivating thoughtful, purposeful writers. The increase in writing proficiency will allow students to be able to express thoughts and responses to questions at a higher level of Depth of Knowledge.

Category:

Research Cited:

Activity - Writing Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use scientifically research based writing resources and tools in grades K-5 to provide weekly instruction in the writing process.	Academic Support Program	08/10/2015	05/20/2016	\$1800 - Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Writing Leadership Team K-5 Classrooms Teachers

Activity - Published Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model and provide opportunities for students to write according to the writing process to produce a published piece of writing.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Activity - Write/Type Responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write and/or type an original response to questions using literature selections from the Reading program.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

Strategy2:

Improve Reading Comprehension - Improve Reading Comprehension by using increased Depth of Knowledge questions.

Category:

Research Cited:

Activity - Model Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model comprehension strategies through the use of paired texts with the aide of graphic organizers and foldables.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Brain Pop and Brain Pop Jr to build prior knowledge between and among texts and provide practice with open ended responses.	Academic Support Program	08/10/2015	05/20/2016	\$2500 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Written Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the use of written response questions regarding multiple texts using pencil and paper as well as typed responses in the computer lab and on classroom computers.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Strategy3:

10 Day Plan - Teachers will stretch out their reading lesson from a traditional 5 day plan to a 10 day plan. This will allow them to focus more time on questioning and incorporate quality writing into the plan.

Category:

Research Cited:

Activity - Vocabulary and Skill Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop vocabulary activities; model skills strategies with graphic organizers, foldables, etc. and use Close Reading strategies with the students.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto

ACIP

Headland Elementary School

Activity - 10 Day Language Arts Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop a 10 day lesson plan that will allow more time for in-depth instruction in comprehension strategies and allow for writing quality open ended responses in all subject areas.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Strategy4:

Assessments - Develop and use Depth of Knowledge Level 3 questions on weekly and unit assessments.

Category:

Research Cited:

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Global Scholar in Grades 2-5 three times a year to track progress in Reading Comprehension. The first administration of Global Scholar serves as a Universal Screener.	Other - Data Tracking	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - Weekly and Unit Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect and analyze data gathered during the administration of weekly Reading tests, as well as Unit tests. This data will be used to guide instruction. The data will also be used to make adjustments to student grouping.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Activity - ACT ASPIRE Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize weekly lessons from scientifically research based resources and tools that target Depth of Knowledge level two and level 3 questions.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto K-5 Classroom Teachers

Goal 2:

Headland Elementary will increase "Readiness" by 2% of all student subgroups in Math as indicated by the ASPIRE test

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in problem solving in Mathematics by 05/20/2016 as measured by 2016 ASPIRE scores.

Strategy1:

Increase Rigor - Teachers will increase the rigor in their Math lessons by incorporating the use of scientifically research based resources and tools. These resources and tools will consist of mainly level 2 and 3 Depth of Knowledge questions.

Category:

Research Cited:

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of an Exit Ticket daily during their math instruction. These exit tickets will be used to provide valuable information to teachers as to the level of understanding each child has from the daily instruction. Exit tickets will be used to pick a "Favorite No" to discuss with students to look at the mathematical thinking process.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers Troy AMSTI

Activity - Resources/Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and incorporate scientifically research based resources and tools into daily math instruction.	Academic Support Program	08/10/2015	05/20/2016	\$1800 - Title I Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Classroom Teachers Troy AMSTI

Activity - ACT ASPIRE Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize weekly lessons from the scientifically research based resources designed to provide practice with ACT ASPIRE formatting and questioning. These weekly lessons are designed to target Depth of Knowledge level two and three questions.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend two days of training in which they will receive an in-depth training on Depth of Knowledge and particularly how it applies to math and the Math CCRS . Teachers will be exposed to NY Engage and the procedures necessary to effectively incorporate the program.	Professional Learning	08/10/2015	05/20/2016	\$1800 - Title II Part A	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers AMSTI Personnel

Strategy2:

Technology - Students will utilize the computer lab and programs such as Brain Pop, Brain Pop Junior, and ACT ASPIRE Performance Testing. These programs are designed to allow students work with math CCRS while using technology components similar to those that students will be exposed to on the actual ACT ASPIRE.

Category:

Research Cited:

ACIP

Headland Elementary School

Activity - Brain Pop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Brain Pop and Brain Pop Junior to watch videos on math topics and play games requiring them to utilize the knowledge gained. They will also have the opportunity to express thoughts, ideas, and provide math solutions through typing.	Academic Support Program	08/10/2015	05/20/2016	\$2500 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a Universal Screener and then two more assessments through out the year utilizing Global Scholar to provide practice for students using online assessments. The data collected from these three assessments will be used to record student growth in the area of Math.	Other - Assessment	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - ACT ASPIRE Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the ACT ASPIRE Test Prep computer based testing program to increase practice with online testing with Depth of Knowledge level two and three questions.	Other - Assessment	08/10/2015	05/20/2016	\$2000 - State Funds	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Strategy3:

Mathematical Competency - Students will increase their mathematical competency as evidenced by math sprints (fluency practice) and cumulative assessments.

Category:

Research Cited:

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete mid-module and end of module assessments. These assessments are cumulative in nature and consist of mainly level two and level three Depth of Knowledge questions. The data gathered from these assessments will be used to target students needing additional support with the assessed standards.	Other - Assessments	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Activity - Math Sprints	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take weekly math sprints (fluency practice). These sprints are timed and measured for progress not grades. Students try to solve more problems correctly each time they take the sprint. As students become more familiar with the problems they begin to internalize the skill and problem and move through the sprint quicker.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Emily Nesiba Mandy Johnson K-5 Math Teachers

Goal 3:
All students at Headland Elementary School will become more knowledgeable with research skills, netiquette (online safety), and computer programs.

Measurable Objective 1:
95% of All Students will increase student growth in using research skills to create a project related to the CCRS in English Language Arts by 05/20/2016 as measured by student demonstration of research skills by producing a research project either as an individual, group, or class at least once per 9 weeks..

Strategy1:
Weekly Reserach - Students will receive weekly research instruction from the media specialist. These lessons will focus around the Super 3 framework. This framework will help provide a structure for both problem-solving and information navigation.

1. Plan
What am I supposed to do?
What do I need to get the job done?
What do I want it to look like when I'm done?
2. Do
I must locate the things I will need (books, websites, materials etc.).
I need to ask questions, read, and take notes.
I need to use the information I find to create something.
3. Review
Did I do what I was supposed to do?
Am I proud of what I've done?
Is there something else I should do before I say I am done?

Category:

Research Cited:

Activity - Computer Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in keyboarding and computer programs (Microsoft Word, Power Point, etc) to help them be able to more effectively complete research projects.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Media Specialist

Activity - Research Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive weekly instruction on how to complete proper research for a project. Students will utilize the Super 3 Framework as they progress through a project. Students will be instructed in netiquette, online safety, and the implications of putting information on the web.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Media Specialist

Goal 4:

All ELL students at Headland Elementary will have a gain of at least 0.5 on the ACCESS test.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency with a gain of at least 0.5 in English Language Arts by 05/20/2016 as measured by ACCESS.

Strategy1:

Reading - English Learners will be targeted for small group instruction by the classroom teacher. They will be further targeted through individual assistance by the EL paraprofessional. This instruction will occur on a daily basis.

Category:

Research Cited:

Activity - Individual Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The English Learner Paraprofessional will provide additional support to English Learners through individual support targeting the identified children.	Direct Instruction Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	EL Paraprofessional Ginger Feltman

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will be targeted for Small Group Reading Instruction on a daily basis. This targeted instruction will consist of activities to scaffold the Tier I instruction as well as to build vocabulary and understanding.	Direct Instruction Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	K-5 Classroom Teachers

Strategy2:

Monitor the implementation of Small Group and Individual Support - Headland Elementary School Administrators and Instructional Coaches will monitor, through classroom observations, the implementation of small group reading instruction and Individual support provided by the EL Paraprofessional.

Category:

Research Cited:

Activity - Monitor Implementation of Small Group Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of instructional strategies, small group instruction, through classroom walk throughs and observations.	Policy and Process Other	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Debbie Hutto Ginger Feltman

Strategy3:

ACIP

Headland Elementary School

EL Turnaround Training - Selected individuals will attend EL Conferences throughout the year and turn the training around at Headland Elementary School.

Category:

Research Cited:

Activity - EL Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Headland Elementary School teaching staff will receive professional development through turnaround training provided by selected individuals who will attend EL Conferences throughout the school year.	Professional Learning	08/10/2015	05/20/2016	\$750 - Title II Part A	Danny Hooper Carmen Neiswanger Patrick Dowell Ginger Feltman Kelly Watford Susan Henderson EI Paraprofessional All HES Teaching staff

Strategy4:

Writing - English Learners will be exposed to the Writing Process and be targeted by the EL Paraprofessional for assistance. Through the exposure to the Writing Process English Learners will progress at their own pace through the assistance of the classroom teacher, EL Paraprofessional, and peers.

Category:

Research Cited:

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will be exposed to the Writing Process via the use of Scholastic Trait Crates to target Writing instruction. Students will progress at their own pace through the stages of writing and become more proficient in their writing abilities.	Academic Support Program Direct Instruction	08/10/2015	05/20/2016	\$1500 - State Funds	Carmen Neiswanger Patrick Dowell K-5 Classroom Teachers Ginger Feltman

Goal 5:

The development of a cross age tutoring/mentoring program between Headland High School and Headland Elementary School students.

Measurable Objective 1:

collaborate to foster a relationship and develop role models between high school and elementary school students by 05/20/2016 as measured by survey of effectiveness completed by teachers, high school students, and a sampling of age appropriate elementary students. .

Strategy1:

Mentors - Headland High School students will rotate throughout the school day into assigned Headland Elementary School classrooms to serve as a mentor/tutor.

Category:

Research Cited:

ACIP

Headland Elementary School

Activity - Team Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will participate in team building activities with elementary students in an effort to foster relationships and establish role models.	Other - Team Building	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will interact with elementary students through math games and one on math support.	Other - Math	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Activity - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School students will demonstrate appropriate reading fluency and love for reading.	Other - Reading	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Headland High School students will support elementary students with online research projects in the Library.	Other - Technology	08/10/2015	05/20/2016	\$0 - No Funding Required	Carmen Neiswanger Patrick Dowell Krissi Murphy Media Specialist

Component 3: Instruction by Highly Qualified Staff

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

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

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

Candidates for teaching positions are selected from the Teach Alabama website. Before candidates are interviewed, the determination is made that they have the appropriate certification, the certification is current, and they are highly qualified. Multiple references are checked on candidates being considered to ensure they will be successful as a classroom teacher.

Data is used to determine the current academic level of our students. Using the data obtained allows instruction to be targeted toward specific needs of individual students.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Over the course of the 2014-2015 school year:

3 teachers no longer teach in the system

Starting the 2015-2016 school year 4 new teachers and no new paraprofessional were added to the Headland Elementary faculty due to teachers retiring and resigning.

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

The average experience level for grade level and special education teachers at Headland Elementary School is 14 years. The highest level of experience is 41 years and the lowest level of experience is 0 years. 25 Teachers have at least 10 years of teaching experience. 20 teachers have advanced degrees.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Henry County Schools utilizes the Alabama State Department of Education's "Teach in Alabama" program to attract high quality teachers. Only teachers that are deemed highly qualified are interviewed for positions within the system. Once employed, new teachers work cooperatively with veteran teacher/grade level chairperson to learn more about policies and procedures of Headland Elementary School. These procedures help to ensure that these high quality teachers are retained.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

Henry County Schools utilizes the Alabama State Department of Education's "Teach in Alabama" program to attract high quality teachers. Only teachers that are deemed highly qualified are interviewed for positions within the system. Once hired, all new personnel go to New Teacher Training provided at a district level. Professional development is offered at a district level also. This helps to ensure that we retain highly qualified teachers.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

N/A

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?

Goal 1:
Implementation of the College and Career Readiness Standard for English Language Arts/Math

Measurable Objective 1:
A 2% increase of All Students will demonstrate a proficiency of Ready in English Language Arts and Math by 05/20/2016 as measured on the ASPIRE Reading and Math tests.

Strategy1:
Developing better assessments aligned with the college and career ready standards;
and implementing a complete education through improved professional development and evidence-based instructional models and supports.

Research Cited: Raising standards for all students in English language arts and mathematics;
U.S. Department of Education Publications: <http://www2.ed.gov/policy/elsec/leg/blueprint/faq/college-career.pdf>

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

Goal 1:
Implementation of the College and Career Readiness Standard for English Language Arts/Math

Measurable Objective 1:
A 2% increase of All Students will demonstrate a proficiency of Ready in English Language Arts and Math by 05/20/2016 as measured on the ASPIRE Reading and Math tests.

Strategy1:
Developing better assessments aligned with the college and career ready standards;
and implementing a complete education through improved professional development and evidence-based instructional models and supports.

Research Cited: Raising standards for all students in English language arts and mathematics;
U.S. Department of Education Publications: <http://www2.ed.gov/policy/elsec/leg/blueprint/faq/college-career.pdf>

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.

Teacher Mentoring - New and nontenured teachers will be assigned a mentor to help with any questions about policies, procedures, etc.

Research Cited: A broad base of agreement exists for the idea that beginning teachers need support during their transition into professional practice (Brighton, 1999; Feiman-Nemser, Carver, Schwille, and Yusko, 1999; Huling-Austin, 1992; Little, 1990; Moir, Gless, and Baron, 1999; Odell and Huling, 2000; Stansbury and Zimmerman, 2000; Tellez, 1992).

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

The CIP is used to note any weak areas Headland Elementary has professionally. Workshops correlate with professional development to strengthen any weaknesses. Professional development is examined each year through data. Headland Elementary has ongoing professional development for new teachers, staff, etc. such as CPR training, AMSTI, SAMUEL training, etc. As needs arise, professional development is used to extend teacher growth through technology, Reading/Math workshops, etc.

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.

The Headland Schools have multiple opportunities for students from varying ages and grades to prepare for seamless transitions. Headland Elementary School hosts area Pre-K programs in the spring of each year so those students may encounter Kindergarten teachers as well as the school itself. Kindergarten teachers attend a parent night at Head start in Headland to inform parents about Headland Elementary School Kindergarten.

Headland Elementary 5th graders are able to meet with Headland Middle School Counselors at Headland Elementary School. Students are also bused to Headland Middle School to tour the facilities.

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?

Teachers at Headland Elementary in core academic areas utilize weekly assessments and daily formative assessments to track data. These assessments target certain areas of concern and data is used to drive instruction. Teachers have input into the decision making process regarding academic assessments. For example, teachers meet weekly with core coaches and administrators to discuss formal and informal grade level academic assessments. This data is gathered and used to modify and adjust curriculum based on student needs.

Professional development is offered and ongoing for teachers on the use and analysis of data. Data meetings are held at least monthly and include data analysis as well as discussions regarding intervention strategies that will ensure the academic achievement of all students.

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?

Headland Elementary School uses information obtained from various assessments to assist in diagnosing the effectiveness of instruction. These students are identified by the classroom teacher and instructional coach based on classroom observations and data gathered from classroom assessments and universal screeners such as DIBELS, Global Scholar, and ASPIRE for grades 3-5. Students are then targeted for receiving accommodations in the identified area(s) of weakness.

Response to Instruction (RTI) monitors the progress of at-risk students to ensure that all students meet the State's academic achievement standards at a Ready level. A plan of action is formulated through the use of several resources. Individual students who are considered to be at-risk are offered assistance through tier II interventions offered by the general education teacher. Students who still display little to no growth are offered tier III interventions outside of the general education classroom by an interventionist.

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?

Students who are experiencing difficulty in mastering the State's academic achievement assessment standards at Ready or Close levels are offered Tier II and Tier III services to help increase their proficiency level. Tier II and Tier III instruction occurs 3-5 times per week. Resource teachers and paraprofessionals provide assistance to students with IEPs in content areas.

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

Teachers use differentiated instruction in the classroom to address students' individual needs by using ongoing formative assessment to determine student needs. Teachers implement AMSTI Math and Science to provide instruction that will interest students with various learning styles. Teachers also using the differentiated materials supplied by the reading program for differentiated instruction in Language Arts. Some classes also utilize the following:

- Reading small groups
- Math small groups
- Math manipulatives
- Reteaching strategies

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.

N/A

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.

All students at Headland Elementary after services, whether funded or not funded, including English Learners, economically disadvantaged students and special education students have access to appropriate programs and services that focus on meeting the needs of each student. They are provided with the opportunity to meet the same challenging state content and student performance standards to which all students are held without being stigmatized or isolated.

The needs of English Learners are identified through a home language survey. Surveys indicating a non-English language are screened with the W-APT ACCESS test for English language proficiency. The English Learner (EL) committee which includes the ESL aides, an administrator, counselor, general education teachers, and the child's parent/guardian determines eligibility, placement, services and develops I-ELP plan.

Headland Elementary utilizes special education resource teachers, instructional coach, paraprofessionals, and school nurses to help meet the needs of special education students and academically disadvantaged students. Services are provided in self-contained classrooms, through "pull-out" services, and through classroom support. Special education teachers collaborate with general education teachers in order to align curriculum, implement accommodations, and communicate with parents.

Headland Elementary has a full time and a part time guidance counselor who uses school, system, community and state resources to work closely with school administration to ensure student success. The needs of all students, to include migrant, neglected/delinquent, and homeless, are evaluated on an individual basis.

All homeless, migratory, and limited-English proficient students have equal access to the same free appropriate public education, including public preschool education provided to other children.

A Comprehensive needs assessment is completed annually and addresses the need of migratory children. The Henry County School System assures that the educational needs of migratory children, preschool-gr. 12 are met as well as the year round needs of migratory K-8 children.

Equal access to educational programs such as extended school programs, Title III, and other supplemental programs provided during the school day is available.

High school drop-out and prevention are addressed at the secondary level through intervention and flex block. Migratory students who are at risk are identified and offered assistance through extended learning opportunities and counseling sessions.

Professional development is provided annually to school personnel through turn-around sessions to assist with the education of the migrant child.

Migratory parents are included as stakeholders in the education of their children and the MEP and are targeted to participate in meaningful dialogue with the school through parent meetings, conferences, training sessions and committee representation.

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?

The Schoolwide Program/Plan includes the coordination of all funds from federal, system, and local programs. This coordination of State Foundation funds that are used for the salaries of teacher, administrators, counselors, and librarian units, as well as to purchase instructional supplies, technology, and library enhancement. Local funds are used for expenses which include utilities, substitute teachers, grounds maintenance, and a school nurse. Federal, state, and local funding is used to enhance instruction and create a supportive learning environment.

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.

Headland Elementary School's plan for federal programs has been developed and coordinated with the state and local program's plan. Reform efforts are in progress and will continue to be funded through local, state, and federal monies. This plan will remain in effect for the duration of the school's participation. During the implementation period, programs will be monitored for effectiveness and necessary changes in strategies, and programs will be developed to meet the needs of students. A comprehensive budget is included in this Continuous Improvement Plan. State funding sources consist of Technology, Fee Replacement, Textbooks, At-Risk, Library Enhancement, Teacher Allocation, Transportation, and Professional development. Federal funding consist of Title I, Part A, Title I, Part C, Title II, Title III, Homeless, IDEA B-Basic, IDEA B-Preschool, and Child nutrition. Headland Elementary School's Title I Part A and other funding sources will be used to supplement instruction, and other strategies as outlined in the Needs Assessment of the Continuous Improvement Plan. The coordination of these funding sources will help ensure that all students meet state academic requirements.

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.

Federal, state, and local monies will be used to facilitate the goals and plans stated in the CIP.

Component 10: Evaluation

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

Data that is specific to the Continuous Improvement Plan is collected from a variety of sources. The data is reviewed and analyzed through the needs assessment to determine if the goals that have been addressed in the plan are being met. Achievement Data is compared from year to year to determine trends related to student achievement in specific subjects and by specific groups of students. The plan is reviewed at least quarterly by the Leadership Team to make sure the strategies listed to meet the goals are being utilized. They also discuss changes that need to be made. In the fall, winter, and spring, the CIP is reviewed with all faculty members. Walkthroughs are utilized as another evaluation tool to determine if the goals set fourth in the CIP are being met.

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?

Data from the State's annual assessments, locally made assessments, and other indicators of academic achievement are analyzed to determine if the schoolwide program goals are effective or if the goals are in need of revision. A data comparison is conducted to determine trends related to student achievement among groups of students and in specific subject areas. Intervention is provided for students who are not achieving at a rate determined to be adequate.

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?

After data has been collected at the end of the year, the administrators and teachers review each student's data to see if progress had been made, then teachers will continue instruction. If no progress has been made then teachers will adjust instruction according to the data.

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?

Each committee meets continuously throughout the year to review and update the plan according to the needs of our school.

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

Headland Elementary School is keeping several goals from the previous year. While the goals of increasing readiness on the ACT ASPIRE have remained the same the strategies and activities have been updated to increase student achievement.

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

ACIPHeadland Elementary School

Headland Elementary School no longer has an active PE goal in the CIP though administration is continuing to monitor the program. The desired results were achieved by the end of the 2014-2015 school year.

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	49.09	49.09	2,227,349.44
Administrator Units	1.00	1.0	72,277.20
Assistant Principal	1.00	1	53,286.00
Counselor	1.50	1.5	84,396.50
Librarian	1.00	1	51,371.00
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0	3,429.76
Professional Development	0.00	0	3,429.76
State ELL Funds	0.00	0	727.00
Instructional Supplies	0.00	0	21,131.00
Library Enhancement	0.00	0	1,178.98
Totals			2,518,576.64

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	147442.84

Provide a brief explanation and breakdown of expenses.

Title I: \$133,625.95

4 Paraprofessional salaries \$116,108.15, parental involvement \$2169.67, classroom instructional supplies \$14098.13, evaluation of Title programs \$1250.00.

Title I Carry Over: \$13,816.89

Parental Involvement \$100

Educational Resources \$13,716.89

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	9321.16

Provide a brief explanation and a breakdown of expenses.

Title II:

Mentoring (stipends \$3200.00, substitutes \$634.50)

Title II Carry Over:

Professional Development \$5486.66

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

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.

N/A

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

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.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

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.

At Headland Elementary School, parents are invited to serve on several components of the schoolwide plan. They are expected to attend meetings pertaining to the component on which they serve. They are also asked for their input, suggestions, and comments about the plan.

The leaders and staff of Headland Elementary School believe that parental involvement is crucial to student success and that parents are integral components in the learning community. Therefore, parents are encouraged to become involved in the process and to provide input into the implementation of the CIP. The ultimate goal for parents is for them to become a part of the learning community and to participate in all aspects of their child's education.

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.

Parents are invited to serve on several components of the schoolwide plan. They are expected to attend meetings pertaining to the component on which they serve. They are also asked for their input, suggestions, and comments about the plan.

The parents are involved by attending one of the two offered Annual Meeting of Title I Parents and by providing input about our school. They are active participants in the planning, reviewing and updating of the Title I Continuous Improvement Plan. Parents serve as members of the Parent Teacher Organization, volunteer program, and/or CIP committees, all of which provide them the opportunity to express concerns or make suggestions concerning the CIP.

All funds allocated for Parental involvement at Headland Elementary School are used to provide trainings and materials necessary to help parents become active partners in the education of the children of Headland Elementary school.

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.

* Weekly progress folders allow the parents to see their child's work and offer feedback to the teacher

* Monthly newsletters/Calendars as posted on the website outline activities and provide pertinent school information

* Headland Elementary School website:www.headlandelementary.com provides a comprehensive view of our school

* From the Headland Elementary School website parents can link to the Henry County Schools homepage where they can access [parental involvement information for the system](#)

- * Headland Elementary ELL paraprofessional assists in communicating with Spanish speaking parents
- * Parents are asked to sign the signature page of the Headland Elementary Handbook to indicate their agreement with the contents
- * Two parent conferences are scheduled during the year so that student academic/behavior progress can be monitored
- * School Cast phone message system is used to notify parents of upcoming events
- * Remind phone/text message system is used to notify parents of upcoming events

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).

The School-Home Compact was jointly developed by a team of school and parent stakeholders to ensure everyone is working toward the common goal of helping students achieve proficiency on Alabama's academic content standards. The compact is updated annually by the stakeholders. It is discussed and explained during the Annual Meetings held during the first semester of school; it is distributed at the beginning of each school year for signatures to bind the agreements; one copy is retained by the office, one copy is for the teachers to use in working with parents and students and the final copy is given to the parents.

The School-Home Compact is discussed and explained during the Annual Meetings held during the first semester of school; it is distributed at the beginning of each school year for signatures to bind the agreements; one copy is retained by the office, one copy is for the teachers to use in working with parents and students and the final copy is given to the parents. The Compact reminds all stakeholders that as partners, we are committed to providing quality academic instruction in a positive learning environment which results in an increase in student achievement.

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

Parents who wish to make and submit (to the LEA) their comments of dissatisfaction with the Headland Elementary Parent Involvement Policy and Plan have the right to speak to the principal or the Henry County Schools Federal Program Director. Parents may also follow the Henry County Board of Education approved Grievance Procedure steps listed in the Handbook.

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)

Headland Elementary welcomes parents' input and support of school activities, functions and everyday operations. Parents are given opportunities to communicate with their child's teacher, administrators, or other school staff members by scheduling formal conferences, discussing concerns via telephone conversations, writing notes in the comment section of weekly folders, and by electronic mail. In an attempt to involve all parents, workshops and meetings are scheduled at various times during the day. Below is a listing of the parent activities and time of day they may be offered.

- * Open House (evening)
- * Parent Workshop (morning)
- * Parent Visitation (evening)
- * Annual Title I Annual Meeting (morning/afternoon)
- * Annual Title I Consensus Meetings (afternoon)
- * Open Door Parent-Teacher Conferences (morning-evening)
- * Monthly PTO Meetings (evening)
- * Awards Day (mornings)
- * Volunteer Program (all day)
- * Read Across America Book Fair Family Night (evening)
- * Read Across America (all day)

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)

Headland Elementary welcomes parents' input and support of school activities, functions and everyday operations. Parents are given opportunities to communicate with their child's teacher, administrators, or other school staff members by scheduling formal conferences, discussing concerns via telephone conversations, writing notes in the comment section of weekly folders, and by electronic mail. In an attempt to involve all parents, workshops and meetings are scheduled at various times during the day. Below is a possible listing of the parent activities.

- * Open House
- * AMSTI Math and Science Night
- * PE Night
- * Reading Night
- * Parent Workshops
- * Open Door Parent-Teacher Conferences
- * Volunteer Program

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)

N/A

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)

Headland Elementary School has a Parent Resource center located on campus. This resource center is equipped with multiple reading and math resources/activities to help benefit parents and students while away from the school setting. Headland Elementary School's Instructional Coaches are available to parents utilizing the resource center. The instructional coaches have a deep understanding of elementary curriculum and an extensive knowledge of research based strategies.

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)

Headland Elementary School conducts meetings throughout the year for the parents of English Language Learners to provide general information about the EL program and the system's policies and procedures. The presentations, as well as other materials and forms, have been translated into Spanish. The EL staff has translated the student handbook as well as most other school-related documents which are available for the parents to read and/or sign. The EL staff assists Spanish speaking families during the registration process; translates during meetings and conferences; and facilitates communication between the parents and the school when parents have questions or concerns about school-related issues. The Transact program is available online to obtain school documents translated in more than twenty different languages. The Henry County School System will provide all parents with the same opportunities for involvement in their child's school. When students are enrolled, parents and guardians are asked about the primary language spoken in the home. If a student is found to be

eligible to receive services, the English Learners Plan will be followed. The LEA plan for Migrant, Immigrant, Neglected and Delinquent and Children and Youth Experiencing Homelessness will be followed.

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)

The parents are involved by attending the Annual Meeting and by providing input about our school. They are active participants in the planning, reviewing and updating of the Title I Continuous Improvement Plan. Parents serve as members of the Parent Teacher Organization, volunteer program, and/or CIP committees, all of which provide them the opportunity to express concerns or make suggestions concerning the CIP.

Headland Elementary welcomes parents' input and support of school activities, functions and everyday operations. Parents are given opportunities to communicate with their child's teacher, principal, or other school staff members by scheduling formal conferences, discussing concerns via telephone conversations, writing notes in the comment section of weekly folders, and by electronic mail. In an attempt to involve all parents, workshops and meetings are scheduled at various times during the day.

Parental Involvement Surveys are sent home each year and parent input is used to help guide the selection of topics for parent workshops held during the school year. A parent conference is requested by teachers each year at which time the contents of the School-Home Compacts are revisited. The compact reminds all stakeholders that as partners, we are committed to providing quality academic instruction in a positive learning environment which results in an increase in student achievement.

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.

Headland Elementary School conducts meetings throughout the year for the parents of English Language Learners to provide general information about the EL program and the system's policies and procedures. The presentations, as well as other materials and forms, have been translated into Spanish. The EL staff has translated the student handbook as well as most other school-related documents which are available for the parents to read and/or sign. The EL staff assists non English speaking families during the registration process; translates during meetings and conferences; and facilitates communication between the parents and the school when parents have questions or concerns about school-related issues. The Transact program is available online to obtain school documents translated in more than twenty different languages. The Henry County School System will provide all parents with the same opportunities for involvement in their child's school. When students are enrolled, parents and guardians are asked about the primary language spoken in the home. If a student is found to be eligible to receive services, the English Learners Plan will be followed. The LEA plan for Migrant, Immigrant, Neglected and Delinquent and Children and Youth Experiencing Homelessness will be followed.