



## **ACIP**

**Cedar Hill Elementary School**

**Limestone County School District**

Mr. Robert G Garner, Principal  
27905 Cedar Hill Road  
Ardmore, AL 35739

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	6

## **Improvement Plan Stakeholder Involvement**

Introduction.....	8
Improvement Planning Process.....	9

## **Student Performance Diagnostic**

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	15
Report Summary.....	16

## **2017-2018 ACIP Assurances**

Introduction ..... 18

ACIP Assurances ..... 19

**2017 - 2018 Plan for ACIP**

Overview ..... 22

Goals Summary ..... 23

    Goal 1: Increase student proficiency in the core academic subject of math ..... 24

    Goal 2: Provide a system of learning supports that reduces the effects of barriers to student achievement. .... 25

    Goal 3: Increase student proficiency in the core academic subject of reading. .... 26

Activity Summary by Funding Source ..... 31

**Stakeholder Feedback Diagnostic**

Introduction ..... 36

Stakeholder Feedback Data ..... 37

Evaluative Criteria and Rubrics ..... 38

Areas of Notable Achievement ..... 39

Areas in Need of Improvement ..... 40

Report Summary ..... 41

**2017-2018 Title I Schoolwide Diagnostic**

Introduction ..... 43

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)) ..... 44

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III)) ..... 46

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6)) ..... 79

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 80

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 81

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 82

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 83

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 84

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 87

Component 10: Evaluation (Sec.1114(b)(3))..... 89

**2017-2018 Coordination of Resources - Comprehensive Budget**

Introduction..... 91

FTE Teacher Units..... 92

Administrator Units..... 93

Assistant Principal..... 94

Counselor..... 95

Librarian..... 96

Career and Technical Education Administrator..... 97

Career and Technical Education Counselor..... 98

Technology..... 99

Professional Development..... 100

EL Teachers..... 101

Instructional Supplies..... 102

Library Enhancement..... 103

Title I..... 104

Title II..... 105

Title III..... 106

Title IV..... 107

Title V..... 108

Career and Technical Education-Perkins IV..... 109

Career and Technical Education-Perkins IV..... 110

Other..... 111

Local Funds..... 112

**2017-2018 Parent and Family Engagement**

Introduction..... 114

Parent and Family Engagement..... 115

# **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?**

Cedar Hill Elementary is composed of grades PreK - 5. The school serves approximately 620 students. The school is located in the northern of Limestone County, AL near the Alabama-Tennessee border. The community is unique in that the city of Ardmore lies within Alabama and Tennessee. Two Tennessee counties, Giles and Lincoln, and one Alabama county, Limestone, comprise the community. The school serves the need of Alabama resident and those students who reside in the city limits of Ardmore. District Choice is also utilized to expand our scope of students served by extending our zoning opportunities. Tennessee residents and District Choice applicants pay tuition to attend. Cedar Hill is one of two feeder schools to Ardmore High School. Our staff consists of 40 highly-qualified teachers.

Our ethnic make-up is 93% white; 2.7% two or more races; 2.5% American Indian/Alaskan Native; 1.1% Black/African American; and .7% Asian.

During the 2016-2017 school term we received TITLE funds. We will also receive TITLE funds for the 2017-2018 school year.

## **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.**

Inspire-Engage-Succeed

At Cedar Hill Elementary we are inspiring students to become engaged learners to succeed.

## 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.**

Cedar Hill Elementary students consistently perform at or above the national average of standardized test. Academically, our 3rd and 4th grade students performed above the national average in reading and math. Our 5th grade class performed above the national average in math and science. Overall, as a school (grades 3-5) on the ACT Aspire, Cedar Hill was 64% proficient in math, 39% in reading, and 45% in science (5th grade only).

Math continues to be a notable achievement of our school. Data from the 2016-2017 ACT Aspire indicates that 73% of third grade students were proficient, 63% of fourth grade students were proficient, and 57% of fifth grade students were proficient. On the Scantron Performance Series testing for 2016-2017 our NPR for K - 44, 1st-46, 2-51, 3-51, 4 - 42, 5-48. We saw an increase in Math scores in grades 2,3 and 5 from 2015-2016. We attribute this to more thoughtful math strategies through the use of Number Talks and AMSTI Investigations.

An area of concern that continues from the previous year is in reading. Overall, while consistently meeting or being above the national average our reading proficiency scores are in decline. Our fifth grade reading score (29% proficient) did not meet the national average of 33%. During the 2016-2017 test, Cedar Hill Elementary was 39% proficient in grades 3-5 on the reading portion of the ACT ASPIRE. DIBELS diagnostic assessment is administered to students in grades K-5. The 2016-2017 testing data consistently shows growth from K to 1st. We also saw increases between K-2 and attribute this to the introduction of multisensory instruction and the use of reading interventionist. Overall, as a school we were 71% benchmark in grades K-5. Scantron Performance Series data indicates a drop of 3% on the NPR scores. In grades 2-5 on the reading portion in 2015-2016 was 48%. 2016-2017 NPR was 45% for the same grade levels.

We continue to strive for academic success for all our students. Highly qualified teachers provide explicit instruction based on researchbased models. We utilize various assessment instruments to track and adapt instruction based on individual student needs. We have also implemented the use of SPIRE and Orton-Gillingham multi-sensory lessons to address the needs of students. Performance Series and DIBELS for K-5 are utilized to make decisions based on certain data indicators. We are also currently undergoing AMSTI training in Math and Science. We have concluded AMSTI/Year 1 training and will currently completing Year 2 AMSTI and OGAP training in math and science. Cedar Hill Elementary in 2017-2018 will continue to be a Title 1 school. Our free-reduced lunch rate is 48%. We will be receiving federal Title funds to improve instruction and begin a systematic approach to improving our reading instruction to improve student learning and reading scores.

The use of technology continues to be a focus. All students in grades 4-5 have MacBook Air laptops through the District's Digital Passport Initiative. Technology improvements have been made for those students in K-2 through the purchase of MacBook Air laptops and iPads. These devices replace the traditional computer lab arrangement. All students have access to a variety of software and programs to enhance learning and for remediation. Teachers utilize Wonders, Moby MAX, Ten Marks, Mystery Science and others in daily instruction.

## **Additional Information**

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

We continue to place emphasis on the needs of all students. Our teachers use multiple diagnostic methods to assess and determine the needs on individual students. Teachers use the Achievement Series and Performance Series to determine proficiency levels and develop learning paths for students and to track student growth. Students are supported through our Problem Solving Team and Student Support Teams. An advocacy program continues to provide support for individual students. Student attendance will again be a focus for us this year. Our efforts will to reduce the number of students with unexcused absences.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

The plan for Cedar Hill Elementary is developed with the input from a variety of resources. All stakeholder categories are presented with the opportunity to present ideas, improvements, concerns, and assist in the establishment of goals for continuous improvement. Prospective members are contacted using various means such as phone calls, text messaging, newsletters, and scheduled meetings that meet the needs of the majority of members represented by the group.

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

The planning committee (Leadership Team) is comprised of teachers, staff, community members, and parents in an attempt to identify areas of growth and establish goals to meet our objectives. The local school Leadership Team assumes the responsibility to communicate the plan across grade levels, administer the plan's action steps, monitor data, and measure the effectiveness of programs and strategies as we move toward the mastery of our objectives. One of the key components of the Leadership Team is to coordinate efforts to bring the school to a unified vision for continuous improvement.

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

The planning committee (Leadership Team) is comprised of teachers, staff, community members, and parents in an attempt to identify areas of growth and establish goals to meet our objectives. The local school Leadership Team assumes the responsibility to communicate the plan across grade levels, administer the plan's action steps, monitor data, and measure the effectiveness of programs and strategies as we move toward the mastery of our objectives. One of the key components of the Leadership Team is to coordinate efforts to bring the school to a unified vision for continuous improvement.

# **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Performance Data Document

## 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?

Grades 3,4,5 who completed the ACT ASPIRE were above expected levels of performance

3rd - 73% proficient

4th - 63% proficient

5th - 57% proficient

We maintained a 47% NPR on the Scantron Performance Series with gains in grades 2,3,5

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

The ACT ASPIRE continues to show positive trends in math instruction. The Scantron Performance Series indicates positive trends in the area of mathematics with upward trends in NPR ranking for grades 2,3,5.

### Which area(s) indicate the overall highest performance?

Grades 3, 4, and 5 were all high performing on the ACT ASPIRE. In the area of Reading our 1st grade was 79% benchmark on the DIBELS end-of-year testing. As a school, we were 71% benchmark for grades K-5.

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

Cedar Hill Elementary has no subgroups.

### Between which subgroups is the achievement gap closing?

Cedar Hill Elementary has no subgroups

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

Data listed above is consistent with data from Scantron Performance Series diagnostic testing and results from the DIBELS diagnostic assessment. Data indicates students have benefited from Individual Learning Paths, small group instruction, and tiered instruction in the classroom.

## **Areas in Need of Improvement**

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

On the ACT ASPIRE our reading scores continue to show below average expectations. Overall, as a school we were 39% proficient. Our 3rd grade was 40% proficient, 4th grade was 49% proficient, and 5th grade was 29% proficient. When proficiency as a whole is reviewed, we see a significant decrease in student ability in reading vs. math. We saw declines in the Scantron Performance Series NPR among grade levels, 2,3,4 from the previous year.

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

On the ACT ASPIRE we saw no growth as a school in the area of reading. As indicated by the Scantron Performance Series we saw little gains in the reading portion of the test as it relates to NPR with the exception of Grade 5. NPR for 2nd grade reading fell 2% points, 3rd grade fell 2% points, 4th grade fell 10% points, while 5th grade increased 2% points.

**Which area(s) indicate the overall lowest performance?**

Only 29% of 5th grade students were proficient in the area of reading on the ACT ASPIRE. On the Scantron Performance Series all grades in the reading portion except 5th grade showed a decrease in the overall NPR. In DIBELS, we are not seeing the growth in 2nd grade as we see in Grades K and 1.

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

Cedar Hill Elementary has no subgroups.

**Between which subgroups is the achievement gap becoming greater?**

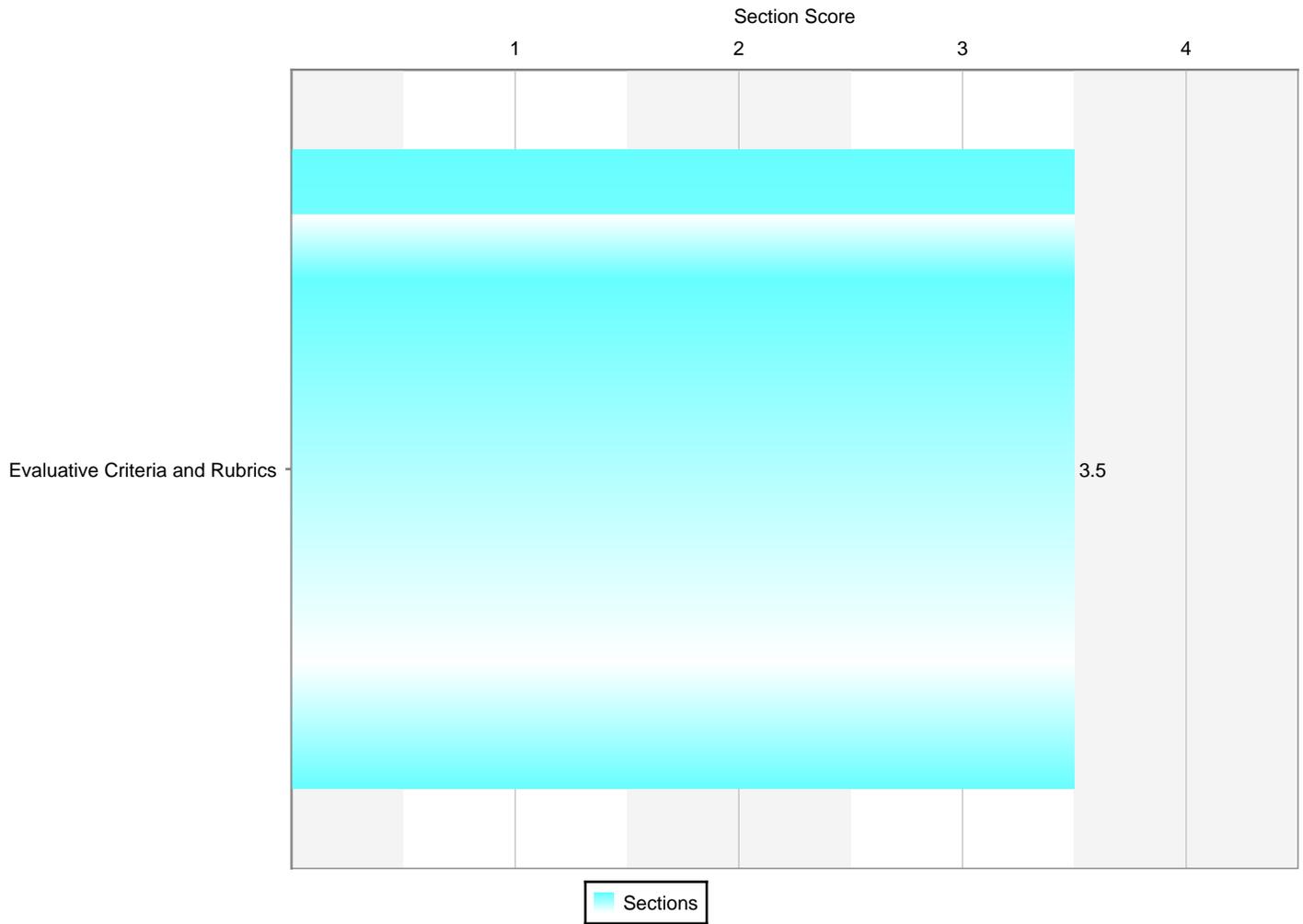
Cedar Hill Elementary has no subgroups.

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

Data from the Performance Series is consistent with and closely parallels the results we saw from the ACT ASPIRE

## Report Summary

### Scores By Section



# **2017-2018 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, EL, 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	All stakeholders were involved in the development of this plan.	2017-2018 Cedar Hill Leadership Team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	The statement "No person shall be denied employment, be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity on the basis of sex, race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability" is included on all LCS publications, electronic or print. LCS has a District Diversity Taskforce that meets monthly. They set five goals related to hiring minorities, providing feedback to the superintendent, and to enlist resources for support.	2017-2018 Non Discriminatory

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	Tommy Hunter Executive Director of Human Resources and Operations 300 South Jefferson Street Athens, AL 35611 256-232-5353	2017 - 2018 Employee Non-Discrimination 2017-2018 ACIP Signatures

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	LCS has a Parent and Family Engagement Plan and a district policy about Parent/Family Involvement (Policy 7:14). The district encourages partnerships with parents/guardians and looks to identify barriers to greater participation. An annual evaluation is conducted to determine the effectiveness of the Parent and Family Engagement Plan.  LCS has a district policy regarding Parents Right to Know (Policy 7.14.5) and a procedure that the district follows to ensure compliance.	Parental Involvement Plan 2017 - 2018 District Policy

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	LCS ensures that all Title I schools have a School-Parent Compact that contains the required components (ESSA 1116 (d) and the compacts are jointly developed with parents/guardians.	2017-2018 School Parent Compact 2017-2018 Cedar Hill compact (Spanish)

# **2017 - 2018 Plan for ACIP**

## **Overview**

### **Plan Name**

2017 - 2018 Plan for ACIP

### **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	Increase student proficiency in the core academic subject of math	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1500
2	Provide a system of learning supports that reduces the effects of barriers to student achievement	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
3	Increase student proficiency in the core academic subject of reading.	Objectives: 3 Strategies: 4 Activities: 13	Organizational	\$4794470

## Goal 1: Increase student proficiency in the core academic subject of math

### Measurable Objective 1:

collaborate to increase the number of students who demonstrate at least one year's growth in Scantron Performance Series by 1% by 05/23/2018 as measured by comparing 2016-2017 Scantron Performance Series results with 2017-2018 end of year results. .

### Strategy 1:

Increase student fluency in math facts - Through the explicit instruction of mathematical practices teachers will utilize AMSTI, Investigations, math journals, and Number Talks during instruction. Available software programs such as Ten Marks, Moby Max, Front Row, etc., will be utilized along with small group instruction for remediation and. Small group interventions will be utilized during the math block.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Math Tier 1 Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilization of the AMSTI Math kits to supplement and enhance math content and standards. Utilization of math journals to document performance based task. Teachers will implement Number Talks and Investigations curriculum. Teachers will administer the Performance Series test in Fall, Winter, and Spring to identify strengths and weaknesses of students.	Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Administrators, Teacher

Activity - Math Tier 2 Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Achievement Series pretest to determine flexible groupings based on student needs. Utilization of small group interventions during math block. Purchase and utilize software programs such as Ten Marks, Moby Max, and Front Row for extra practice and remediation. Small group activities coinciding with Investigations series.	Academic Support Program	08/09/2017	05/23/2018	\$1500	Title I Schoolwide	Teachers, Administration

Activity - Math Tier 3 Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Teachers will use suggested learning objectives from Performance Series benchmark tests to develop instruction targeting deficient skill sets among individual students. Documentation of small group lesson plans.	Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Teachers, Administrators
---	--------------------------	------------	------------	-----	---------------------	--------------------------

## Goal 2: Provide a system of learning supports that reduces the effects of barriers to student achievement

### Measurable Objective 1:

collaborate to reduce the number of students carried over by the Problem Solving Team by 5% by 05/23/2018 as measured by comparing the number of students at the end of 2017-2018 .

### Strategy 1:

Reduction of PST referrals - Efforts will focus on reducing the number of students carried over by the PST from year to year and decreasing the number of student referrals during the year. .

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as “the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning”. Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Today ([http://www.narmh.org/publications/notes/narmhnotes\\_fall2009.pdf](http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf))

Activity - Learning Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist and Reading Intervention (Title 1) will hold 30-minute sessions for students that have been screened for dyslexia tendencies. Establishment of Student Support Teams among grade levels to address specific student needs before referring to PST. Use of Title interventionist to support struggling students. Through Title 1 Parental Involvement, offer and conduct classes for parents on learning strategies of core content. Establish school-based learning support teams. Provide additional academic support through intervention programs and personnel to assist students. Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training on PST).	Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Teachers, Counselor, Administration . Title Interventionist

### Measurable Objective 2:

collaborate to increase Average Daily Attendance by 2% by 05/23/2018 as measured by comparing to 2017-2018 end of year attendance data.

**Strategy 1:**

Increase Student Daily Attendance - Student attendance will be monitored. Identification of students who have chronic attendance issues will be addressed

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as “the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning”. Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Today ([http://www.narmh.org/publications/notes/narmhnotes\\_fall2009.pdf](http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf))

Activity - Increase Student Daily Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate the importance of school attendance to parents by providing articles and information through newsletters, website, and parent meetings. Establish a reward system to recognize individual students, homerooms, and grade levels for reaching specific attendance goals. Involve community stakeholders to present information about attendance in the work force and how it is equally important to establish good attendance habits in school. Utilize our "Every Minute Counts" program to provide visual display for students and parents. Counselor will provide monthly lessons on importance of attendance. Follow Limestone County BOE attendance policy as it relates to truant students.	Behavioral Support Program	08/03/2016	05/24/2017	\$0	No Funding Required	Teachers, Administrator s, Counselors, SRO, Attendance Clerk

**Goal 3: Increase student proficiency in the core academic subject of reading.****Measurable Objective 1:**

increase student growth of students reaching benchmark on DIBELS Next (K-2) by 1% by 05/23/2018 as measured by comparing DIBELS end of year for 2016-2017 with end of year data from 2017-2018..

**Strategy 1:**

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of phonemic awareness, phonics, sight words, fluency, and vocabulary.

Category: Develop/Implement Learning Supports

Research Cited:

Research

Sounds Sensible’s instructional design and instructional content align with the findings of the National Reading Panel (2000) and tenets of Reading First. It is explicit and systematic in its instruction of phonological awareness, phonemic awareness and beginning sound/symbol correspondence (phonics). Phonological awareness is

initially introduced at the sentence level then moves along the hierarchy to words, syllables and phonemes. Each sound/symbol correspondence is explicitly taught, practiced and then reviewed during the next lesson when one more sound/symbol is introduced. Sounds Sensible focuses on the single consonants and short vowel "a." The sequence of introduction is logical and based on minimal pairs (sounds that are made in the mouth in the same place and manner, but differ on voicing) with the exception of digraphs. Digraphs are not introduced in the Sounds Sensible program; they are introduced in the S.P.I.R.E. program at level 1 with the remaining short vowel sounds. Sounds Sensible is a beginning phonics program and does not include all of the approximately 44 speech sounds and their corresponding grapheme(s). However, multiple practice opportunities are built into the program to allow for mastery of the targeted skills. Florida Center for Reading Research. <http://concordspedpac.org/articles/SPIRE-Sounds-Sensible.pdf>

Activity - Tier 1 - Teach ARI explicit phonemic awareness and phonics lessons daily	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading specialist will train all reading teachers in lesson study using the revised ARI modules. Reading specialist will provide follow-up training on multi-sensory strategies for reading teachers. Teachers will document explicit phonemic awareness and phonics instruction in lesson plans. Administrators will check lesson plans and classroom instruction weekly in all classrooms to monitor implementation. Teach morphology (Greek and Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Teachers, administration, reading specialist.
Activity - Tier 2 - Tiered instruction taught daily, based on progress monitoring data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist will collaborate with teachers to identify the need for tiered instruction for each student based on data. Reading Specialist will meet with teachers to determine appropriate instruction for use in Tier 2 intervention. Teachers will document daily Tier 2 intervention for students including topic and materials used. Administrators will check lesson plans and monitor classroom instruction. Student progress will be evaluated in monthly data meetings.	Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Administrators, Reading Specialist, Teachers, Instructional Technology Facilitator
Activity - Tier 3 - Students needing Tier 3 instruction will be provided daily intervention with an appropriate SBRR program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading specialist will revisit intervention program training with appropriate teachers. Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored. Progress reports will be sent home on students served on PST. PST will determine next steps as needed for individual students.	Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Reading specialist, Teachers, Administration
Activity - Additional hiring of reading interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of Title I funds we will hire (3) reading intervention teachers to work with students using SPIRE, Sounds Sensible, Phonics First, and Rewards	Academic Support Program	10/04/2017	05/23/2018	\$4747000	Title I Schoolwide	Teachers, Interventionist, Administration, Reading specialist

**Strategy 2:**

Improve Reading Comprehension - Improve reading comprehension through read-alouds with think-alouds, and explicit instruction in comprehension strategies.

Category: Develop/Implement Learning Supports

Activity - Tier 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects. Provide explicit instruction in comprehension strategies. Provide scaffolding for all students through modeling. Use of graphic organizers the help students organize thinking to better comprehend text.	Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Teachers, Reading specialist, Administration
Activity - Tier 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with limited experience, language skills, vocabulary knowledge or who have difficulty with comprehension will be supported in Tier 2. Teachers will provide direct instruction to build background knowledge to understand specific texts; will provide expanded opportunities to learn vocabulary through games, videos, or other activities; expand opportunities to work with text multiple times and/or related text to consolidate new vocabulary and concepts.	Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Teachers, Administration, Reading Specialist
Activity - Tier 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students significantly below grade level will receive intensive intervention support using approved programs such as Phonics First, Sounds Sensible, SPIRE, and/or Rewards to increase reading proficiency	Academic Support Program	10/04/2017	05/23/2018	\$47470	Title I Schoolwide	Teachers, Administration, Reading Specialist, Interventionist

**Measurable Objective 2:**

collaborate to increase the percentage of students who improve Scantron Performance Series by at least one year's growth by 1% by 05/23/2018 as measured by comparing 2016-2017 Performance series data with 2017-2018..

**Strategy 1:**

Reading Comprehension - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: W. R. Daggett of the International Center for Leadership in Education (2005) asserts that secondary schools can no longer afford to teach only a discrete set of facts, but instead must teach students how to think. It is insufficient to teach students how to do things by rote; now schools must teach people how to do things with deeper levels of understanding. He recommends that school work that most benefits students is that which revolves around high levels of cognitive knowledge applied to real-world situations, that is academic rigor applied in open-ended relevant and unpredictable ways. Daggett advises educators to use the Rigor/Relevance Framework to move beyond the what of curriculum to the how of instruction. Students will learn more and work harder if the content is related to something they already know something about and are interested in, he contends. Rigor and Relevance Handbook (p. 2), International Center for Leadership in Education (2002). (<http://files.eric.ed.gov/fulltext/ED492963.pdf>(<http://files.eric.ed.gov/fulltext/ED492963.pdf>))

Activity - Tier 1 - Reading Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers will provide explicit instruction in comprehension strategies. Collaborate with content teachers on specific strategies to provide opportunities for students to use specific strategies throughout the day. Document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor evidence of instruction.	Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Teachers, Administrators, Instructional Coach
Activity - Tier 2 - Reading Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction based on individual student needs to increase proficiency with answering Depth of Knowledge questions and constructed response. Small group instruction in grade level sight word vocabulary and morphology.	Academic Support Program	08/08/2017	05/23/2018	\$0	No Funding Required	Administration, Teachers, Reading Specialist
Activity - Tier 3 - Reading Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of SPIRE, Rewards, in small group instruction with interventionist.	Academic Support Program	10/04/2017	05/23/2018	\$0	No Funding Required	Interventionist, Teachers, Administration, Reading Specialist

**Measurable Objective 3:**

collaborate to increase the percentage of students who improve on DIBELS Next oral reading fluency and accuracy by 1% for students in grades 3-5 by comparing 2016-2017 results with 2017-2018 data by 05/23/2018 as measured by comparing 2016-2017 with 2017-2018 data.

**Strategy 1:**

Phonemic Awareness - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words with grade-level text.

Category: Develop/Implement Learning Supports

Activity - Tier 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Teachers will assess individual student proficiency in decoding multi-syllabic words. Teachers will provide direct instruction in grade level sight words and Greek and Latin roots with grade level text. Teachers will provide ongoing practice and strategies for students within grade level text.	Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Teachers, Administration, Reading specialist
Activity - Tier 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

Cedar Hill Elementary School

Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Teachers will provide additional instruction in responding to text through close reading, DOK questioning, and constructed response at a student's instructional level.	Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Teachers, Administration, Reading Specialist
<b>Activity - Tier 3</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Multi-syllabic words will be addressed in a comprehensive SBRR intervention program. Teachers and Interventionist will deliver approved interventions to increase reading proficiency such as SPIRE, REWARDS	Academic Support Program	10/04/2017	05/23/2018	\$0	No Funding Required	Administration, Teachers, Interventionist, Reading Specialist

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Additinal hiring of reading interventionist	Through the use of Title I funds we will hire (3) reading intervention teachers to work with students using SPIRE, Sounds Sensible, Phonics First, and Rewards	Academic Support Program	10/04/2017	05/23/2018	\$4747000	Teachers, Interventionist, Administration, Reading specialist
Tier 3	Students significantly below grade level will receive intensive intervention support using approved programs such as Phonics First, Sounds Sensible, SPIRE, and/or Rewards to increase reading proficiency	Academic Support Program	10/04/2017	05/23/2018	\$47470	Teachers, Administration, Reading Specialist, Interventionist
Math Tier 2 Activities	Use of Achievement Series pretest to determine flexible groupings based on student needs. Utilization of small group interventions during math block. Purchase and utilize software programs such as Ten Marks, Moby Max, and Front Row for extra practice and remediation. Small group activities coinciding with Investigations series.	Academic Support Program	08/09/2017	05/23/2018	\$1500	Teachers, Administration
<b>Total</b>					<b>\$4795970</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2	Students with limited experience, language skills, vocabulary knowledge or who have difficulty with comprehension will be supported in Tier 2. Teachers will provide direct instruction to build background knowledge to understand specific texts; will provide expanded opportunities to learn vocabulary through games, videos, or other activities; expand opportunities to work with text multiple times and/or related text to consolidate new vocabulary and concepts.	Academic Support Program	08/09/2017	05/23/2018	\$0	Teachers, Administration, Reading Specialist

**ACIP**

Cedar Hill Elementary School

Tier 2 - Tiered instruction taught daily, based on progress monitoring data	Reading Specialist will collaborate with teachers to identify the need for tiered instruction for each student based on data. Reading Specialist will meet with teachers to determine appropriate instruction for use in Tier 2 intervention. Teachers will document daily Tier 2 intervention for students including topic and materials used. Administrators will check lesson plans and monitor classroom instruction. Student progress will be evaluated in monthly data meetings.	Academic Support Program	08/09/2017	05/23/2018	\$0	Administrators, Reading Specialist, Teachers, Instructional Technology Facilitator
Tier 1 - Teach ARI explicit phonemic awareness and phonics lessons daily	Reading specialist will train all reading teachers in lesson study using the revised ARI modules. Reading specialist will provide follow-up training on multi-sensory strategies for reading teachers. Teachers will document explicit phonemic awareness and phonics instruction in lesson plans. Administrators will check lesson plans and classroom instruction weekly in all classrooms to monitor implementation. Teach morphology (Greek and Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	08/09/2017	05/23/2018	\$0	Teachers, administration, reading specialist.
Increase Student Daily Attendance	Communicate the importance of school attendance to parents by providing articles and information through newsletters, website, and parent meetings. Establish a reward system to recognize individual students, homerooms, and grade levels for reaching specific attendance goals. Involve community stakeholders to present information about attendance in the work force and how it is equally important to establish good attendance habits in school. Utilize our "Every Minute Counts" program to provide visual display for students and parents. Counselor will provide monthly lessons on importance of attendance. Follow Limestone County BOE attendance policy as it relates to truant students.	Behavioral Support Program	08/03/2016	05/24/2017	\$0	Teachers, Administrators, Counselors, SRO, Attendance Clerk
Tier 3 - Reading Comprehension	Use of SPIRE, Rewards, in small group instruction with interventionist.	Academic Support Program	10/04/2017	05/23/2018	\$0	Interventionist, Teachers, Administration, Reading Specialist
Math Tier 3 Activities	Teachers will use suggested learning objectives from Performance Series benchmark tests to develop instruction targeting deficient skill sets among individual students. Documentation of small group lesson plans.	Academic Support Program	08/09/2017	05/23/2018	\$0	Teachers, Administrators
Tier 3 - Students needing Tier 3 instruction will be provided daily intervention with an appropriate SBRR program	Reading specialist will revisit intervention program training with appropriate teachers. Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored. Progress reports will be sent home on students served on PST. PST will determine next steps as needed for individual students.	Academic Support Program	08/09/2017	05/23/2018	\$0	Reading specialist, Teachers, Administration

**ACIP**

Cedar Hill Elementary School

Tier 2 - Reading Comprehension	Small group instruction based on individual student needs to increase proficiency with answering Depth of Knowledge questions and constructed response. Small group instruction in grade level sight word vocabulary and morphology.	Academic Support Program	08/08/2017	05/23/2018	\$0	Administration , Teachers, Reading Specialist
Tier 3	Multi-syllabic words will be addressed in a comprehensive SBRR intervention program. Teachers and Interventionist will deliver approved interventions to increase reading proficiency such as SPIRE, REWARDS	Academic Support Program	10/04/2017	05/23/2018	\$0	Administration , Teachers, Interventionist , Reading Specialist
Tier 1	Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects. Provide explicit instruction in comprehension strategies. Provide scaffolding for all students through modeling. Use of graphic organizers the help students organize thinking to better comprehend text.	Academic Support Program	08/09/2017	05/23/2018	\$0	Teachers, Reading specialist, Adminstration
Math Tier 1 Activities	Utilization of the AMSTI Math kits to supplement and enhance math content and standards. Utilization of math journals to document performance based task. Teachers will implement Number Talks and Investigations curriculum. Teachers will administer the Performance Series test in Fall, Winter, and Spring to identify strengths and weaknesses of students.	Academic Support Program	08/09/2017	05/23/2018	\$0	Administrator s, Teacher
Tier 1	Teachers will provide direct instruction in decoding multi-syllabic words. Teachers will assess individual student proficiency in decoding multi-syllabic words. Teachers will provide direct instruction in grade level sight words and Greek and Latin roots with grade level text. Teachers will provide ongoing practice and strategies for students within grade level text.	Academic Support Program	08/09/2017	05/23/2018	\$0	Teachers, Administration , Reading specialist
Learning Support	Reading Specialist and Reading Intervention (Title 1) will hold 30-minute sessions for students that have been screened for dyslexia tendencies. Establishment of Student Support Teams among grade levels to address specific student needs before referring to PST. Use of Title interventionist to support struggling students. Through Title 1 Parental Involvement, offer and conduct classes for parents on learning strategies of core content. Establish school-based learning support teams. Provide additional academic support through intervention programs and personnel to assist students. Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training on PST).	Academic Support Program	08/09/2017	05/23/2018	\$0	Teachers, Counselor, Administration . Title Interventionist
Tier 2	Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Teachers will provide additional instruction in responding to text through close reading, DOK questioning, and constructed response at a student's instructional level.	Academic Support Program	08/09/2017	05/23/2018	\$0	Teachers, Administration , Reading Specialist

**ACIP**

Cedar Hill Elementary School

Tier 1 - Reading Comprehension	Reading teachers will provide explicit instruction in comprehension strategies. Collaborate with content teachers on specific strategies to provide opportunities for students to use specific strategies throughout the day. Document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor evidence of instruction.	Academic Support Program	08/09/2017	05/23/2018	\$0	Teachers, Administrator S, Instructional Coach
<b>Total</b>					\$0	

# Stakeholder Feedback Diagnostic

## **Introduction**

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

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2017-2018 Stakeholder Feedback Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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 acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

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

Parent surveys indicate highest levels of satisfaction in Teaching and Assessing Learning. Elementary Student surveys indicate highest levels of satisfaction in Purpose and Direction and I am treated fairly in my school. Early Elementary student surveys had high scores on five of the 14 questions. Most of these related to teachers wanting students to learn and do their best. Students also indicated they felt safe at school. Staff surveys indicated highest responses for the standard Purpose and Direction. Four other indicators received the highest scores which were related to purpose being clearly focused on student success, school policies being supported by the local school board, and the school has a continuous improvement process based on the collecting and analyzing of data.

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

Among the survey responses from all participants there is a continued indication that we are increasing the satisfaction level in the way we collect student data, use that data to drive instruction and address individual student needs. Advances in up-to-date technological equipment for student and teacher use, along with technology based data programs, allow for immediate engagement and analysis of data. These are trends that increase our ability to implement instructional solutions in a timely manner.

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

This is consistent with what we are finding when parent-teacher conferences are held. Properly collected and maintained assessment data are used by teachers to inform instruction, as well as used in conferences to provide concrete examples and suggestions to enhance the academic experience of the student. These technological resources allow data to be presented in a way that easily informs parents in addition to offering suggestions for the parent and child to use in the home setting.

## Areas in Need of Improvement

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

The areas that have the lowest level of satisfaction or approval are in the areas of ensuring instructional time is protected (parent survey), principal/teachers asking students what they think of school (elementary 3-5), parents wanting to come to school (K-2 students) and school leaders holding staff members accountable for student learning (staff).

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

The area of parental involvement continues to show a trend toward decreasing satisfaction or approval.

### What are the implications for these stakeholder perceptions?

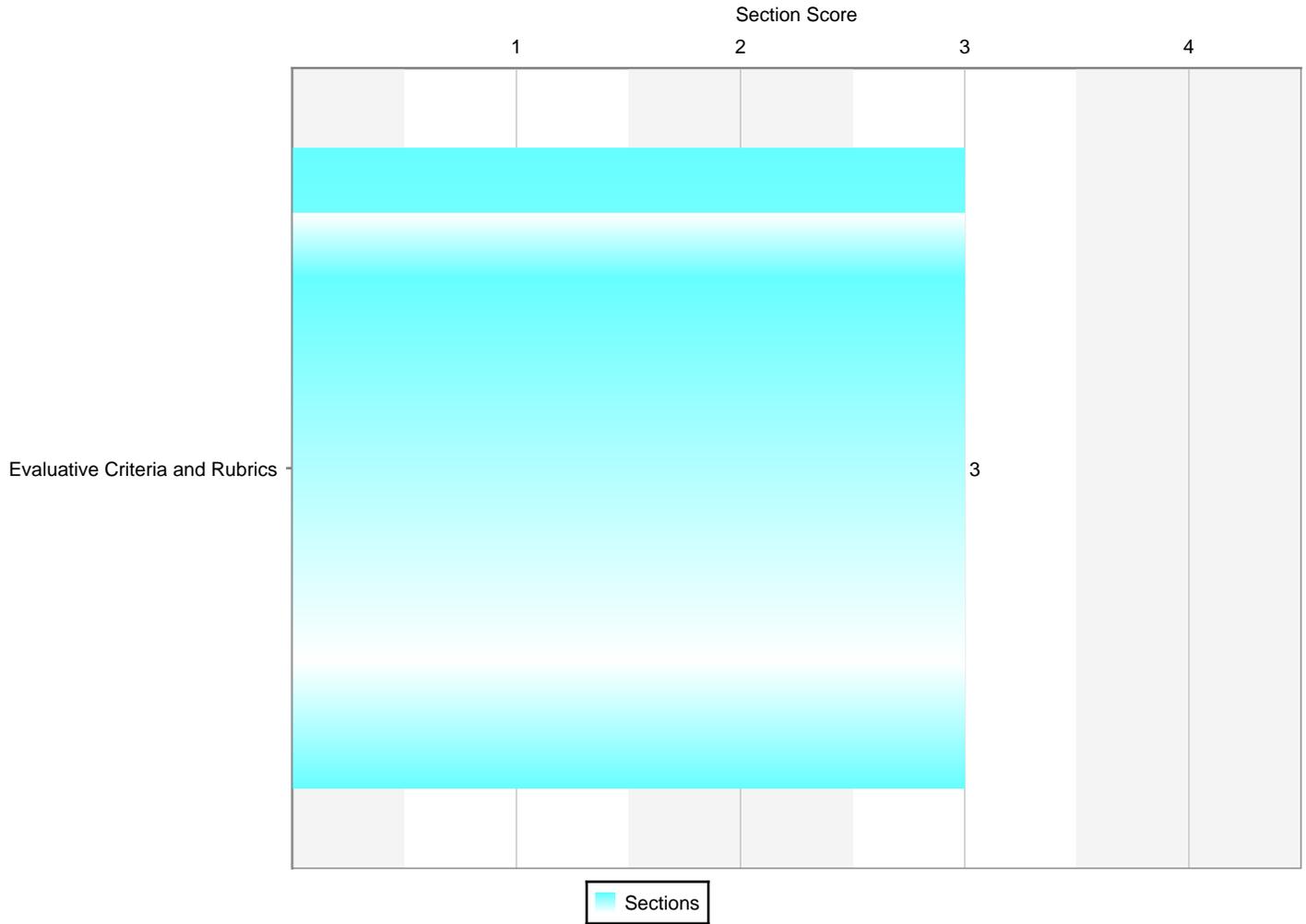
As a school, we will work to form a strong home-school connection through a variety of methods such as forming a strong PTO, providing opportunities during the school day for parent volunteers to work alongside teachers, and conducting curriculum/instructional nights for parents to attend in order to know about instruction and how to help their child with school work. Through our Title I Parental Involvement Plan we will be provide several after school events throughout the year to attract and increase the comfort level of parents for being involved at school.

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

Parental Involvement concerns are consistent with findings from surveys, parent-teacher conferences, after school events attendance rates.

## Report Summary

### Scores By Section



# 2017-2018 Title I Schoolwide Diagnostic

## **Introduction**

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))

### How was the comprehensive needs assessment conducted?

The Leadership Team convened to review and analyze data from a variety of sources. Data reviewed in the planning process included: 2016-2017 ACT ASPIRE, Scantron Performance series testing data, DIBELS, discipline data, attendance data, PST referrals, AAA data, and AdvanceEd surveys. During these initial meetings, preliminary strengths and weaknesses were identified and presented to grade levels for collaborative planning.

### What were the results of the comprehensive needs assessment?

DIBELS data indicates that as a school (K-5) we ended 2016-2017 at 76% benchmark. Students in grades K-2 ended the year at the goal of 80% while the average for grades 3-5 was 67%. When compared with the beginning of the year data, this indicates an increase of 7% benchmark as a school. An area of concern was in our 3rd grade which ended the year 11% lower than it began of benchmark students. We did not see the growth on benchmark in grades 3-5 as we did in K-2.

ACT ASPIRE Reading also reflects DIBELS data findings. Overall, scores continue to support the trend downward in reading among our 3-5 student population. As a school, we were 39% proficient in reading for 2016-2017. This is only a 1% increase from 2015-2016. The trend continues to show that 4th graders taking the ACT ASPIRE in 5th grade continue to be less proficient than the previous year. Grade 5 continues to be an area of concern with only 29% of students tested proficient.

Scantron Performance Series supports the finding of the above two data sources. Only 37% of 3rd grade students met their annual target goal which reflects the same findings in the DIBELS data. Of 4th grade students tested, 63% of students met their annual target goal. In 5th grade 46% met their annual target goal. This is also supporting of ACT data.

Math continues to be an area of strength. ACT ASPIRE indicates we were 64% proficient as a school. 3rd grade was 73% proficient, 4th grade 63%, and 5th grade 57%. All of these were well above the national and district average, Our biggest gain was in 5th grade who made a significant gain from the previous year by gaining 11% more proficient among the students tested.

Attendance will also be addressed. We will focus our efforts on reducing the number of students with 3 or more unexcused absences.

Surveys from parents and students express a need for more parental involvement. We will be addressing these concerns through our parental involvement plan.

### What conclusions were drawn from the results?

Reading again will be a priority focus for 2017-2018. We will strive to achieve 80% benchmark, 15% strategic, and 5% intensive. Emphasis will be placed on small group instruction, Tiered lesson planning and instruction. The utilization of Learning Targets, Strategic Teaching, SPIRE, Phonics First, Sounds Sensible, and Orton-Gillingham multi-sensory lessons to close the gaps we are seeing.

Scantron Performance Series and Achievement Series will be utilized to identify and implement individual learning paths to address skill deficiencies.

Attendance will be addressed through a series of behavioral support programs.

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

Cedar Hill is an ARI school and actively implements Best Practices strategies. We are currently completing Year 2 and OGAP training in math and science. We will continue to use the Scantron Performance Series and DIBELS NEXT data to drive instruction while individualizing instruction through the use of progress monitoring.

We continue to experience steady growth. For the 2017-2018 school year we are at approximately 630 students in PreK - 5. We continue to support an active Head Start program and promote an active PTO with emphasis on family engagement.

Our students benefit from a robust physical education program. Students are exposed to the Arts by attending art and music classes. Technology continues to provide us with a viable means of instruction to connect to today's learners. We continue to provide technological services above and beyond most schools.

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

School goals were determined by the results of reviews of assessment data from 2016-2017 during Leadership Team meetings, faculty and grade level meetings, surveys, and informal conversations with faculty and staff.

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

The goals were determined after an analysis of student data from the ACT ASPIRE, DIBELS, Scantron Performance Series, attendance, ELL, progress monitoring, and informal input from teachers.

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

All students are entitled to and receive the care, rights, and opportunities that will enhance their educational experience.

**Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))**

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

**Goal 1:**

Increase student proficiency in the core academic subject of math

**Measurable Objective 1:**

collaborate to increase the number of students who demonstrate at least one year's growth in Scantron Performance Series by 1% by 05/23/2018 as measured by comparing 2016-2017 Scantron Performance Series results with 2017-2018 end of year results. .

**Strategy1:**

Increase student fluency in math facts - Through the explicit instruction of mathematical practices teachers will utilize AMSTI, Investigations, math journals, and Number Talks during instruction. Available software programs such as Ten Marks, Moby Max, Front Row, etc., will be utilized along with small group instruction for remediation and. Small group interventions will be utilized during the math block.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Math Tier 2 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Achievement Series pretest to determine flexible groupings based on student needs. Utilization of small group interventions during math block. Purchase and utilize software programs such as Ten Marks, Moby Max, and Front Row for extra practice and remediation. Small group activities coinciding with Investigations series.	Academic Support Program	08/09/2017	05/23/2018	\$1500 - Title I Schoolwide	Teachers, Administration

Activity - Math Tier 1 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of the AMSTI Math kits to supplement and enhance math content and standards. Utilization of math journals to document performance based task. Teachers will implement Number Talks and Investigations curriculum. Teachers will administer the Performance Series test in Fall, Winter, and Spring to identify strengths and weaknesses of students.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Teacher

Activity - Math Tier 3 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use suggested learning objectives from Performance Series benchmark tests to develop instruction targeting deficient skill sets among individual students. Documentation of small group lesson plans.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators

**Goal 2:**

Provide a system of learning supports that reduces the effects of barriers to student achievement

**Measurable Objective 1:**

collaborate to reduce the number of students carried over by the Problem Solving Team by 5% by 05/23/2018 as measured by comparing the number of students at the end of 2017-2018 .

**Strategy1:**

Reduction of PST referrals - Efforts will focus on reducing the number of students carried over by the PST from year to year and decreasing the number of student referrals during the year. .

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as “the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning”. Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Today ([http://www.narmh.org/publications/notes/narmhnotes\\_fall2009.pdf](http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf))

Activity - Learning Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist and Reading Intervention (Title 1) will hold 30-minute sessions for students that have been screened for dyslexia tendencies. Establishment of Student Support Teams among grade levels to address specific student needs before referring to PST. Use of Title interventionist to support struggling students. Through Title 1 Parental Involvement, offer and conduct classes for parents on learning strategies of core content. Establish school-based learning support teams. Provide additional academic support through intervention programs and personnel to assist students. Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training on PST).	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Counselor, Administration. Title Interventionist

**Measurable Objective 2:**

collaborate to increase Average Daily Attendance by 2% by 05/23/2018 as measured by comparing to 2017-2018 end of year attendance data.

**Strategy1:**

Increase Student Daily Attendance - Student attendance will be monitored. Identification of students who have chronic attendance issues will be addressed

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as "the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning". Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Today ([http://www.narmh.org/publications/notes/narmhnotes\\_fall2009.pdf](http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf))

Activity - Increase Student Daily Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communicate the importance of school attendance to parents by providing articles and information through newsletters, website, and parent meetings. Establish a reward system to recognize individual students, homerooms, and grade levels for reaching specific attendance goals. Involve community stakeholders to present information about attendance in the work force and how it is equally important to establish good attendance habits in school. Utilize our "Every Minute Counts" program to provide visual display for students and parents. Counselor will provide monthly lessons on importance of attendance. Follow Limestone County BOE attendance policy as it relates to truant students.	Behavioral Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Teachers, Administrators, Counselors, SRO, Attendance Clerk

**Goal 3:**

Increase student proficiency in the core academic subject of reading.

### Measurable Objective 1:

collaborate to increase the percentage of students who improve Scantron Performance Series by at least one year's growth by 1% by 05/23/2018 as measured by comparing 2016-2017 Performance series data with 2017-2018..

### Strategy1:

Reading Comprehension - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: W. R. Daggett of the International Center for Leadership in Education (2005) asserts that secondary schools can no longer afford to teach only a discrete set of facts, but instead must teach students how to think. It is insufficient to teach students how to do things by rote; now schools must teach people how to do things with deeper levels of understanding. He recommends that school work that most benefits students is that which revolves around high levels of cognitive knowledge applied to real-world situations, that is academic rigor applied in open-ended relevant and unpredictable ways. Daggett advises educators to use the Rigor/Relevance Framework to move beyond the what of curriculum to the how of instruction. Students will learn more and work harder if the content is related to something they already know something about and are interested in, he contends. Rigor and Relevance Handbook (p. 2), International Center for Leadership in Education (2002). (<http://files.eric.ed.gov/fulltext/ED492963.pdf>(<http://files.eric.ed.gov/fulltext/ED492963.pdf>))

Activity - Tier 2 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction based on individual student needs to increase proficiency with answering Depth of Knowledge questions and constructed response. Small group instruction in grade level sight word vocabulary and morphology.	Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Administration, Teachers, Reading Specialist

Activity - Tier 1 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide explicit instruction in comprehension strategies. Collaborate with content teachers on specific strategies to provide opportunities for students to use specific strategies throughout the day. Document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor evidence of instruction.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators, Instructional Coach

Activity - Tier 3 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of SPIRE, Rewards, in small group instruction with interventionist.	Academic Support Program	10/04/2017	05/23/2018	\$0 - No Funding Required	Interventionist, Teachers, Administration, Reading Specialist

### Measurable Objective 2:

collaborate to increase the percentage of students who improve on DIBELS Next oral reading fluency and accuracy by 1% for students in grades 3-5 by comparing 2016-2017 results with 2017-2018 data by 05/23/2018 as measured by by comparing 2016-2017 with 2017-2018 data.

**Strategy1:**

Phonemic Awareness - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words with grade-level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Teachers will provide additional instruction in responding to text through close reading, DOK questioning, and constructed response at a student's instructional level.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administration, Reading Specialist

Activity - Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Teachers will assess individual student proficiency in decoding multi-syllabic words. Teachers will provide direct instruction in grade level sight words and Greek and Latin roots with grade level text. Teachers will provide ongoing practice and strategies for students within grade level text.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administration, Reading specialist

Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multi-syllabic words will be addressed in a comprehensive SBRR intervention program. Teachers and Interventionist will deliver approved interventions to increase reading proficiency such as SPIRE, REWARDS	Academic Support Program	10/04/2017	05/23/2018	\$0 - No Funding Required	Administration, Teachers, Interventionist, Reading Specialist

**Measurable Objective 3:**

increase student growth of students reaching benchmark on DIBELS Next (K-2) by 1% by 05/23/2018 as measured by comparing DIBELS end of year for 2016-2017 with end of year data from 2017-2018..

**Strategy1:**

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of phonemic awareness, phonics, sight words, fluency, and vocabulary.

Category: Develop/Implement Learning Supports

Research Cited:

SY 2017-2018

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## Research

Sounds Sensible's instructional design and instructional content align with the findings of the National Reading Panel (2000) and tenets of Reading First. It is explicit and systematic in its instruction of phonological awareness, phonemic awareness and beginning sound/symbol correspondence (phonics). Phonological awareness is initially introduced at the sentence level then moves along the hierarchy to words, syllables and phonemes. Each sound/symbol correspondence is explicitly taught, practiced and then reviewed during the next lesson when one more sound/symbol is introduced. Sounds Sensible focuses on the single consonants and short vowel "a." The sequence of introduction is logical and based on minimal pairs (sounds that are made in the mouth in the same place and manner, but differ on voicing) with the exception of digraphs. Digraphs are not introduced in the Sounds Sensible program; they are introduced in the S.P.I.R.E. program at level 1 with the remaining short vowel sounds. Sounds Sensible is a beginning phonics program and does not include all of the approximately 44 speech sounds and their corresponding grapheme(s). However, multiple practice opportunities are built into the program to allow for mastery of the targeted skills. Florida Center for Reading Research. <http://concordspedpac.org/articles/SPIRE-Sounds-Sensible.pdf>

<b>Activity - Tier 3 - Students needing Tier 3 instruction will be provided daily intervention with an appropriate SBRR program</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Reading specialist will revisit intervention program training with appropriate teachers. Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored. Progress reports will be sent home on students served on PST. PST will determine next steps as needed for individual students.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Reading specialist, Teachers, Administration

<b>Activity - Tier 2 - Tiered instruction taught daily, based on progress monitoring data</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Reading Specialist will collaborate with teachers to identify the need for tiered instruction for each student based on data. Reading Specialist will meet with teachers to determine appropriate instruction for use in Tier 2 intervention. Teachers will document daily Tier 2 intervention for students including topic and materials used. Administrators will check lesson plans and monitor classroom instruction. Student progress will be evaluated in monthly data meetings.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Reading Specialist, Teachers, Instructional Technology Facilitator

<b>Activity - Tier 1 - Teach ARI explicit phonemic awareness and phonics lessons daily</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Reading specialist will train all reading teachers in lesson study using the revised ARI modules. Reading specialist will provide follow-up training on multi-sensory strategies for reading teachers. Teachers will document explicit phonemic awareness and phonics instruction in lesson plans. Administrators will check lesson plans and classroom instruction weekly in all classrooms to monitor implementation. Teach morphology (Greek and Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, administration, reading specialist.

**ACIP**

Cedar Hill Elementary School

Activity - Additional hiring of reading interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of Title I funds we will hire (3) reading intervention teachers to work with students using SPIRE, Sounds Sensible, Phonics First, and Rewards	Academic Support Program	10/04/2017	05/23/2018	\$4747000 - Title I Schoolwide	Teachers, Interventionist, Administration, Reading specialist

**Strategy2:**

Improve Reading Comprehension - Improve reading comprehension through read-alouds with think-alouds, and explicit instruction in comprehension strategies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students significantly below grade level will receive intensive intervention support using approved programs such as Phonics First, Sounds Sensible, SPIRE, and/or Rewards to increase reading proficiency	Academic Support Program	10/04/2017	05/23/2018	\$47470 - Title I Schoolwide	Teachers, Administration, Reading Specialist, Interventionist

Activity - Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects. Provide explicit instruction in comprehension strategies. Provide scaffolding for all students through modeling. Use of graphic organizers the help students organize thinking to better comprehend text.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Reading specialist, Administration

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with limited experience, language skills, vocabulary knowledge or who have difficulty with comprehension will be supported in Tier 2. Teachers will provide direct instruction to build background knowledge to understand specific texts; will provide expanded opportunities to learn vocabulary through games, videos, or other activities; expand opportunities to work with text multiple times and/or related text to consolidate new vocabulary and concepts.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administration, Reading Specialist

**Goal 4:**

Reduce Truancy

**Measurable Objective 1:**

collaborate to reduce by 1% the number of students who accumulated 3 or more unexcused absences by 05/01/2018 as measured by comparing Chalkable INow data from 2016-2017 to 2017-2018. 2016-2017 data indicates we had 141 students with 3 or more unexcused absences. .

**Strategy1:**

Positive Behavior Support - Cedar Hill will implement programs to recognize and reward students for meeting attendance goals on an individual, class, grade level, etc., basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing School Attendance for K-8 Students: A Review of Research Examining the effectiveness of Truancy Prevention Programs, Wilder Foundation, March 2007. This analysis examines several multi-faceted truancy prevention programs, which combine school-based, family-based, and community-based interventions. The study focused on programs for elementary and middle school students.

Activity - Positive Behavior support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cedar Hill Elementary will use positive behavior supports to recognize and reward students for attending school. Individual students, classes, and grade levels will be rewarded through the use of various means for reaching goals. These special events may include, but not limited to, special recognition during morning announcements, parties, visible attendance tracking charts, dances, homework passes, extra play time, etc. For students with attendance plans, contracts will be used to recognize and reward students for improvement in attendance.	Behavioral Support Program	09/01/2017	05/01/2018	\$0 - No Funding Required	Teachers, Counselors, Administrators

**Strategy2:**

Mentoring Sessions - All students will receive mentoring sessions once monthly. Students identified for attendance tracking will focus on attendance and removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: : Balfanz, Robert and Vaughan Byrnes, Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School attendance and its Implications on Other Cities, Everyone Graduates Center, Johns Hopkins University School of Education, November 2013. This study examines the impact of NYC mayor Michael Bloomberg's task force on truancy, chronic absenteeism and school engagement, a program that spanned 2012-2013 and reached more than 60,000 students in NYC public schools. The study found that students who missed at least 20 days of school per year- the definition of chronic absenteeism-had lower grades and were more likely to drop out than students with better attendance. Yet, the researchers also found these effects of absenteeism are reversible with the help of mentors, incentive programs, and awareness campaigns.

Activity - Monthly Mentoring Sessions Targeting Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades Kindergarten through Fifth grade will receive monthly sessions targeting positive attendance routines and eliminating barriers to attendance.	Behavioral Support Program	09/01/2017	05/01/2018	\$0 - No Funding Required	Teachers, Counselor, School Administrators, School Staff

**Strategy3:**

Attendance Monitoring and Intervention Plans - Attendance will be monitored for all students. Students who have 3 or more unexcused

absences in the first 30 days of school or missed more than 10 days of school for the previous year will be monitored through PST and have an intervention plan in place.

Category: Implement Guidance and Counseling Plan

Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies for Research and Practice. Northwest Regional Educational Laboratory, June 2004. This report looks at practices and outcomes of attendance programs across the county. Although promising practices exist across the country, there are no "silver bullet" approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will be tracked for all students with steps taken based on the number of days missed. The school will contact parents, SRO will contact parents, and district truancy officer will contact parents. Parents will be called to early warning and truancy court if conditions persist. We will also track check-in and check-out, and attendance averages daily through or "Every Minute Counts" campaign.	Policy and Process	08/03/2017	05/24/2018	\$0 - No Funding Required	Administration, Counselor, SRO, Teachers

Activity - PST Team Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST will implement plans for any student who has 3 or more unexcused absences within the first 30 days of school or missed more than 10 days the previous year. Counselor will meet with students to determine possible factors. Parents will receive written notification of attendance problems and Tier 3 plans.	Behavioral Support Program	08/03/2017	05/24/2018	\$0 - No Funding Required	Teachers, Counselors, PST, Administration

**Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

**Goal 1:**

Increase student proficiency in the core academic subject of math

**Measurable Objective 1:**

collaborate to increase the number of students who demonstrate at least one year's growth in Scantron Performance Series by 1% by 05/23/2018 as measured by comparing 2016-2017 Scantron Performance Series results with 2017-2018 end of year results. .

**Strategy1:**

Increase student fluency in math facts - Through the explicit instruction of mathematical practices teachers will utilize AMSTI, Investigations, math journals, and Number Talks during instruction. Available software programs such as Ten Marks, Moby Max, Front Row, etc., will be utilized along with small group instruction for remediation and. Small group interventions will be utilized during the math block.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Math Tier 3 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use suggested learning objectives from Performance Series benchmark tests to develop instruction targeting deficient skill sets among individual students. Documentation of small group lesson plans.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators

Activity - Math Tier 1 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of the AMSTI Math kits to supplement and enhance math content and standards. Utilization of math journals to document performance based task. Teachers will implement Number Talks and Investigations curriculum. Teachers will administer the Performance Series test in Fall, Winter, and Spring to identify strengths and weaknesses of students.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Teacher

Activity - Math Tier 2 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Achievement Series pretest to determine flexible groupings based on student needs. Utilization of small group interventions during math block. Purchase and utilize software programs such as Ten Marks, Moby Max, and Front Row for extra practice and remediation. Small group activities coinciding with Investigations series.	Academic Support Program	08/09/2017	05/23/2018	\$1500 - Title I Schoolwide	Teachers, Administration

## Goal 2:

Increase student proficiency in the core academic subject of reading.

### Measurable Objective 1:

collaborate to increase the percentage of students who improve Scantron Performance Series by at least one year's growth by 1% by 05/23/2018 as measured by comparing 2016-2017 Performance series data with 2017-2018..

### Strategy1:

Reading Comprehension - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: W. R. Daggett of the International Center for Leadership in Education (2005) asserts that secondary schools can no longer afford to teach only a discrete set of facts, but instead must teach students how to think. It is insufficient to teach students how to do things by rote; now schools must teach people how to do things with deeper levels of understanding. He recommends that school work that most benefits students is that which revolves around high levels of cognitive knowledge applied to real-world situations, that is academic rigor applied in open-ended relevant and unpredictable ways. Daggett advises educators to use the Rigor/Relevance Framework to move beyond the what of curriculum to the how of instruction. Students will learn more and work harder if the content is related to something they already know something about and are interested in, he contends. Rigor and Relevance Handbook (p. 2), International Center for Leadership in Education (2002). (<http://files.eric.ed.gov/fulltext/ED492963.pdf>(<http://files.eric.ed.gov/fulltext/ED492963.pdf>))

Activity - Tier 2 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction based on individual student needs to increase proficiency with answering Depth of Knowledge questions and constructed response. Small group instruction in grade level sight word vocabulary and morphology.	Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Administration, Teachers, Reading Specialist

Activity - Tier 3 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of SPIRE, Rewards, in small group instruction with interventionist.	Academic Support Program	10/04/2017	05/23/2018	\$0 - No Funding Required	Interventionist, Teachers, Administration, Reading Specialist

Activity - Tier 1 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide explicit instruction in comprehension strategies. Collaborate with content teachers on specific strategies to provide opportunities for students to use specific strategies throughout the day. Document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor evidence of instruction.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators, Instructional Coach

### Measurable Objective 2:

increase student growth of students reaching benchmark on DIBELS Next (K-2) by 1% by 05/23/2018 as measured by comparing DIBELS end of year for 2016-2017 with end of year data from 2017-2018..

### Strategy1:

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of phonemic awareness, phonics, sight words, fluency, and vocabulary.

Category: Develop/Implement Learning Supports

Research Cited:

## Research

Sounds Sensible's instructional design and instructional content align with the findings of the National Reading Panel (2000) and tenets of Reading First. It is explicit and systematic in its instruction of phonological awareness, phonemic awareness and beginning sound/symbol correspondence (phonics). Phonological awareness is initially introduced at the sentence level then moves along the hierarchy to words, syllables and phonemes. Each sound/symbol correspondence is explicitly taught, practiced and then reviewed during the next lesson when one more sound/symbol is introduced. Sounds Sensible focuses on the single consonants and short vowel "a." The sequence of introduction is logical and based on minimal pairs (sounds that are made in the mouth in the same place and manner, but differ on voicing) with the exception of digraphs. Digraphs are not introduced in the Sounds Sensible program; they are introduced in the S.P.I.R.E. program at level 1 with the remaining short vowel sounds. Sounds Sensible is a beginning phonics program and does not include all of the approximately 44 speech sounds and their corresponding grapheme(s). However, multiple practice opportunities are built into the program to allow for mastery of the targeted skills. Florida Center for Reading Research. <http://concordspedpac.org/articles/SPIRE-Sounds-Sensible.pdf>

<b>Activity - Tier 1 - Teach ARI explicit phonemic awareness and phonics lessons daily</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Reading specialist will train all reading teachers in lesson study using the revised ARI modules. Reading specialist will provide follow-up training on multi-sensory strategies for reading teachers. Teachers will document explicit phonemic awareness and phonics instruction in lesson plans. Administrators will check lesson plans and classroom instruction weekly in all classrooms to monitor implementation. Teach morphology (Greek and Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, administration, reading specialist.

<b>Activity - Tier 3 - Students needing Tier 3 instruction will be provided daily intervention with an appropriate SBRR program</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Reading specialist will revisit intervention program training with appropriate teachers. Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored. Progress reports will be sent home on students served on PST. PST will determine next steps as needed for individual students.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Reading specialist, Teachers, Administration

<b>Activity - Tier 2 - Tiered instruction taught daily, based on progress monitoring data</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Reading Specialist will collaborate with teachers to identify the need for tiered instruction for each student based on data. Reading Specialist will meet with teachers to determine appropriate instruction for use in Tier 2 intervention. Teachers will document daily Tier 2 intervention for students including topic and materials used. Administrators will check lesson plans and monitor classroom instruction. Student progress will be evaluated in monthly data meetings.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Reading Specialist, Teachers, Instructional Technology Facilitator

**ACIP**

Cedar Hill Elementary School

Activity - Additional hiring of reading interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of Title I funds we will hire (3) reading intervention teachers to work with students using SPIRE, Sounds Sensible, Phonics First, and Rewards	Academic Support Program	10/04/2017	05/23/2018	\$4747000 - Title I Schoolwide	Teachers, Interventionist, Administration, Reading specialist

**Strategy2:**

Improve Reading Comprehension - Improve reading comprehension through read-alouds with think-alouds, and explicit instruction in comprehension strategies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students significantly below grade level will receive intensive intervention support using approved programs such as Phonics First, Sounds Sensible, SPIRE, and/or Rewards to increase reading proficiency	Academic Support Program	10/04/2017	05/23/2018	\$47470 - Title I Schoolwide	Teachers, Administration, Reading Specialist, Interventionist

Activity - Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects. Provide explicit instruction in comprehension strategies. Provide scaffolding for all students through modeling. Use of graphic organizers the help students organize thinking to better comprehend text.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Reading specialist, Administration

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with limited experience, language skills, vocabulary knowledge or who have difficulty with comprehension will be supported in Tier 2. Teachers will provide direct instruction to build background knowledge to understand specific texts; will provide expanded opportunities to learn vocabulary through games, videos, or other activities; expand opportunities to work with text multiple times and/or related text to consolidate new vocabulary and concepts.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administration, Reading Specialist

**Measurable Objective 3:**

collaborate to increase the percentage of students who improve on DIBELS Next oral reading fluency and accuracy by 1% for students in grades 3-5 by comparing 2016-2017 results with 2017-2018 data by 05/23/2018 as measured by by comparing 2016-2017 with 2017-2018 data.

**Strategy1:**

Phonemic Awareness - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words with grade-level

text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multi-syllabic words will be addressed in a comprehensive SBRR intervention program. Teachers and Interventionist will deliver approved interventions to increase reading proficiency such as SPIRE, REWARDS	Academic Support Program	10/04/2017	05/23/2018	\$0 - No Funding Required	Administration, Teachers, Interventionist, Reading Specialist

Activity - Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Teachers will assess individual student proficiency in decoding multi-syllabic words. Teachers will provide direct instruction in grade level sight words and Greek and Latin roots with grade level text. Teachers will provide ongoing practice and strategies for students within grade level text.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administration, Reading specialist

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Teachers will provide additional instruction in responding to text through close reading, DOK questioning, and constructed response at a student's instructional level.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administration, Reading Specialist

### Goal 3:

Reduce Truancy

#### Measurable Objective 1:

collaborate to reduce by 1% the number of students who accumulated 3 or more unexcused absences by 05/01/2018 as measured by comparing Chalkable INow data from 2016-2017 to 2017-2018. 2016-2017 data indicates we had 141 students with 3 or more unexcused absences. .

#### Strategy1:

Positive Behavior Support - Cedar Hill will implement programs to recognize and reward students for meeting attendance goals on an individual, class, grade level, etc., basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing School Attendance for K-8 Students: A Review of Research Examining the effectiveness of Truancy Prevention Programs, Wilder Foundation, March 2007. This analysis examines several multi-faceted truancy prevention programs, which combine school-based, family-based, and community-based interventions. The study focused on SY 2017-2018

programs for elementary and middle school students.

Activity - Positive Behavior support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cedar Hill Elementary will use positive behavior supports to recognize and reward students for attending school. Individual students, classes, and grade levels will be rewarded through the use of various means for reaching goals. These special events may include, but not limited to, special recognition during morning announcements, parties, visible attendance tracking charts, dances, homework passes, extra play time, etc. For students with attendance plans, contracts will be used to recognize and reward students for improvement in attendance.	Behavioral Support Program	09/01/2017	05/01/2018	\$0 - No Funding Required	Teachers, Counselors, Administrators

**Strategy2:**

Mentoring Sessions - All students will receive mentoring sessions once monthly. Students identified for attendance tracking will focus on attendance and removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: : Balfanz, Robert and Vaughan Byrnes, Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School attendance and its Implications on Other Cities, Everyone Graduates Center, Johns Hopkins University School of Education, November 2013. This study examines the impact of NYC mayor Michael Bloomberg's task force on truancy, chronic absenteeism and school engagement, a program that spanned 2012-2013 and reached more than 60,000 students in NYC public schools. The study found that students who missed at least 20 days of school per year- the definition of chronic absenteeism-had lower grades and were more likely to drop out than students with better attendance. Yet, the researchers also found these effects of absenteeism are reversible with the help of mentors, incentive programs, and awareness campaigns.

Activity - Monthly Mentoring Sessions Targeting Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades Kindergarten through Fifth grade will receive monthly sessions targeting positive attendance routines and eliminating barriers to attendance.	Behavioral Support Program	09/01/2017	05/01/2018	\$0 - No Funding Required	Teachers, Counselor, School Administrators, School Staff

**Strategy3:**

Attendance Monitoring and Intervention Plans - Attendance will be monitored for all students. Students who have 3 or more unexcused absences in the first 30 days of school or missed more than 10 days of school for the previous year will be monitored through PST and have an intervention plan in place.

Category: Implement Guidance and Counseling Plan

Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies for Research and Practice. Northwest Regional Educational Laboratory, June 2004. This report looks at practices and outcomes of attendance programs across the county. Although promising practices exist across the country, there are no "silver bullet" approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will be tracked for all students with steps taken based on the number of days missed. The school will contact parents, SRO will contact parents, and district truancy officer will contact parents. Parents will be called to early warning and truancy court if conditions persist. We will also track check-in and check-out, and attendance averages daily through or "Every Minute Counts" campaign.	Policy and Process	08/03/2017	05/24/2018	\$0 - No Funding Required	Administration, Counselor, SRO, Teachers

Activity - PST Team Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST will implement plans for any student who has 3 or more unexcused absences within the first 30 days of school or missed more than 10 days the previous year. Counselor will meet with students to determine possible factors. Parents will receive written notification of attendance problems and Tier 3 plans.	Behavioral Support Program	08/03/2017	05/24/2018	\$0 - No Funding Required	Teachers, Counselors, PST, Administration

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

**Goal 1:**

Increase student proficiency in the core academic subject of math

**Measurable Objective 1:**

collaborate to increase the number of students who demonstrate at least one year's growth in Scantron Performance Series by 1% by 05/23/2018 as measured by comparing 2016-2017 Scantron Performance Series results with 2017-2018 end of year results. .

**Strategy1:**

Increase student fluency in math facts - Through the explicit instruction of mathematical practices teachers will utilize AMSTI, Investigations,

math journals, and Number Talks during instruction. Available software programs such as Ten Marks, Moby Max, Front Row, etc., will be utilized along with small group instruction for remediation and. Small group interventions will be utilized during the math block.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Math Tier 1 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of the AMSTI Math kits to supplement and enhance math content and standards. Utilization of math journals to document performance based task. Teachers will implement Number Talks and Investigations curriculum. Teachers will administer the Performance Series test in Fall, Winter, and Spring to identify strengths and weaknesses of students.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Teacher

Activity - Math Tier 3 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use suggested learning objectives from Performance Series benchmark tests to develop instruction targeting deficient skill sets among individual students. Documentation of small group lesson plans.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators

Activity - Math Tier 2 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Achievement Series pretest to determine flexible groupings based on student needs. Utilization of small group interventions during math block. Purchase and utilize software programs such as Ten Marks, Moby Max, and Front Row for extra practice and remediation. Small group activities coinciding with Investigations series.	Academic Support Program	08/09/2017	05/23/2018	\$1500 - Title I Schoolwide	Teachers, Administration

## Goal 2:

Provide a system of learning supports that reduces the effects of barriers to student achievement

### Measurable Objective 1:

collaborate to increase Average Daily Attendance by 2% by 05/23/2018 as measured by comparing to 2017-2018 end of year attendance data.

**Strategy1:**

Increase Student Daily Attendance - Student attendance will be monitored. Identification of students who have chronic attendance issues will be addressed

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as “the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning”. Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Today ([http://www.narmh.org/publications/notes/narmhnotes\\_fall2009.pdf](http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf))

Activity - Increase Student Daily Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communicate the importance of school attendance to parents by providing articles and information through newsletters, website, and parent meetings. Establish a reward system to recognize individual students, homerooms, and grade levels for reaching specific attendance goals. Involve community stakeholders to present information about attendance in the work force and how it is equally important to establish good attendance habits in school. Utilize our "Every Minute Counts" program to provide visual display for students and parents. Counselor will provide monthly lessons on importance of attendance. Follow Limestone County BOE attendance policy as it relates to truant students.	Behavioral Support Program	08/03/2016	05/24/2017	\$0 - No Funding Required	Teachers, Administrators, Counselors, SRO, Attendance Clerk

**Measurable Objective 2:**

collaborate to reduce the number of students carried over by the Problem Solving Team by 5% by 05/23/2018 as measured by comparing the number of students at the end of 2017-2018 .

**Strategy1:**

Reduction of PST referrals - Efforts will focus on reducing the number of students carried over by the PST from year to year and decreasing the number of student referrals during the year. .

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as “the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning”. Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Today ([http://www.narmh.org/publications/notes/narmhnotes\\_fall2009.pdf](http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf))

Activity - Learning Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist and Reading Intervention (Title 1) will hold 30-minute sessions for students that have been screened for dyslexia tendencies. Establishment of Student Support Teams among grade levels to address specific student needs before referring to PST. Use of Title interventionist to support struggling students. Through Title 1 Parental Involvement, offer and conduct classes for parents on learning strategies of core content. Establish school-based learning support teams. Provide additional academic support through intervention programs and personnel to assist students. Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training on PST).	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Counselor, Administration, Title Interventionist

**Goal 3:**

Increase student proficiency in the core academic subject of reading.

**Measurable Objective 1:**

collaborate to increase the percentage of students who improve on DIBELS Next oral reading fluency and accuracy by 1% for students in grades 3-5 by comparing 2016-2017 results with 2017-2018 data by 05/23/2018 as measured by by comparing 2016-2017 with 2017-2018 data.

**Strategy1:**

Phonemic Awareness - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words with grade-level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Teachers will assess individual student proficiency in decoding multi-syllabic words. Teachers will provide direct instruction in grade level sight words and Greek and Latin roots with grade level text. Teachers will provide ongoing practice and strategies for students within grade level text.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administration, Reading specialist

Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multi-syllabic words will be addressed in a comprehensive SBRR intervention program. Teachers and Interventionist will deliver approved interventions to increase reading proficiency such as SPIRE, REWARDS	Academic Support Program	10/04/2017	05/23/2018	\$0 - No Funding Required	Administration, Teachers, Interventionist, Reading Specialist

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Teachers will provide additional instruction in responding to text through close reading, DOK questioning, and constructed response at a student's instructional level.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administration, Reading Specialist

**Measurable Objective 2:**

collaborate to increase the percentage of students who improve Scantron Performance Series by at least one year's growth by 1% by 05/23/2018 as measured by comparing 2016-2017 Performance series data with 2017-2018..

**Strategy1:**

Reading Comprehension - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: W. R. Daggett of the International Center for Leadership in Education (2005) asserts that secondary schools can no longer afford to teach only a discrete set of facts, but instead must teach students how to think. It is insufficient to teach students how to do things by rote; now schools must teach people how to do things with deeper levels of understanding. He recommends that school work that most benefits students is that which revolves around high levels of cognitive knowledge applied to real-world situations, that is academic rigor applied in open-ended relevant and unpredictable ways. Daggett advises educators to use the Rigor/Relevance Framework to move beyond the what of curriculum to the how of instruction. Students will learn more and work harder if the content is related to something they already know something about and are interested in, he contends. Rigor and Relevance Handbook (p. 2), International Center for Leadership in Education (2002). (<http://files.eric.ed.gov/fulltext/ED492963.pdf>)

Activity - Tier 1 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide explicit instruction in comprehension strategies. Collaborate with content teachers on specific strategies to provide opportunities for students to use specific strategies throughout the day. Document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor evidence of instruction.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators, Instructional Coach

Activity - Tier 3 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of SPIRE, Rewards, in small group instruction with interventionist.	Academic Support Program	10/04/2017	05/23/2018	\$0 - No Funding Required	Interventionist, Teachers, Administration, Reading Specialist

Activity - Tier 2 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction based on individual student needs to increase proficiency with answering Depth of Knowledge questions and constructed response. Small group instruction in grade level sight word vocabulary and morphology.	Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Administration, Teachers, Reading Specialist

**Measurable Objective 3:**

increase student growth of students reaching benchmark on DIBELS Next (K-2) by 1% by 05/23/2018 as measured by comparing DIBELS end of year for 2016-2017 with end of year data from 2017-2018..

**Strategy1:**

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of phonemic awareness, phonics, sight words, fluency, and vocabulary.

Category: Develop/Implement Learning Supports

Research Cited:

Research

Sounds Sensible's instructional design and instructional content align with the findings of the National Reading Panel (2000) and tenets of Reading First. It is explicit and systematic in its instruction of phonological awareness, phonemic awareness and beginning sound/symbol correspondence (phonics). Phonological awareness is initially introduced at the sentence level then moves along the hierarchy to words, syllables and phonemes. Each sound/symbol correspondence is explicitly taught, practiced and then reviewed during the next lesson when one more sound/symbol is introduced. Sounds Sensible focuses on the single consonants and short vowel "a." The sequence of introduction is logical and based on minimal pairs (sounds that are made in the mouth in the same place and manner, but differ on voicing) with the exception of digraphs. Digraphs are not introduced in the Sounds Sensible program; they are introduced in the S.P.I.R.E. program at level 1 with the remaining short vowel sounds. Sounds Sensible is a beginning phonics program and does not include all of the approximately 44 speech sounds and their corresponding grapheme(s). However, multiple practice opportunities are built into the program to allow for mastery of the targeted skills. Florida Center for Reading Research. <http://concordspedpac.org/articles/SPIRE-Sounds-Sensible.pdf>

Activity - Tier 3 - Students needing Tier 3 instruction will be provided daily intervention with an appropriate SBRR program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will revisit intervention program training with appropriate teachers. Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored. Progress reports will be sent home on students served on PST. PST will determine next steps as needed for individual students.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Reading specialist, Teachers, Administration

Activity - Tier 2 - Tiered instruction taught daily, based on progress monitoring data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will collaborate with teachers to identify the need for tiered instruction for each student based on data. Reading Specialist will meet with teachers to determine appropriate instruction for use in Tier 2 intervention. Teachers will document daily Tier 2 intervention for students including topic and materials used. Administrators will check lesson plans and monitor classroom instruction. Student progress will be evaluated in monthly data meetings.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Reading Specialist, Teachers, Instructional Technology Facilitator

Activity - Additional hiring of reading interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of Title I funds we will hire (3) reading intervention teachers to work with students using SPIRE, Sounds Sensible, Phonics First, and Rewards	Academic Support Program	10/04/2017	05/23/2018	\$4747000 - Title I Schoolwide	Teachers, Interventionist, Administration, Reading specialist

Activity - Tier 1 - Teach ARI explicit phonemic awareness and phonics lessons daily	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will train all reading teachers in lesson study using the revised ARI modules. Reading specialist will provide follow-up training on multi-sensory strategies for reading teachers. Teachers will document explicit phonemic awareness and phonics instruction in lesson plans. Administrators will check lesson plans and classroom instruction weekly in all classrooms to monitor implementation. Teach morphology (Greek and Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, administration, reading specialist.

**Strategy2:**

Improve Reading Comprehension - Improve reading comprehension through read-alouds with think-alouds, and explicit instruction in comprehension strategies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects. Provide explicit instruction in comprehension strategies. Provide scaffolding for all students through modeling. Use of graphic organizers the help students organize thinking to better comprehend text.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Reading specialist, Administration

**ACIP**

Cedar Hill Elementary School

Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students significantly below grade level will receive intensive intervention support using approved programs such as Phonics First, Sounds Sensible, SPIRE, and/or Rewards to increase reading proficiency	Academic Support Program	10/04/2017	05/23/2018	\$47470 - Title I Schoolwide	Teachers, Administration, Reading Specialist, Interventionist

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with limited experience, language skills, vocabulary knowledge or who have difficulty with comprehension will be supported in Tier 2. Teachers will provide direct instruction to build background knowledge to understand specific texts; will provide expanded opportunities to learn vocabulary through games, videos, or other activities; expand opportunities to work with text multiple times and/or related text to consolidate new vocabulary and concepts.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administration, Reading Specialist

**Goal 4:**

Reduce Truancy

**Measurable Objective 1:**

collaborate to reduce by 1% the number of students who accumulated 3 or more unexcused absences by 05/01/2018 as measured by comparing Chalkable INow data from 2016-2017 to 2017-2018. 2016-2017 data indicates we had 141 students with 3 or more unexcused absences. .

**Strategy1:**

Positive Behavior Support - Cedar Hill will implement programs to recognize and reward students for meeting attendance goals on an individual, class, grade level, etc., basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing School Attendance for K-8 Students: A Review of Research Examining the effectiveness of Truancy Prevention Programs, Wilder Foundation, March 2007. This analysis examines several multi-faceted truancy prevention programs, which combine school-based, family-based, and community-based interventions. The study focused on programs for elementary and middle school students.

Activity - Positive Behavior support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cedar Hill Elementary will use positive behavior supports to recognize and reward students for attending school. Individual students, classes, and grade levels will be rewarded through the use of various means for reaching goals. These special events may include, but not limited to, special recognition during morning announcements, parties, visible attendance tracking charts, dances, homework passes, extra play time, etc. For students with attendance plans, contracts will be used to recognize and reward students for improvement in attendance.	Behavioral Support Program	09/01/2017	05/01/2018	\$0 - No Funding Required	Teachers, Counselors, Administrators

**Strategy2:**

Attendance Monitoring and Intervention Plans - Attendance will be monitored for all students. Students who have 3 or more unexcused absences in the first 30 days of school or missed more than 10 days of school for the previous year will be monitored through PST and have an intervention plan in place.

Category: Implement Guidance and Counseling Plan

Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies for Research and Practice. Northwest Regional Educational Laboratory, June 2004. This report looks at practices and outcomes of attendance programs across the county. Although promising practices exist across the country, there are no "silver bullet" approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will be tracked for all students with steps taken based on the number of days missed. The school will contact parents, SRO will contact parents, and district truancy officer will contact parents. Parents will be called to early warning and truancy court if conditions persist. We will also track check-in and check-out, and attendance averages daily through or "Every Minute Counts" campaign.	Policy and Process	08/03/2017	05/24/2018	\$0 - No Funding Required	Administration, Counselor, SRO, Teachers

Activity - PST Team Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST will implement plans for any student who has 3 or more unexcused absences within the first 30 days of school or missed more than 10 days the previous year. Counselor will meet with students to determine possible factors. Parents will receive written notification of attendance problems and Tier 3 plans.	Behavioral Support Program	08/03/2017	05/24/2018	\$0 - No Funding Required	Teachers, Counselors, PST, Administration

**Strategy3:**

Mentoring Sessions - All students will receive mentoring sessions once monthly. Students identified for attendance tracking will focus on attendance and removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: : Balfanz, Robert and Vaughan Byrnes, Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School attendance and its Implications on Other Cities, Everyone Graduates Center, Johns Hopkins University School of Education, November 2013. This study examines the impact of NYC mayor Michael Bloomberg's

task force on truancy, chronic absenteeism and school engagement, a program that spanned 2012-2013 and reached more than 60,000 students in NYC public schools. The study found that students who missed at least 20 days of school per year- the definition of chronic absenteeism-had lower grades and were more likely to drop out than students with better attendance. Yet, the researchers also found these effects of absenteeism are reversible with the help of mentors, incentive programs, and awareness campaigns.

Activity - Monthly Mentoring Sessions Targeting Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades Kindergarten through Fifth grade will receive monthly sessions targeting positive attendance routines and eliminating barriers to attendance.	Behavioral Support Program	09/01/2017	05/01/2018	\$0 - No Funding Required	Teachers, Counselor, School Administrators, School Staff

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

#### Goal 1:

Increase student proficiency in the core academic subject of math

#### Measurable Objective 1:

collaborate to increase the number of students who demonstrate at least one year's growth in Scantron Performance Series by 1% by 05/23/2018 as measured by comparing 2016-2017 Scantron Performance Series results with 2017-2018 end of year results. .

#### Strategy1:

Increase student fluency in math facts - Through the explicit instruction of mathematical practices teachers will utilize AMSTI, Investigations, math journals, and Number Talks during instruction. Available software programs such as Ten Marks, Moby Max, Front Row, etc., will be utilized along with small group instruction for remediation and. Small group interventions will be utilized during the math block.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Math Tier 1 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of the AMSTI Math kits to supplement and enhance math content and standards. Utilization of math journals to document performance based task. Teachers will implement Number Talks and Investigations curriculum. Teachers will administer the Performance Series test in Fall, Winter, and Spring to identify strengths and weaknesses of students.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Teacher

Activity - Math Tier 3 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use suggested learning objectives from Performance Series benchmark tests to develop instruction targeting deficient skill sets among individual students. Documentation of small group lesson plans.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators

Activity - Math Tier 2 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Achievement Series pretest to determine flexible groupings based on student needs. Utilization of small group interventions during math block. Purchase and utilize software programs such as Ten Marks, Moby Max, and Front Row for extra practice and remediation. Small group activities coinciding with Investigations series.	Academic Support Program	08/09/2017	05/23/2018	\$1500 - Title I Schoolwide	Teachers, Administration

**Goal 2:**

Provide a system of learning supports that reduces the effects of barriers to student achievement

**Measurable Objective 1:**

collaborate to reduce the number of students carried over by the Problem Solving Team by 5% by 05/23/2018 as measured by comparing the number of students at the end of 2017-2018 .

**Strategy1:**

Reduction of PST referrals - Efforts will focus on reducing the number of students carried over by the PST from year to year and decreasing the number of student referrals during the year. .

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as “the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning”. Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Todey ([http://www.narmh.org/publications/notes/narmhnotes\\_fall2009.pdf](http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf))

Activity - Learning Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist and Reading Intervention (Title 1) will hold 30-minute sessions for students that have been screened for dyslexia tendencies. Establishment of Student Support Teams among grade levels to address specific student needs before referring to PST. Use of Title interventionist to support struggling students. Through Title 1 Parental Involvement, offer and conduct classes for parents on learning strategies of core content. Establish school-based learning support teams. Provide additional academic support through intervention programs and personnel to assist students. Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training on PST).	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Counselor, Administration. Title Interventionist

**Goal 3:**

Increase student proficiency in the core academic subject of reading.

**Measurable Objective 1:**

increase student growth of students reaching benchmark on DIBELS Next (K-2) by 1% by 05/23/2018 as measured by comparing DIBELS end of year for 2016-2017 with end of year data from 2017-2018..

**Strategy1:**

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of phonemic awareness, phonics, sight words, fluency, and vocabulary.

Category: Develop/Implement Learning Supports

Research Cited:

Research

Sounds Sensible's instructional design and instructional content align with the findings of the National Reading Panel (2000) and tenets of Reading First. It is explicit and systematic in its instruction of phonological awareness, phonemic awareness and beginning sound/symbol correspondence (phonics). Phonological awareness is initially introduced at the sentence level then moves along the hierarchy to words, syllables and phonemes. Each sound/symbol correspondence is explicitly taught, practiced and then reviewed during the next lesson when one more sound/symbol is introduced. Sounds Sensible focuses on the single consonants and short vowel "a." The sequence of introduction is logical and based on minimal pairs (sounds that are made in the mouth in the same place and manner, but differ on voicing) with the exception of digraphs. Digraphs are not introduced in the Sounds Sensible program; they are introduced in the S.P.I.R.E. program at level 1 with the remaining short vowel sounds. Sounds Sensible is a beginning phonics program and does not include all of the approximately 44 speech sounds and their corresponding grapheme(s). However, multiple practice opportunities are built into the program to allow for mastery of the targeted skills. Florida Center for Reading Research. <http://concordspedpac.org/articles/SPIRE-Sounds-Sensible.pdf>

Activity - Tier 3 - Students needing Tier 3 instruction will be provided daily intervention with an appropriate SBRR program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will revisit intervention program training with appropriate teachers. Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored. Progress reports will be sent home on students served on PST. PST will determine next steps as needed for individual students.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Reading specialist, Teachers, Administration

Activity - Tier 1 - Teach ARI explicit phonemic awareness and phonics lessons daily	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will train all reading teachers in lesson study using the revised ARI modules. Reading specialist will provide follow-up training on multi-sensory strategies for reading teachers. Teachers will document explicit phonemic awareness and phonics instruction in lesson plans. Administrators will check lesson plans and classroom instruction weekly in all classrooms to monitor implementation. Teach morphology (Greek and Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, administration, reading specialist.

Activity - Additional hiring of reading interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of Title I funds we will hire (3) reading intervention teachers to work with students using SPIRE, Sounds Sensible, Phonics First, and Rewards	Academic Support Program	10/04/2017	05/23/2018	\$4747000 - Title I Schoolwide	Teachers, Interventionist, Administration, Reading specialist

Activity - Tier 2 - Tiered instruction taught daily, based on progress monitoring data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will collaborate with teachers to identify the need for tiered instruction for each student based on data. Reading Specialist will meet with teachers to determine appropriate instruction for use in Tier 2 intervention. Teachers will document daily Tier 2 intervention for students including topic and materials used. Administrators will check lesson plans and monitor classroom instruction. Student progress will be evaluated in monthly data meetings.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Reading Specialist, Teachers, Instructional Technology Facilitator

**Strategy2:**

Improve Reading Comprehension - Improve reading comprehension through read-alouds with think-alouds, and explicit instruction in comprehension strategies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students significantly below grade level will receive intensive intervention support using approved programs such as Phonics First, Sounds Sensible, SPIRE, and/or Rewards to increase reading proficiency	Academic Support Program	10/04/2017	05/23/2018	\$47470 - Title I Schoolwide	Teachers, Administration, Reading Specialist, Interventionist

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with limited experience, language skills, vocabulary knowledge or who have difficulty with comprehension will be supported in Tier 2. Teachers will provide direct instruction to build background knowledge to understand specific texts; will provide expanded opportunities to learn vocabulary through games, videos, or other activities; expand opportunities to work with text multiple times and/or related text to consolidate new vocabulary and concepts.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administration, Reading Specialist

Activity - Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects. Provide explicit instruction in comprehension strategies. Provide scaffolding for all students through modeling. Use of graphic organizers help students organize thinking to better comprehend text.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Reading specialist, Administration

**Measurable Objective 2:**

collaborate to increase the percentage of students who improve on DIBELS Next oral reading fluency and accuracy by 1% for students in grades 3-5 by comparing 2016-2017 results with 2017-2018 data by 05/23/2018 as measured by comparing 2016-2017 with 2017-2018 data.

**Strategy1:**

Phonemic Awareness - Students will consolidate advanced phonics skills into proficiency of decoding multi-syllabic words with grade-level text.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide direct instruction in decoding multi-syllabic words. Teachers will assess individual student proficiency in decoding multi-syllabic words. Teachers will provide direct instruction in grade level sight words and Greek and Latin roots with grade level text. Teachers will provide ongoing practice and strategies for students within grade level text.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administration, Reading specialist

Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multi-syllabic words will be addressed in a comprehensive SBRR intervention program. Teachers and Interventionist will deliver approved interventions to increase reading proficiency such as SPIRE, REWARDS	Academic Support Program	10/04/2017	05/23/2018	\$0 - No Funding Required	Administration, Teachers, Interventionist, Reading Specialist

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide additional instruction in decoding multi-syllabic words during Tier 2 intervention for students who are not on target for mastery. Teachers will provide additional instruction in responding to text through close reading, DOK questioning, and constructed response at a student's instructional level.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administration, Reading Specialist

**Measurable Objective 3:**

collaborate to increase the percentage of students who improve Scantron Performance Series by at least one year's growth by 1% by 05/23/2018 as measured by comparing 2016-2017 Performance series data with 2017-2018..

**Strategy1:**

Reading Comprehension - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: W. R. Daggett of the International Center for Leadership in Education (2005) asserts that secondary schools can no longer afford to teach only a discrete set of facts, but instead must teach students how to think. It is insufficient to teach students how to do things by rote; now schools must teach people how to do things with deeper levels of understanding. He recommends that school work that most benefits students is that which revolves around high levels of cognitive knowledge applied to real-world situations, that is academic rigor applied in open-ended relevant and unpredictable ways. Daggett advises educators to use the Rigor/Relevance Framework to move beyond the what of curriculum to the how of instruction. Students will learn more and work harder if the content is related to something they already know something about and are interested in, he contends. Rigor and Relevance Handbook (p. 2), International Center for Leadership in Education (2002). (<http://files.eric.ed.gov/fulltext/ED492963.pdf>(<http://files.eric.ed.gov/fulltext/ED492963.pdf>))

Activity - Tier 1 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide explicit instruction in comprehension strategies. Collaborate with content teachers on specific strategies to provide opportunities for students to use specific strategies throughout the day. Document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor evidence of instruction.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators, Instructional Coach

**ACIP**

Cedar Hill Elementary School

Activity - Tier 2 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction based on individual student needs to increase proficiency with answering Depth of Knowledge questions and constructed response. Small group instruction in grade level sight word vocabulary and morphology.	Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Administration, Teachers, Reading Specialist

Activity - Tier 3 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of SPIRE, Rewards, in small group instruction with interventionist.	Academic Support Program	10/04/2017	05/23/2018	\$0 - No Funding Required	Interventionist, Teachers, Administration, Reading Specialist

**Goal 4:**

Reduce Truancy

**Measurable Objective 1:**

collaborate to reduce by 1% the number of students who accumulated 3 or more unexcused absences by 05/01/2018 as measured by comparing Chalkable INow data from 2016-2017 to 2017-2018. 2016-2017 data indicates we had 141 students with 3 or more unexcused absences. .

**Strategy1:**

Attendance Monitoring and Intervention Plans - Attendance will be monitored for all students. Students who have 3 or more unexcused absences in the first 30 days of school or missed more than 10 days of school for the previous year will be monitored through PST and have an intervention plan in place.

Category: Implement Guidance and Counseling Plan

Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies for Research and Practice. Northwest Regional Educational Laboratory, June 2004. This report looks at practices and outcomes of attendance programs across the county. Although promising practices exist across the country, there are no "silver bullet" approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will be tracked for all students with steps taken based on the number of days missed. The school will contact parents, SRO will contact parents, and district truancy officer will contact parents. Parents will be called to early warning and truancy court if conditions persist. We will also track check-in and check-out, and attendance averages daily through or "Every Minute Counts" campaign.	Policy and Process	08/03/2017	05/24/2018	\$0 - No Funding Required	Administration, Counselor, SRO, Teachers

Activity - PST Team Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST will implement plans for any student who has 3 or more unexcused absences within the first 30 days of school or missed more than 10 days the previous year. Counselor will meet with students to determine possible factors. Parents will receive written notification of attendance problems and Tier 3 plans.	Behavioral Support Program	08/03/2017	05/24/2018	\$0 - No Funding Required	Teachers, Counselors, PST, Administration

**Strategy2:**

Mentoring Sessions - All students will receive mentoring sessions once monthly. Students identified for attendance tracking will focus on attendance and removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: : Balfanz, Robert and Vaughan Byrnes, Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School attendance and its Implications on Other Cities, Everyone Graduates Center, Johns Hopkins University School of Education, November 2013. This study examines the impact of NYC mayor Michael Bloomberg's task force on truancy, chronic absenteeism and school engagement, a program that spanned 2012-2013 and reached more than 60,000 students in NYC public schools. The study found that students who missed at least 20 days of school per year- the definition of chronic absenteeism-had lower grades and were more likely to drop out than students with better attendance. Yet, the researchers also found these effects of absenteeism are reversible with the help of mentors, incentive programs, and awareness campaigns.

Activity - Monthly Mentoring Sessions Targeting Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades Kindergarten through Fifth grade will receive monthly sessions targeting positive attendance routines and eliminating barriers to attendance.	Behavioral Support Program	09/01/2017	05/01/2018	\$0 - No Funding Required	Teachers, Counselor, School Administrators, School Staff

**Strategy3:**

Positive Behavior Support - Cedar Hill will implement programs to recognize and reward students for meeting attendance goals on an individual, class, grade level, etc., basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Schultz, Jennifer Lee and Channele Gandy., Increasing School Attendance for K-8 Students: A Review of Research Examining the effectiveness of Truancy Prevention Programs, Wilder Foundation, March 2007. This analysis examines several multi-faceted truancy prevention programs, which combine school-based, family-based, and community-based interventions. The study focused on programs for elementary and middle school students.

**ACIP**

Cedar Hill Elementary School

Activity - Positive Behavior support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cedar Hill Elementary will use positive behavior supports to recognize and reward students for attending school. Individual students, classes, and grade levels will be rewarded through the use of various means for reaching goals. These special events may include, but not limited to, special recognition during morning announcements, parties, visible attendance tracking charts, dances, homework passes, extra play time, etc. For students with attendance plans, contracts will be used to recognize and reward students for improvement in attendance.	Behavioral Support Program	09/01/2017	05/01/2018	\$0 - No Funding Required	Teachers, Counselors, Administrators

**Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.**

School correspondence is made available in language parents understand if needed. Interpreters are scheduled to attend conferences with parents during parent-teacher conferences if requested. All printed materials are translated and printed in the parent's native language if known beforehand. Working with the ELL teacher we are able to identify the individual needs of the families.

### Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes	All teachers at Cedar Hill Elementary are Highly Qualified by the NCLB requirements.	

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

All staffing decisions begin with a review of applicants from the Teach in Alabama website. The website allows the school to pull from applicants across the nation. Only applicants that are certified and meet the conditions of Highly Qualified are selected for consideration and interviewed. Interviews are conducted by local school administrators and selected individuals are submitted to the Superintendent for Board approval.

**Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))**

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

Teacher turnover is less than 1%. We had one teacher retire at the end of the 2016-2017.

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

All teachers are highly qualified with a vast majority having Master Degrees. One teacher has obtained her Ed.S.

**If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).**

We will follow the guidelines as it relates to the Limestone County Board of Education hiring policies.

## **Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**

### **Describe how data is used from academic assessments to determine professional development.**

Data during data meetings and results from testing on DIBELS NEXT and Scantron Performance Series dictates professional learning opportunities that are offered. Several activities have been utilized. Training on Sounds Sensible, SPIRE, REWARDS, Orton-Gillingham multi-sensory lessons and Phonics First are PD opportunities we have implemented. We currently are in Year 2 and OGAP training in AMSTI Math and Science. Several of our staff have been trained in Number Talks. All teachers have received training in the revised ARI modules.

### **Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.**

Sounds Sensible, Phonics First, AMSTI Math and Science, ARI modules, SPIRE, Rewards, Orton Gillingham. Parent University held monthly by reading specialist.

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

Cedar Hill Elementary participates in the District's mentoring program. New teachers are placed with the mentor who works to assure that the new teacher gets off to positive start. Monthly meetings are conducted between the new teacher and mentor. The mentor maintains documentation and reviews with the District's Mentoring Coordinator. New teachers also attend New Teacher Academy at the beginning of the school year.

### **Describe how all professional development is "sustained and ongoing."**

Many strategies are employed to identify professional development needs at Cedar Hill Elementary. The school faculty plays a role in identifying professional development needs and the school administrator works with district level administrators to ensure that all professional development is aligned with the district's strategic plan. Professional development opportunities are designed to maximize time and expenditures. All professional development must be high-quality and classroom focused in order to have a lasting impact on student and teacher performance. Funding from the district is provided to each school, regardless of whether the state allocates fund or not, to focus on professional growth of teachers that will impact student achievement. The district has built in 1/2 day and full day professional development to allow for it to ongoing and embedded

**Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))**

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 and/or high school to college/work force.

**Goal 1:**

3.9 Structure for every student to have an adult advocate on campus

**Measurable Objective 1:**

collaborate to provide a formal support system of advocacy for all Limestone County students by 08/15/2016 as measured by every child having a designated adult advocate.

**Strategy1:**

Identification of research-based practice or program - District and school administrators will research best practices and plans of successful schools and districts and return to select either a district-wide plan or at least an elementary and a secondary plan to begin training on in Fall/Spring 2015-2016.

Category:

Research Cited:

Activity - Timeline for implementation of adult advocacy program for every LCS student	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation fo advocacy plan based on successful programs from other districts and schools.	Behavioral Support Program Other Career Preparation/ Orientation	05/29/2015	06/30/2016	\$0 - Other	District and School administrators

## Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

We meet at the beginning of the year for teachers to analyze data from ACT ASPIRE, Scantron Performance Series, and DIBELS for their incoming students to identify strengths and weaknesses of individual students. During this time, teachers have the opportunity to review the previous year's data to see patterns in specific skill areas. These findings allow teachers to make decisions about their instructional techniques.

We conduct regular walkthroughs and data meetings. During these data meetings, together as a team analyze and interpret data that has potential to maximize instructional practice and student achievement. Teachers are encouraged to offer solutions on instructional strategies and to collaborative plan instruction based upon the findings. Progress Monitoring is used as a guide to track growth of students and to target individual students needing extra interventions.

We have trained teachers to use the Scantron Performance Series testing to measure the growth of their students and to develop individual learning paths to target specific achievement deficiencies.

Teachers have a common planning time that allows them the opportunity to plan together collaboratively.

We have vertical planning and subject related planning times built in to the schedule for teachers to plan.

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))**

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

We have developed a strategic plan for identifying students experiencing difficulty mastering state standards. First, ASPIRE data from the previous year is analyzed to determine students not meeting proficiency levels. Reports from this data are provided to each teacher identifying struggling students they will have in their classrooms, as well as, the areas in which these students are non-proficient. Student data is also analyzed from multiple assessments given throughout the year to determine students experiencing difficulty in mastering standards. Scantron (Performance Series) math benchmark assessments are given three times a year to students in K-1, .and three times a year to students in grade 2-5 to determine students needs in math and reading. DIBELS NEXT universal screener is given three times per year to determine students in need of support in the area of reading in grades K-5. Teachers may also use Achievement Series pre and post-test relative to standards taught in classroom units to determine areas in need of support. Teachers monitor student performance each week to adjust instruction and seek additional support as needed. Students consistently not meeting goals are referred to the SST (student support team) for additional support. This team consists of grade level teachers, which determine strategies that might benefit and support learning for struggling students.

### **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?**

Teachers adjust instruction regularly to meet the demands of increased rigor in math and reading. Students with the greatest needs of additional support to master the achievement assessment standards at an advanced or proficient level receive additional instructional support (Tier II and III) from the classroom teacher, Title interventionist, or Instructional Coach. Throughout the school year students are identified through benchmark assessments. Once baseline data is determined, students considered in need of strategic or intensive intervention are identified. Our identified students receive customized instruction with our classroom teachers and Title 1 intervention specialists in a one-on-one or small group setting. These students are progress monitored weekly or bi-weekly to assess growth toward proficiency of the standards. If it is determined that the interventions have been successful and the student reaches benchmark, then that student is released from additional supports. If it is determined that the student is not making progress, a referral is made to our problem solving team (PST team). This team consists of the school counselor, reading coach, general education teacher, and administrator. The PST team looks at strategies already implemented, then determines new goals based on current and relevant data such as, assessments, classroom performance, and suggested learning objectives from Performance Series data. An intervention plan is written and implemented for eight weeks with monitoring done periodically throughout .

### **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.**

Some teachers offer to stay beyond the school day to offer support and guidance to students needing additional learning opportunities. The reading coach offers a "Parent University" for parents to learn a variety of techniques to help their child achieve academic success. There is

also a parent resource center available for parent use. We work closely with local day care centers and the local Boys and Girls Club to provide opportunities for instructional support.

**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.**

Cedar Hill Elementary provides many opportunities to help all students work through challenges they may face. At this time we do not have students who are migrant. Each new student receives a Home Language Survey, which is available in Spanish as well as English. If the survey indicates a language other than English, the student will be evaluated for ELL programs. The parents will be notified, in their home language, that his/her child may qualify for ELL services and that further testing will be necessary. After receiving a signed parental permission to test, the student's English Proficiency will be evaluated using the ACCESS screener. This process is completed in a timely manner. Parents will be notified of results and the qualifying status for the ELL program. The parents will be invited to attend the ELL Committee Placement Meeting, at which time, a recommendation based on the ACCESS results and teacher input, will be made as to whether a student will be placed in the program and what type of services might best meet the needs of the student. All notices of parent meetings are sent to non-English speaking parents in a language that they can understand. Individual academic assessments and interpretation of those results will be interpreted for parents in a language they can understand through the assistance of our ELL specialist and translators available through the Limestone County School System.

Students who are identified as homeless, and/or, in some cases, neglected/delinquent/disadvantaged situations will be immediately enrolled in school despite their unstable housing situation and despite their inability to produce documents ordinarily required of students who have permanent residence. They will receive assistance in procuring school records, and will be allowed to stay in the school they attended when they became homeless or the school in which they were last enrolled. They will receive free school nutrition and may receive referrals to medical, mental health, dental and other appropriate services. They may also receive assistance in acquiring school supplies, standard dress, backpacks, and other provisions needed to succeed in school.

Evaluations for special education services are conducted through a referral process. If the eligibility process reveals a true referral, notices are sent to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Cedar Hill Elementary special education students have access to a variety of educational programs and services available to non-disabled children. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

Economically disadvantaged students are identified through the applications for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced lunch during the school day. Such students will have equal access to all programs and services available.

**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 Cedar Hill is an elementary school.

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))**

**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.**

State of Alabama School Foundation Program funds are allocated based on student enrollment. All Foundation allocated units are located at the school. Title funds are used to pay for interventionist teachers, supplement technology, purchase of material and supplies, and provide professional development opportunities for teachers and other staff. General funds from the district level contribute to the overall instructional program at the school.

A Title 1 Schoolwide program is a method of delivering Title 1 services in eligible schools. It allows the schools to address the educational needs of children living in impoverished communities with comprehensive strategies for improving the entire school so every student achieves high levels of academic proficiency. Schoolwide programs have great latitude to determine how to organize their operations and allocate the multiple funding sources available to the. Schoolwide programs can use all allocated funds to increase the amount and quality of learning time. In this way, we can embrace a high-quality curriculum, according to a comprehensive plan that ensures all children meet the state's challenging academic standards. Schoolwide programs serve all children in a school. All staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. This purpose is achieved through high level:

- High quality instruction
- Comprehensive reform strategies and methods that are based on the use of scientifically based research
- Strategies and methods to improve teacher quality and professional development
- Consolidated use of funds

**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, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?**

The school coordinates and integrates funds from the Child Nutrition Program to provide breakfast and lunch to students daily. Beginning, in 2017-2018 we are part of a grant to provide Breakfast in the Classroom free to all students regardless of their paying status. Students are offered to apply for free/reduced lunch and applications are processed at the Central Office.

Our school received a grant in 2015-2016, from the Alabama Office of School Readiness to begin a Pre-K program. We are currently in our third year of this program.

Working with Community Action Partnership of North Alabama, we are in our third year of providing a federal funded Head Start program for economically disadvantaged families.

District funds are used primarily for professional development, materials and supplies, and maintaining a safe school.



## **Component 10: Evaluation (Sec.1114(b)(3)):**

### **How does the school evaluate the implementation of the schoolwide program?**

Data drives the behavior of all faculty. Moreover, data provides a transparent picture of the school's programs effectiveness. Faculty are involved in the process of periodically reflecting on data through the use of monthly data meetings. Title 1 program evaluations are completed each year.

### **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?**

Faculty intentionally analyze the state's annual assessment data to identify any increases, decreases, and trends as they relate to all students and each disaggregated subgroup. Teachers meet at the beginning of the year to review incoming students' ACT ASPIRE, Scantron Performance Series, and DIBELS results from the previous year to address weaknesses of individual students and specific skill sets. Data from their previous year's students is also analyzed to see if there is a deficiency in a particular skill that was common throughout the population that may have been directly impacted by an instructional method that was used.

We carry out this effort because we desire for all students to be successful, and we reflect on our school wide programs success as it relates to that core belief. We identify subgroup gains and proficiency levels as they relate to the ACIP objectives

### **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?**

Although success may often be measured in the totality of statistics of the whole group or subgroup, effectiveness of a program must be reflected in the eyes of each student. Through student engaged assessment we strive to lead all students to progress in their learning. Unfortunately, in some cases great gains are made without an individual student achieving proficiency. Moving all students forward in a growth model is the greatest measure of a school wide program's success

### **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?**

Classroom walkthroughs provide frequent formative data that allows for reflection and evaluation of current practices. Data meetings are held to discuss findings and analyze data and assess relevance of instructional practices as they relate to student growth. Performance Series test are administered in the Fall, Winter, and Spring. DIBELS testing is also conducted during the Fall, Winter, and Spring. At midyear, we will review all available data to inform and guide our next steps

# **2017-2018 Coordination of Resources - Comprehensive Budget**

## **Introduction**

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

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	37.9

Provide the number of classroom teachers.

40.33

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2134267.0

Total

2,134,267.00

### Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	0.0

Total

0.00

### Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total

0.00

### Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	0.0

Total

0.00

## Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	0.0

Total

0.00

### Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

### Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

## Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	8757.0

Total

8,757.00

### Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0.0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3211.0

Total

3,211.00

### EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

### Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	17451.0

Total

17,451.00

### Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1260.0

Total

1,260.00

## Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	63700.53

**Provide a brief explanation and breakdown of expenses.**

3 Reading Interventionist Teachers - \$47,470.00

Technology - \$6,511.00

Materials and Supplies - \$5,000.00

Professional Development - \$3,179.00

Parent and Family Engagement - \$1530.51

We will use \$47,470.00 of Title funds to hire 3 Reading Interventionist teachers to provide specific Tier instruction to struggling readers. The breakdown will be 1 interventionist targeting grade K-1 students; 1 interventionist targeting grade 2-3 students; 1 interventionist targeting grade 4-5 students.

Technology Funds (\$6,511.00) will be used to replace existing equipment such as Smartboard and Prometheans that no longer work and to place these systems in classrooms that currently do not have this technology. We will also purchase additional iPads and laptops as the need presents itself.

Materials and Supplies Funds (\$5,000.00) will be used to purchase copier paper and instructional items for classrooms.

Professional Development Funds (\$3,179.00) will be used to send teachers to specific trainings as our needs are indicated from data analysis. Trainings must be research-based and proven to be effective in addressing academic needs of students. Emphasis will be on addressing our present need in the core area subject of reading.

Parent and Family Engagement Funds (\$1,540.53) will be used to provide opportunities for parents to attend various planned activities throughout the year. We will use some of these funds to supplement our monthly "Parent University" meetings held after school to help families with topics they can use to help students at home. Such items covered during these meetings include strategies to help students become better readers and help parents understand how math instruction is carried out in the classroom.

**Title II**

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

**Provide a brief explanation and a breakdown of expenses.**

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title IV**

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title V**

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

### 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

# 2017-2018 Parent and Family Engagement

## **Introduction**

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

## Parent and Family Engagement

**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. (Sec. 1116(c)(1))**

Cedar Hill Elementary will provide a presentation at the annual meeting in September, 2017. Parents will be informed of the meeting through email, School Messenger, Twitter, school website, newsletters, notes home with students, and other various media resources. We will also make the announcement on the marquee outside the school. A PPT presentation provided by the ALSDE will be used to educate parents on aspects of the Title 1 program with emphasis on parental rights.

The purpose of the annual meeting of parents of TITLE 1 students is:

- informing parents of the schools participation
- explaining the requirements of TITLE 1
- explaining the rights of parents to be involved

The topics covered:

- what does it mean to be a TITLE 1 school
- what is the 1% set aside for parental involvement
- what is the LEA parental involvement plan
- what is the CIP
- what is the school-parent compact form
- requesting qualifications of my child's teachers
- how parent will be notified if child is not taught by a highly qualified teacher
- how is the annual evaluation of parental involvement plan conducted
- how can I be involved in all the things I'm learning

**Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))**

Cedar Hill Elementary meetings will be offered in the evening to accommodate parents' schedules. In addition, a variety of parenting workshops will be offered monthly throughout the year. Additional opportunities for parents to be involved at night will take place throughout the year in the form of Open House and other parent meetings/events. Parents are encouraged to serve on Title 1 committees and on the school's leadership team. All Title 1 parents are surveyed annually as well. Our parent advisory committee will meet annually to evaluate the parent involvement plan and discuss improvements to the Title 1 Program, as well as the allocation of parent involvement funds. Use of these funds includes, parenting pamphlets and copies for parent communications. These funds also cover the cost of postage for parent letters and the printing of communicative materials to help keep parents informed and educated about our school as well as parenting resources. Communication is emphasized through parent/teacher conferences, progress reports, report cards, and INOW home access.

Weekly communication is maintained through weekly folders, newsletters, student planners, Moodle, email, phone, Remind, Class DOJO  
SY 2017-2018

and Twitter. Translators are provided as necessary for parents of EL students.

**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. (Sec. 1116(c)(4)(A)(B)(C))**

Cedar Hill Elementary School provides parents information in a timely manner in multiple formats. All students receive daily/weekly folder/papers in which information is sent to parents on a consistent basis. Lunch menus, newsletters, and the student handbooks are sent home with all students. Translated copies are sent home upon request. Progress reports are sent as well in order to communicate academic progress to parents. Details of the curriculum are shared through the annual meeting of Title 1 for parents, parent/teacher conferences, and classroom communications. Parent/teacher conferences will be held upon parent or teacher request.

**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). (Sec.1116(d))**

Cedar Hill Elementary School provides grade specific parent compacts. Each compact has a component for teacher, student, and parent. The compact was developed by teachers and our school's Parent Advisory Committee and is updated annually. All parents will be given a copy of the new compact for parents, teachers, and students to sign. The compacts will be housed in the teacher's classroom to be used during parent/teacher or student/teacher conferences. In addition, the compact may be discussed during yearly conferences. Parents are further kept informed of academic progress through progress reports.

**Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))**

- Parents that are in disagreement with the Continuous Improvement Plan will state their position to the local Title 1 Committee, Continuous School Improvement Leadership Team and/or Parent Involvement Committee for review.
- If no amicable solution is reached, the parent may state their dissatisfaction, in writing, to the school principal.
- The principal will attach the statement to the Continuous Improvement Plan and present it to the Federal Programs Supervisor.
- The LEA parent liaison will contact the parent for further information if necessary.
- The Federal Programs Supervisor will review all steps in the process and make a determination based on the best interest of the student.
- The parent will be contacted by the Federal Programs Director and notified of the decision reached. This will be provided in writing as well as by telephone or conference.

**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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).**

**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)**

Cedar Hill Elementary will hold annual meeting of Title 1 parents. During this meeting, information will be presented about its Title 1 programs, the curriculum, and the different types of academic assessments. Parents will have various opportunities to visit classrooms and meet with teachers to learn more specific information about how individual classrooms are conducted. They will be invited to attend parenting workshops throughout the year as well. Weekly folders/papers will be sent home which will contain information on each child's academic achievement and progress.

**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 ESSA Sec. 1116, 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)**

Over the past few years, math has been a focus for parents due to changes in standards. We will continue to offer parents workshops and instructions in the area of math through the efforts of our teachers as well as consultation with AMSTI specialists. Math workshops and materials will be provided to support parents in understanding the math strategies that are being presented in the classroom. However, we will also provide trainings in the area of reading throughout the year. Our instructional Coach, offers Parent University monthly to build parental support and offer strategies to parents to help their children become more fluent readers. Trainings for parents will occur in both content areas, as needed. These will be offered both during the school day and at night to accommodate a variety of parent schedules.

**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 ESSA Sec 1116, 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)**

Cedar Hill participates in the mentor program. First year teachers are enrolled in this program designed to discuss strategies which aid them in working with parents and actively involving parents in their child's educational journey. All teachers are expected to welcome parents to the school, as appropriate, and to work with parents to meet the needs of students. Our school welcomes parents on a daily basis and on special events such as open house, book fairs, and parent conferences.

**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 ESSA Sec. 1116, 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)**

Cedar Hill coordinates its parental involvement program for all parents. An open house is held every year to welcome incoming students and parents. Kindergarten teachers speak to OSR parents at the end of the year, so they know what to expect when starting kindergarten in the fall. Educational materials and resources are available to parents to check out from our Reading Specialist. Also, parents have access to Tumblebooks from our Media Specialist

**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 ESSA Sec. 1116, 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)**

Information is translated into Spanish and an ELL teacher is available to aid in conversation as needed. Limestone County also provides interpreters as needed for meetings

**Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent**

**practicable, in a language such parents understand. (See ESSA Sec. 1117(f))**

Cedar Hill currently has Spanish speaking students, therefore all notices of parent meetings are sent to parents of these children in Spanish. In addition, we have an EL teacher at our school. Every effort is made to accommodate parents with disabilities. Cedar Hill is a handicapped accessible building.