ACIP

Cedar Hill Elementary School

Limestone County School District

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Executive Summary

Introduction

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

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

Description of the School

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

Cedar Hill Elementary School is composed of grades PreK- 5. The school serves approximately 632 students.The school is located on the northern portion of Limestone County near the Alabama-Tennessee border. The school serves the needs of students who reside in the Ardmore, AL, Ardmore, TN, and District Choice zoning areas. Tennessee students and District Choice students who meet the zoning requirements are required to pay an out-of-state tuition. Cedar Hill draws its student base from a population of about 4,000-5000 that live within our zone. Cedar Hill is one of two feeder schools to Ardmore High School. Our staff consists of 40 highly qualified teachers.

Our racial makeup 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 we became a Title 1 school. Our Free/Reduced Lunch rate is 45%.

School's Purpose

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

The mission of Cedar Hill Elementary School is to provide a learning environment that fosters academic, physical, ethical, and social growth of students, which will allow them to become responsible, self-assured, and independent learners.

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, 38% in reading, and 38% in science (5th grade only).

Math continues to be a notable achievement of our school. Data from the 2015-2016 ACT Aspire indicates that 73% of third grade students were proficient, 72% of fourth grade students were proficient, and 49% of fifth grade students were proficient.. In math, only 5% of 304 students tested were in need of support.

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 (27% proficient) did not meet the national average of 33%. During the 2015-2016 test, Cedar Hill Elementary tested 304 students in reading. Of this number, 33% are in need of support.

We continue to strive for academic success for all our students. Highly qualified teachers provide explicit instruction based on research-based 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 complete Year 2 this summer. Cedar Hill Elementary in 2015-2016 is now 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 3-5 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 was started last year that provides support for individual students. Student attendance will be a focus this year. Last year we had 239 students who missed more than 10 days of school.

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.

A variety of means are utilized to communicate the plan. Communication is achieved using phone calls, mass messaging, posting of plan to the school's website, parent meetings, events such as PTO meetings, and newsletters. Faculty and staff communication is achieved through faculty meetings and grade level meetings.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	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?

Math scores for students taking the ACT ASPIRE exceeded expected levels:

73% of students in Grade 3 were proficient

72% of students in Grade 4 were proficient

46% of students in Grade 5 were proficient

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

ACT ASPIRE scores indicate a positive trend in mathematics. Of students tested in Grades 3-4:

Grade 3 - 2014-2015 (61% proficient) 2015-2016 (73% proficient) Gain of 12%

Grade 4 - 2014-2015 (48% proficient) 2015-2016 (72% proficient) Gain of 24%

Which area(s) indicate the overall highest performance?

ACT ASPIRE - Grade 3 math 73% proficient.

ACT ASPIRE - Grade 4 math 72% proficient

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 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 Performance Series diagnostic testing. Data indicates that students have benefited for 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?

Overall, while performing at or above the national average on the ACT ASPIRE, our reading scores across grade levels 3,4,5 were below our expectations.

38% of students in Grade 3 were proficient
49% of students in Grade 4 were proficient
27% of students in Grade 5 were proficient

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

Overall, the ACT ASPIRE Reading test shows a negative trend in performance:

Grade 3 - 2014-2015 (40% proficient) 2015-2016 (38% proficient) 2% decrease
Grade 4 - 2014-2015 (47% proficient) 2015-2016 (49% proficient) 2% increase
Grade 5 - 2014-2015 (35% proficient) 2015-2016 (27% proficient) 8% decrease

Which area(s) indicate the overall lowest performance?

27% of 5th grade students tested on the ACT ASPIRE in 2015-2016 were proficient. This represented a decrease of 8% from the previous year.

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

Cedar Hill has no subgroups

Between which subgroups is the achievement gap becoming greater?

Cedar Hill has no subgroups

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

Data from the Performance Series and Achievement Series are consisted with the projected ACT ASPIRE results.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.5
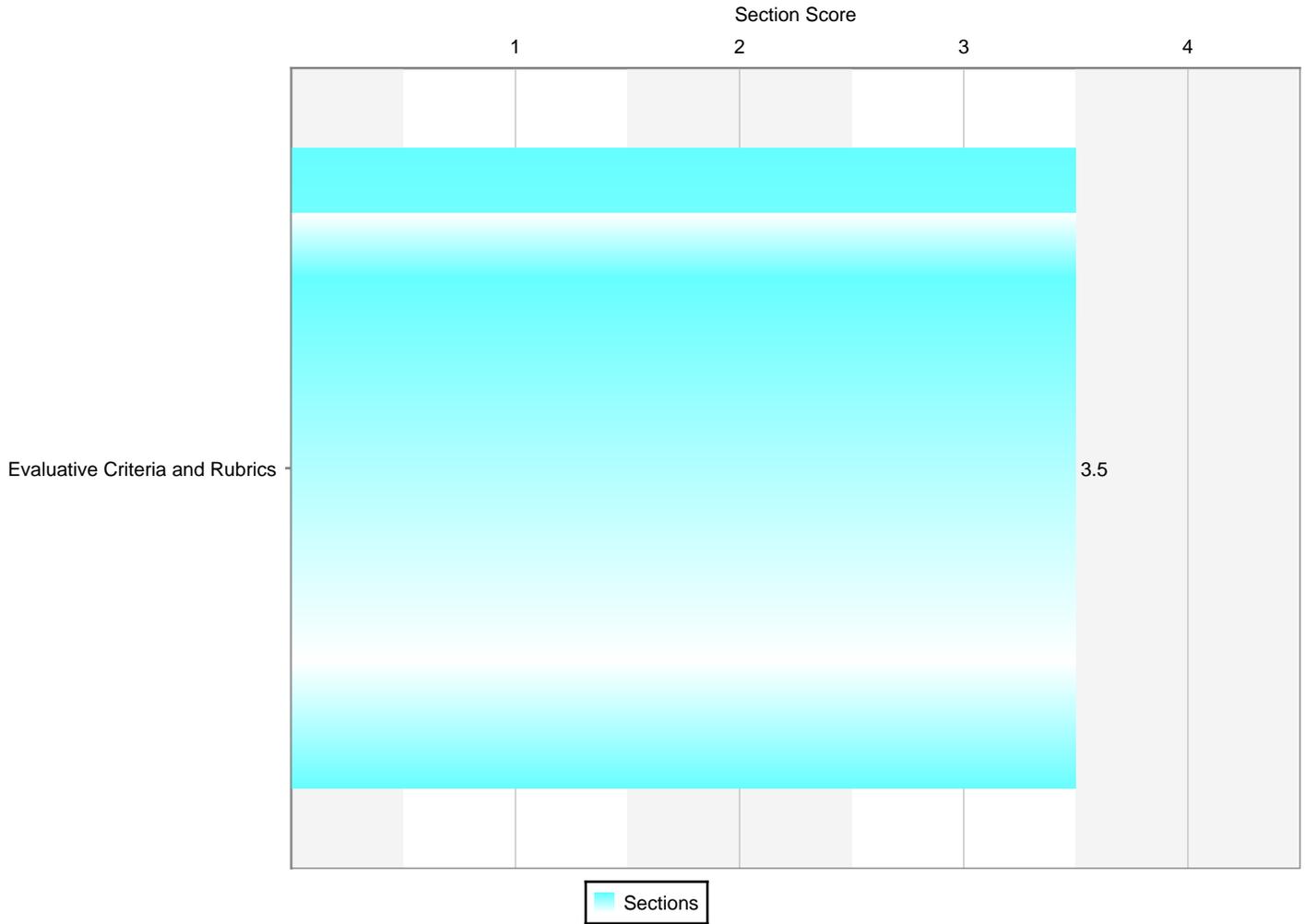
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

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

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	All applicants for employment are handled through the Limestone County Schools Human Resource department. Applicants must apply through Teach in Alabama. Names of potential candidates are routed to specific job folders. Principals review the online applications and related materials and select applicants for interviews.	Hiring Discrimination Stetement

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	Discrimination Statement ACIP Assurances

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

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

Plan for ACIP 2016-2017 (Title)

Overview

Plan Name

Plan for ACIP 2016-2017 (Title)

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 reading.	Objectives: 2 Strategies: 2 Activities: 10	Organizational	$56378
2	Increase student proficiency in the core academic subject of math	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$1500
3	Provide a system of learning supports that reduces the effects of barriers to student achievement	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$0

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

Measurable Objective 1:

increase student growth of students reaching benchmark on DIBELS (K-2) by 10% by 05/24/2017 as measured by comparing DIBELS end of year for 2015-2016 with end of year data from 2016-2017..

Strategy 1:

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of 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 - Implementation of SPIRE and Sounds Sensible Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Sounds Sensible Curriculum for Kindergarten classes and the S.P.I.R.E. curriculum or Orton-Gillingham for higher grades to increase phonemic decoding skills.	Academic Support Program	08/08/2016	05/24/2017	$0	No Funding Required	Teachers, administration, reading specialist.

Activity - Additional hiring of reading interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of Title 1 funds we will hire (2) reading intervention teachers to work with students using SPIRE and Sounds Sensible curriculum.	Academic Support Program	10/13/2016	05/25/2017	$27222	Title I Schoolwide	Teachers, Intervention Teachers, Reading Specialist, Administration

Activity - ARI explicit phonics lessons taught daily	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading specialist will re-train all reading teachers in the revised ARI modules with follow-up training on multi-sensory strategies. Teachers will document explicit phonics instruction in lesson plans, including small group lessons. Progress Monitoring will be conducted by teachers with data reviewed during monthly data meetings.	Academic Support Program	08/08/2016	05/24/2017	$0	No Funding Required	Reading Specialist, Teachers, Administrators

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in K-2 will have access to iPads, while students in grades 3-5 will have access to Macbooks. Classrooms will be equipped with interactive boards and projectors.	Technology	08/03/2016	05/24/2017	$14578	Title I Schoolwide	Teachers, Administrators, Technology Facilitators

Activity - Walkthrough and Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and Reading Specialist will conduct monthly walkthroughs and monthly data meetings to analyze data collected through progress monitoring.	Academic Support Program	08/08/2016	05/24/2017	$0	No Funding Required	Administrator, Instructional Coach,, Teachers

Measurable Objective 2:

increase student growth of students reaching proficiency on ASPIRE (3-5) by 10 percentile points   by 05/24/2017 as measured by comparing 2015-2016 ASPIRE reading scores with 2016-2017 scores..

Strategy 1:

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

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

| Incorporate read-alouds, think-alouds, and explicit instruction in comprehension strategies. Use of graphic organizers to help students organize text. Students with experience, language skills, vocabulary knowledge or who have difficulty with comprehension will be supported in daily small group. Explicit instruction to build background knowledge to understand specific tests. Documentation of comprehension lessons in lesson plans. | Academic Support Program | 08/08/2016 | 05/24/2017 | $0 | No Funding Required | Teachers, Administrators, Instructional Coach |

Activity - Performance Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer the Performance Series Diagnostic Test to students in the Fall, Winter, and Spring to identify strengths and weaknesses of students and to modify instruction.	Academic Support Program	08/08/2016	05/24/2017	$0	No Funding Required	Teachers, Administrators

Activity - Comprehension Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will provide explicit instruction in comprehension strategies (Wonders comprehension lessons, Comprehension Toolkit lessons). Teachers will provide scaffolding for all students through modeling and guided practice.Expand opportunities to work with the text multiple times and/or related texts to consolidate new vocabulary and concepts.	Academic Support Program	08/08/2016	05/24/2017	$0	No Funding Required	Teachers, Administrators

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in Grades 3-8 have access to personal MacBooks. All classrooms are equipped with projectors and interactive boards.	Academic Support Program	08/03/2016	05/24/2017	$14578	Title I Schoolwide	Administrator, Teacher, Technology Facilitator, Technology Specialist,

Activity - Walkthrough and Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly walkthroughs and data meetings will be utilized to examine Performance Series data and progress monitoring.	Academic Support Program	08/08/2016	05/24/2017	$0	No Funding Required	Administrator, Instructional Coach, Teacher

Goal 2: Increase student proficiency in the core academic subject of math

Measurable Objective 1:

increase student growth of students reaching proficiency on ASPIRE (3-5) by 3 percentile points   by 05/24/2017 as measured by comparing 2015-2016 Aspire results with 2016-2017 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	08/08/2016	05/24/2017	$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	08/08/2016	05/24/2017	$1500	Title I Schoolwide	Teachers, Administration, Math Specialist

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	08/08/2016	05/24/2017	$0	No Funding Required	Teachers, Administrators

Goal 3: 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 05/24/2017 as measured by comparing the number of students at the end of 2015-2016 .

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 Todey (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.	Academic Support Program	08/08/2016	05/24/2017	$0	No Funding Required	Teachers, Counselor, Administration. Title Interventionist

Measurable Objective 2:

collaborate to increase Average Daily Attendance by 2% by 05/24/2017 as measured by   comparing to 2015-2016 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 Todey

(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, Administrators, Counselors, SRO, Attendance Clerk

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
Technology Integration	Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in Grades 3-8 have access to personal MacBooks. All classrooms are equipped with projectors and interactive boards.	Academic Support Program	08/03/2016	05/24/2017	$14578	Administrator, Teacher, Technology Facilitator, Technology Specialist,
Additional hiring of reading interventionist	Through the use of Title 1 funds we will hire (2) reading intervention teachers to work with students using SPIRE and Sounds Sensible curriculum.	Academic Support Program	10/13/2016	05/25/2017	$27222	Teachers, Intervention Teachers, Reading Specialist, Administration
Technology Integration	Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in K-2 will have access to iPads, while students in grades 3-5 will have access to Macbooks. Classrooms will be equipped with interactive boards and projectors.	Technology	08/03/2016	05/24/2017	$14578	Teachers, Administrators, Technology Facilitators
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	08/08/2016	05/24/2017	$1500	Teachers, Administration, Math Specialist
				Total	$57878	

No Funding Required

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

Reading Comprehension	Incorporate read-alouds, think-alouds, and explicit instruction in comprehension strategies. Use of graphic organizers to help students organize text. Students with experience, language skills, vocabulary knowledge or who have difficulty with comprehension will be supported in daily small group. Explicit instruction to build background knowledge to understand specific tests. Documentation of comprehension lessons in lesson plans.	Academic Support Program	08/08/2016	05/24/2017	$0	Teachers, Administrators, Instructional Coach
Performance Series	Teachers will administer the Performance Series Diagnostic Test to students in the Fall, Winter, and Spring to identify strengths and weaknesses of students and to modify instruction.	Academic Support Program	08/08/2016	05/24/2017	$0	Teachers, Administrators
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	08/08/2016	05/24/2017	$0	Teachers, Administrators
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.	Academic Support Program	08/08/2016	05/24/2017	$0	Teachers, Counselor, Administration. Title Interventionist
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	08/08/2016	05/24/2017	$0	Administrators, Teacher
ARI explicit phonics lessons taught daily	Reading specialist will re-train all reading teachers in the revised ARI modules with follow-up training on multi-sensory strategies. Teachers will document explicit phonics instruction in lesson plans, including small group lessons. Progress Monitoring will be conducted by teachers with data reviewed during monthly data meetings.	Academic Support Program	08/08/2016	05/24/2017	$0	Reading Specialist, Teachers, Administrators
Comprehension Strategies	Teacher will provide explicit instruction in comprehension strategies (Wonders comprehension lessons, Comprehension Toolkit lessons). Teachers will provide scaffolding for all students through modeling and guided practice.Expand opportunities to work with the text multiple times and/or related texts to consolidate new vocabulary and concepts.	Academic Support Program	08/08/2016	05/24/2017	$0	Teachers, Administrators

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
Walkthrough and Data Meetings	Administrators and Reading Specialist will conduct monthly walkthroughs and monthly data meetings to analyze data collected through progress monitoring.	Academic Support Program	08/08/2016	05/24/2017	$0	Administrator, Instructional Coach,, Teachers
Walkthrough and Data Meetings	Monthly walkthroughs and data meetings will be utilized to examine Performance Series data and progress monitoring.	Academic Support Program	08/08/2016	05/24/2017	$0	Administrator, Instructional Coach, Teacher
Implementation of SPIRE and Sounds Sensible Curriculum	Teachers will use the Sounds Sensible Curriculum for Kindergarten classes and the S.P.I.R.E. curriculum or Orton-Gillingham for higher grades to increase phonemic decoding skills.	Academic Support Program	08/08/2016	05/24/2017	$0	Teachers, administration, reading specialist.
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Parent, Early Elementary Student, Elementary student, and staff surveys were administered.	Stakeholder Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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 Survey indicated Teaching and Assessing for Learning as the highest level of satisfaction with an average score of 4.17. Student surveys indicated Purpose and Direction with 2.84/3.0 scale and staff surveys indicated Using Results for Continuous Improvement with an average of 4.05 as the highest level of satisfaction.

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

Among the survey responses from all participants there is an indication that we are increasing the satisfaction level in the way we collect student data and using that data to drive instruction and address individual student needs. Advances in technological equipment and programs that capture the data are being utilized and allows us to implement solutions based on the findings in a timely fashion.

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 in the conference to provide concrete examples and suggestions to enhance the academic experience of the student. Data presented to the parent can offer suggestions that they can use at home with their child.

Areas in Need of Improvement

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

The areas that have the satisfaction level among all stakeholders is the area of parental involvement. This was evident in all of the surveys with the majority of the questions that dealt with the family-school relationship.

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

Again, parental involvement is seen as an area that was lower in satisfaction than the previous year.

What are the implications for these stakeholder perceptions?

We are in the process of implementing several corrective strategies to address the problem. We have restored our commitment to an active PTO that has seen success in attracting parents to the school through after-school events. We are offering curriculum instructional nights for parents. Through our Title Parental Involvement Plan we will be conducting several after-school events such as Game Night, Technology Night, etc., that will offer opportunities for parents to visit the school.

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

These findings are consistent with findings from parent-teacher conferences, after-school events, in which attendance is tracked and recorded.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
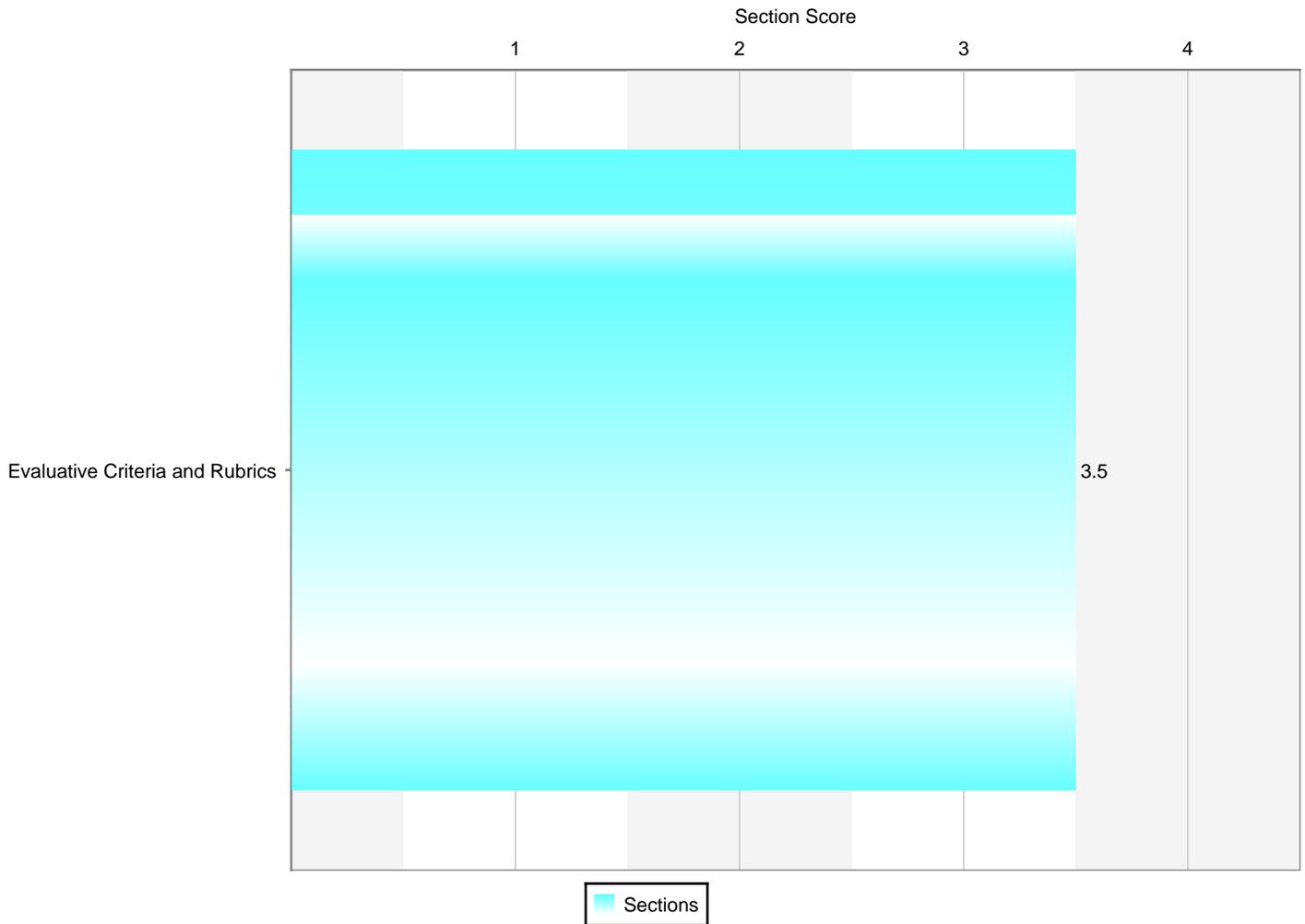
Sections

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The Leadership Team gathered to review and analyze data from a variety of sources. Data reviewed in the planning process included: 2015-2016 ACT ASPIRE results for grades 3-5, 2015-2016 End of Year DIBELS results for K-2, discipline data, attendance data, Problem Solving Team referrals, and AdvanceED surveys from students, faculty, and parents. During these initial meetings, preliminary strengths and weaknesses were identified during further meetings of the faculty and with parents during annual Title 1 meeting.

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

DIBELS 2015-2016 End of Year for K-2 reflected 70% Core, 10% Strategic, and 20% Intensive of 286 students tested. Of those 286, 201 were Core, 28 Strategic, and 57 Intensive. Beginning of year to end of year reveals the Intensive percentage of 20% stayed the same, Strategic decreased 7%, and Core increased 7%. Kindergarten and 1st grade made gains in Core while 2nd grade declined 7% in Core.

ACT ASPIRE results for grades 3-4 showed a deficiency in proficiency in Reading. The overall average for the school was 38%. Although this is above the national average, it continues a trend over the last two years of declining reading proficiency. Grade 3 was 38% proficient and of the 105 students tested, 40 were in need of support. Grade 4 was 49% proficient and of 105 students tested, 22 were in need of support. Grade 5 was the worst performing grade. Grade 5 was 27% proficient with 45 of the 94 students tested in need of support.

Math was a strong point and continues the trend of increased proficiency from the previous year. Grade 3 was 73% proficient, Grade 4 was 72% proficient, and Grade 5 was 49% proficient.Of the 305 students tested, only 15 were in need of support.

Student attendance is an area of concern. During 2015-2016 we had 239 students who missed more than 10 days of school.

Surveys from parents and students express a need for more parental involvement. We will be addressing this need through TITLE parental involvement functions through out the year.

3. What conclusions were drawn from the results?

Reading will be a priority focus for 2016-2017. We will strive to achieve 80% Core, 15% Strategic, and 5% Intensive in DIBELS. Emphasis will be placed on small group instruction and the use of SPIRE, Sounds Sensible, and Orton-Gillingham multi-sensory lessons to meet the needs of struggling readers.

Attendance will be addressed through a variety of reward systems and communications with parents.

4. 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. Cedar Hill for the 2016-2017 school year has completed Year 1 AMSTI training in Math and Science. Cedar Hill uses the Performance Series to evaluate growth of students by administering tests in the Fall, Winter, and Spring.

Cedar Hill has experienced steady growth. We currently have a population of approximately 615 students. We also have an OSR pre-k and house a federal Headstart program.

Our students benefit physically from a robust physical education department. Students are exposed to the arts through Art and Music classes. Technology continues to play an imperative role in instruction. All of students in Grades 3-5 have MacBooks. Kindergarten -Second Grade has access to iPads and MacBooks. All classes are equipped with projectors and some type of interactive boards.

5. 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 for 2015-2016 during the Leadership Team meetings, faculty meetings, and informal conversations with teachers.

6. 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, attendance, ELL, Progress Monitoring, and informal input from teachers.

7. 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

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

Goal 1:

Increase student proficiency in the core academic subject of reading.

Measurable Objective 1:

increase student growth of students reaching proficiency on ASPIRE (3-5) by 10 percentile points   by 05/24/2017 as measured by comparing 2015-2016 ASPIRE reading scores with 2016-2017 scores..

Strategy1:

Data-Driven Decision Making - Teachers will use formative assessment data to plan and adjust instruction targeting areas of student weakness

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 - Walkthrough and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly walkthroughs and data meetings will be utilized to examine Performance Series data and progress monitoring.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Administrator, Instructional Coach, Teacher

Activity - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve reading comprehension through read-alouds, think-alouds, and explicit instruction in comprehension strategies. needs.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators, Reading Specialist

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in Grades 3-8 have access to personal MacBooks. All classrooms are equipped with projectors and interactive boards.	Academic Support Program	08/03/2016	05/24/2017	$14578 - Title I Schoolwide	Administrator, Teacher, Technology Facilitator, Technology Specialist,

Activity - Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will provide explicit instruction in comprehension strategies (Wonders comprehension lessons, Comprehension Toolkit lessons). Teachers will provide scaffolding for all students through modeling and guided practice.Expand opportunities to work with the text multiple times and/or related texts to consolidate new vocabulary and concepts.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators

Activity - Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Performance Series Diagnostic Test to students in the Fall, Winter, and Spring to identify strengths and weaknesses of students and to modify instruction.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators

Measurable Objective 2:

increase student growth of students reaching benchmark on DIBELS (K-2) by 10% by 05/24/2017 as measured by comparing DIBELS end of year for 2015-2016 with end of year data from 2016-2017..

Strategy1:

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of 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 - ARI explicit phonics lessons taught daily	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will re-train all reading teachers in the revised ARI modules with follow-up training on multi-sensory strategies. Teachers will document explicit phonics instruction in lesson plans, including small group lessons. Progress Monitoring will be conducted by teachers with data reviewed during monthly data meetings.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Reading Specialist, Teachers, Administrators

Activity - Additional hiring of reading interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of Title 1 funds we will hire (2) reading intervention teachers to work with students using SPIRE and Sounds Sensible curriculum.	Academic Support Program	10/13/2016	05/25/2017	$27222 - Title I Schoolwide	Teachers, Intervention Teachers, Reading Specialist, Administration

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in K-2 will have access to iPads, while students in grades 3-5 will have access to Macbooks. Classrooms will be equipped with interactive boards and projectors.	Technology	08/03/2016	05/24/2017	$14578 - Title I Schoolwide	Teachers, Administrators, Technology Facilitators

Activity - Implementation of SPIRE and Sounds Sensible Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Sounds Sensible Curriculum for Kindergarten classes and the S.P.I.R.E. curriculum or Orton-Gillingham for higher grades to increase phonemic decoding skills.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, administration, reading specialist.

Activity - Walkthrough and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Reading Specialist will conduct monthly walkthroughs and monthly data meetings to analyze data collected through progress monitoring.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Administrator, Instructional Coach,, Teachers

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

Goal 1:

Increase student proficiency in the core academic subject of reading.

Measurable Objective 1:

increase student growth of students reaching proficiency on ASPIRE (3-5) by 10 percentile points   by 05/24/2017 as measured by

comparing 2015-2016 ASPIRE reading scores with 2016-2017 scores..

Strategy1:

Data-Driven Decision Making - Teachers will use formative assessment data to plan and adjust instruction targeting areas of student weakness

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)

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Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in Grades 3-8 have access to personal MacBooks. All classrooms are equipped with projectors and interactive boards.	Academic Support Program	08/03/2016	05/24/2017	$14578 - Title I Schoolwide	Administrator, Teacher, Technology Facilitator, Technology Specialist,

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Teacher will provide explicit instruction in comprehension strategies (Wonders comprehension lessons, Comprehension Toolkit lessons). Teachers will provide scaffolding for all students through modeling and guided practice.Expand opportunities to work with the text multiple times and/or related texts to consolidate new vocabulary and concepts.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators

Measurable Objective 2:

increase student growth of students reaching benchmark on DIBELS (K-2) by 10% by 05/24/2017 as measured by comparing DIBELS end of year for 2015-2016 with end of year data from 2016-2017..

Strategy1:

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

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

Goal 1:

Increase student proficiency in the core academic subject of reading.

Measurable Objective 1:

increase student growth of students reaching benchmark on DIBELS (K-2) by 10% by 05/24/2017 as measured by comparing DIBELS end of year for 2015-2016 with end of year data from 2016-2017..

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Measurable Objective 2:

increase student growth of students reaching proficiency on ASPIRE (3-5) by 10 percentile points by 05/24/2017 as measured by comparing 2015-2016 ASPIRE reading scores with 2016-2017 scores..

Strategy1:

Data-Driven Decision Making - Teachers will use formative assessment data to plan and adjust instruction targeting areas of student weakness

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)

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Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in Grades 3-8 have access to personal MacBooks. All classrooms are equipped with projectors and interactive boards.	Academic Support Program	08/03/2016	05/24/2017	$14578 - Title I Schoolwide	Administrator, Teacher, Technology Facilitator, Technology Specialist,

Activity - Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Performance Series Diagnostic Test to students in the Fall, Winter, and Spring to identify strengths and weaknesses of students and to modify instruction.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators

Activity - Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will provide explicit instruction in comprehension strategies (Wonders comprehension lessons, Comprehension Toolkit lessons). Teachers will provide scaffolding for all students through modeling and guided practice.Expand opportunities to work with the text multiple times and/or related texts to consolidate new vocabulary and concepts.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators

Activity - Walkthrough and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly walkthroughs and data meetings will be utilized to examine Performance Series data and progress monitoring.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Administrator, Instructional Coach, Teacher

Activity - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve reading comprehension through read-alouds, think-alouds, and explicit instruction in comprehension strategies. needs.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators, Reading Specialist

Goal 2:

Increase student proficiency in the core academic subject of math

Measurable Objective 1:

increase student growth of students reaching proficiency on ASPIRE (3-5) by 3 percentile points   by 05/24/2017 as measured by comparing 2015-2016 Aspire results with 2016-2017 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	08/08/2016	05/24/2017	$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	08/08/2016	05/24/2017	$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	08/08/2016	05/24/2017	$1500 - Title I Schoolwide	Teachers, Administration, Math Specialist

Goal 3:

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 referred to the Problem Solving Team by 5% by 05/24/2017 as measured by comparing the number of students at the end of 2015-2016 .

Strategy1:

Reduction of PST referrals - Efforts will focus on reducing the number of students referred to the PST and number of students receiving TIER 3 services.

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)

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.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Counselor, Administration. Title Interventionist

Measurable Objective 2:

collaborate to increase Average Daily Attendance by 2% by 05/24/2017 as measured by   comparing to 2015-2016 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 Todey (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

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

Goal 1:

Increase student proficiency in the core academic subject of reading.

Measurable Objective 1:

increase student growth of students reaching proficiency on ASPIRE (3-5) by 10 percentile points   by 05/24/2017 as measured by comparing 2015-2016 ASPIRE reading scores with 2016-2017 scores..

Strategy1:

Data-Driven Decision Making - Teachers will use formative assessment data to plan and adjust instruction targeting areas of student weakness

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 - Walkthrough and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly walkthroughs and data meetings will be utilized to examine Performance Series data and progress monitoring.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Administrator, Instructional Coach, Teacher

Activity - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve reading comprehension through read-alouds, think-alouds, and explicit instruction in comprehension strategies. needs.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators, Reading Specialist

Activity - Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will provide explicit instruction in comprehension strategies (Wonders comprehension lessons, Comprehension Toolkit lessons). Teachers will provide scaffolding for all students through modeling and guided practice.Expand opportunities to work with the text multiple times and/or related texts to consolidate new vocabulary and concepts.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in Grades 3-8 have access to personal MacBooks. All classrooms are equipped with projectors and interactive boards.	Academic Support Program	08/03/2016	05/24/2017	$14578 - Title I Schoolwide	Administrator, Teacher, Technology Facilitator, Technology Specialist,

Activity - Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Performance Series Diagnostic Test to students in the Fall, Winter, and Spring to identify strengths and weaknesses of students and to modify instruction.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators

Measurable Objective 2:

increase student growth of students reaching benchmark on DIBELS (K-2) by 10% by 05/24/2017 as measured by comparing DIBELS end of year for 2015-2016 with end of year data from 2016-2017..

Strategy1:

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of 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 - Additional hiring of reading interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of Title 1 funds we will hire (2) reading intervention teachers to work with students using SPIRE and Sounds Sensible curriculum.	Academic Support Program	10/13/2016	05/25/2017	$27222 - Title I Schoolwide	Teachers, Intervention Teachers, Reading Specialist, Administration

Activity - ARI explicit phonics lessons taught daily	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will re-train all reading teachers in the revised ARI modules with follow-up training on multi-sensory strategies. Teachers will document explicit phonics instruction in lesson plans, including small group lessons. Progress Monitoring will be conducted by teachers with data reviewed during monthly data meetings.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Reading Specialist, Teachers, Administrators

Activity - Walkthrough and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Reading Specialist will conduct monthly walkthroughs and monthly data meetings to analyze data collected through progress monitoring.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Administrator, Instructional Coach,, Teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in K-2 will have access to iPads, while students in grades 3-5 will have access to Macbooks. Classrooms will be equipped with interactive boards and projectors.	Technology	08/03/2016	05/24/2017	$14578 - Title I Schoolwide	Teachers, Administrators, Technology Facilitators

Activity - Implementation of SPIRE and Sounds Sensible Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Sounds Sensible Curriculum for Kindergarten classes and the S.P.I.R.E. curriculum or Orton-Gillingham for higher grades to increase phonemic decoding skills.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, administration, reading specialist.

Goal 2:

Increase student proficiency in the core academic subject of math

Measurable Objective 1:

increase student growth of students reaching proficiency on ASPIRE (3-5) by 3 percentile points   by 05/24/2017 as measured by comparing 2015-2016 Aspire results with 2016-2017 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	08/08/2016	05/24/2017	$1500 - Title I Schoolwide	Teachers, Administration, Math Specialist

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	08/08/2016	05/24/2017	$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	08/08/2016	05/24/2017	$0 - No Funding Required	Administrators, Teacher

Goal 3:

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 05/24/2017 as measured by   comparing to 2015-2016 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 Todey (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 referred to the Problem Solving Team by 5% by 05/24/2017 as measured by comparing the number of students at the end of 2015-2016 .

Strategy1:

Reduction of PST referrals - Efforts will focus on reducing the number of students referred to the PST and number of students receiving TIER 3 services.

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)

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.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Counselor, Administration. Title Interventionist

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

Goal 1:

Increase student proficiency in the core academic subject of reading.

Measurable Objective 1:

increase student growth of students reaching benchmark on DIBELS (K-2) by 10% by 05/24/2017 as measured by comparing DIBELS end of year for 2015-2016 with end of year data from 2016-2017..

Strategy1:

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of 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 - Walkthrough and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Reading Specialist will conduct monthly walkthroughs and monthly data meetings to analyze data collected through progress monitoring.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Administrator, Instructional Coach,, Teachers

Activity - Additional hiring of reading interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of Title 1 funds we will hire (2) reading intervention teachers to work with students using SPIRE and Sounds Sensible curriculum.	Academic Support Program	10/13/2016	05/25/2017	$27222 - Title I Schoolwide	Teachers, Intervention Teachers, Reading Specialist, Administration

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in K-2 will have access to iPads, while students in grades 3-5 will have access to Macbooks. Classrooms will be equipped with interactive boards and projectors.	Technology	08/03/2016	05/24/2017	$14578 - Title I Schoolwide	Teachers, Administrators, Technology Facilitators

Activity - Implementation of SPIRE and Sounds Sensible Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Sounds Sensible Curriculum for Kindergarten classes and the S.P.I.R.E. curriculum or Orton-Gillingham for higher grades to increase phonemic decoding skills.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, administration, reading specialist.

Activity - ARI explicit phonics lessons taught daily	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will re-train all reading teachers in the revised ARI modules with follow-up training on multi-sensory strategies. Teachers will document explicit phonics instruction in lesson plans, including small group lessons. Progress Monitoring will be conducted by teachers with data reviewed during monthly data meetings.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Reading Specialist, Teachers, Administrators

Measurable Objective 2:

increase student growth of students reaching proficiency on ASPIRE (3-5) by 10 percentile points   by 05/24/2017 as measured by comparing 2015-2016 ASPIRE reading scores with 2016-2017 scores..

Strategy1:

Data-Driven Decision Making - Teachers will use formative assessment data to plan and adjust instruction targeting areas of student weakness

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 - Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Performance Series Diagnostic Test to students in the Fall, Winter, and Spring to identify strengths and weaknesses of students and to modify instruction.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in Grades 3-8 have access to personal MacBooks. All classrooms are equipped with projectors and interactive boards.	Academic Support Program	08/03/2016	05/24/2017	$14578 - Title I Schoolwide	Administrator, Teacher, Technology Facilitator, Technology Specialist,

Activity - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve reading comprehension through read-alouds, think-alouds, and explicit instruction in comprehension strategies. needs.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators, Reading Specialist

Activity - Walkthrough and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly walkthroughs and data meetings will be utilized to examine Performance Series data and progress monitoring.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Administrator, Instructional Coach, Teacher

Activity - Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will provide explicit instruction in comprehension strategies (Wonders comprehension lessons, Comprehension Toolkit lessons). Teachers will provide scaffolding for all students through modeling and guided practice.Expand opportunities to work with the text multiple times and/or related texts to consolidate new vocabulary and concepts.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators

Goal 2:

Increase student proficiency in the core academic subject of math

Measurable Objective 1:

increase student growth of students reaching proficiency on ASPIRE (3-5) by 3 percentile points   by 05/24/2017 as measured by

comparing 2015-2016 Aspire results with 2016-2017 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	08/08/2016	05/24/2017	$1500 - Title I Schoolwide	Teachers, Administration, Math Specialist

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	08/08/2016	05/24/2017	$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	08/08/2016	05/24/2017	$0 - No Funding Required	Administrators, Teacher

Goal 3:

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 referred to the Problem Solving Team by 5% by 05/24/2017 as measured by comparing the number of students at the end of 2015-2016 .

Strategy1:

Reduction of PST referrals - Efforts will focus on reducing the number of students referred to the PST and number of students receiving TIER 3 services.

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)

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.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Counselor, Administration. Title Interventionist

Measurable Objective 2:

collaborate to increase Average Daily Attendance by 2% by 05/24/2017 as measured by comparing to 2015-2016 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 Todey (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

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

Goal 1:

Increase student proficiency in the core academic subject of reading.

Measurable Objective 1:

increase student growth of students reaching benchmark on DIBELS (K-2) by 10% by 05/24/2017 as measured by comparing DIBELS end of year for 2015-2016 with end of year data from 2016-2017..

Strategy1:

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of 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 - Implementation of SPIRE and Sounds Sensible Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Sounds Sensible Curriculum for Kindergarten classes and the S.P.I.R.E. curriculum or Orton-Gillingham for higher grades to increase phonemic decoding skills.	Academic Support Program	08/08/2016	05/24/2017	$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 1 funds we will hire (2) reading intervention teachers to work with students using SPIRE and Sounds Sensible curriculum.	Academic Support Program	10/13/2016	05/25/2017	$27222 - Title I Schoolwide	Teachers, Intervention Teachers, Reading Specialist, Administration

Activity - Walkthrough and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Reading Specialist will conduct monthly walkthroughs and monthly data meetings to analyze data collected through progress monitoring.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Administrator, Instructional Coach,, Teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in K-2 will have access to iPads, while students in grades 3-5 will have access to Macbooks. Classrooms will be equipped with interactive boards and projectors.	Technology	08/03/2016	05/24/2017	$14578 - Title I Schoolwide	Teachers, Administrators, Technology Facilitators

Activity - ARI explicit phonics lessons taught daily	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will re-train all reading teachers in the revised ARI modules with follow-up training on multi-sensory strategies. Teachers will document explicit phonics instruction in lesson plans, including small group lessons. Progress Monitoring will be conducted by teachers with data reviewed during monthly data meetings.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Reading Specialist, Teachers, Administrators

Measurable Objective 2:

increase student growth of students reaching proficiency on ASPIRE (3-5) by 10 percentile points   by 05/24/2017 as measured by comparing 2015-2016 ASPIRE reading scores with 2016-2017 scores..

Strategy1:

Data-Driven Decision Making - Teachers will use formative assessment data to plan and adjust instruction targeting areas of student weakness

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 - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in Grades 3-8 have access to personal MacBooks. All classrooms are equipped with projectors and interactive boards.	Academic Support Program	08/03/2016	05/24/2017	$14578 - Title I Schoolwide	Administrator, Teacher, Technology Facilitator, Technology Specialist,

Activity - Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Performance Series Diagnostic Test to students in the Fall, Winter, and Spring to identify strengths and weaknesses of students and to modify instruction.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators

Activity - Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will provide explicit instruction in comprehension strategies (Wonders comprehension lessons, Comprehension Toolkit lessons). Teachers will provide scaffolding for all students through modeling and guided practice.Expand opportunities to work with the text multiple times and/or related texts to consolidate new vocabulary and concepts.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators

Activity - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve reading comprehension through read-alouds, think-alouds, and explicit instruction in comprehension strategies. needs.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators, Reading Specialist

Activity - Walkthrough and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly walkthroughs and data meetings will be utilized to examine Performance Series data and progress monitoring.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Administrator, Instructional Coach, Teacher

Goal 2:

Increase student proficiency in the core academic subject of math

Measurable Objective 1:

increase student growth of students reaching proficiency on ASPIRE (3-5) by 3 percentile points by 05/24/2017 as measured by comparing 2015-2016 Aspire results with 2016-2017 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	08/08/2016	05/24/2017	$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	08/08/2016	05/24/2017	$1500 - Title I Schoolwide	Teachers, Administration, Math Specialist

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	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators

Goal 3:

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 referred to the Problem Solving Team by 5% by 05/24/2017 as measured by comparing the number of students at the end of 2015-2016 .

Strategy1:

Reduction of PST referrals - Efforts will focus on reducing the number of students referred to the PST and number of students receiving TIER 3 services.

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Activity - Learning Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Measurable Objective 2:

collaborate to increase Average Daily Attendance by 2% by 05/24/2017 as measured by   comparing to 2015-2016 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

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

Goal 1:

Increase student proficiency in the core academic subject of reading.

Measurable Objective 1:

increase student growth of students reaching benchmark on DIBELS (K-2) by 10% by 05/24/2017 as measured by comparing DIBELS end of year for 2015-2016 with end of year data from 2016-2017..

Strategy1:

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of 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

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Activity - Additional hiring of reading interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Teachers will use the Sounds Sensible Curriculum for Kindergarten classes and the S.P.I.R.E. curriculum or Orton-Gillingham for higher grades to increase phonemic decoding skills.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, administration, reading specialist.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be used in all grade levels to provide students with student engagement activities to strengthen literacy skills. Students in K-2 will have access to iPads, while students in grades 3-5 will have access to Macbooks. Classrooms will be equipped with interactive boards and projectors.	Technology	08/03/2016	05/24/2017	$14578 - Title I Schoolwide	Teachers, Administrators, Technology Facilitators

Activity - Walkthrough and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and Reading Specialist will conduct monthly walkthroughs and monthly data meetings to analyze data collected through progress monitoring.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Administrator, Instructional Coach,, Teachers

Measurable Objective 2:

increase student growth of students reaching proficiency on ASPIRE (3-5) by 10 percentile points   by 05/24/2017 as measured by comparing 2015-2016 ASPIRE reading scores with 2016-2017 scores..

Strategy1:

Data-Driven Decision Making - Teachers will use formative assessment data to plan and adjust instruction targeting areas of student weakness

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)

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Activity - Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will provide explicit instruction in comprehension strategies (Wonders comprehension lessons, Comprehension Toolkit lessons). Teachers will provide scaffolding for all students through modeling and guided practice.Expand opportunities to work with the text multiple times and/or related texts to consolidate new vocabulary and concepts.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators

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Activity - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve reading comprehension through read-alouds, think-alouds, and explicit instruction in comprehension strategies. needs.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators, Reading Specialist

Activity - Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Performance Series Diagnostic Test to students in the Fall, Winter, and Spring to identify strengths and weaknesses of students and to modify instruction.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Administrators

Goal 2:

Increase student proficiency in the core academic subject of math

Measurable Objective 1:

increase student growth of students reaching proficiency on ASPIRE (3-5) by 3 percentile points   by 05/24/2017 as measured by comparing 2015-2016 Aspire results with 2016-2017 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.

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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	08/08/2016	05/24/2017	$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	08/08/2016	05/24/2017	$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	08/08/2016	05/24/2017	$1500 - Title I Schoolwide	Teachers, Administration, Math Specialist

Goal 3:

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 referred to the Problem Solving Team by 5% by 05/24/2017 as measured by comparing the number of students at the end of 2015-2016 .

Strategy1:

Reduction of PST referrals - Efforts will focus on reducing the number of students referred to the PST and number of students receiving TIER 3 services.

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)

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.	Academic Support Program	08/08/2016	05/24/2017	$0 - No Funding Required	Teachers, Counselor, Administration. Title Interventionist

Measurable Objective 2:

collaborate to increase Average Daily Attendance by 2% by 05/24/2017 as measured by   comparing to 2015-2016 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 Todey (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

Component 3: Instruction by Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All teachers at Cedar Hill Elementary are highly qualified by the NCLB requirements.	

3. Describe how staffing decision ensure that 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 have met the conditions of Highly Qualified status are selected to be interviewed. Interviews are conducted by local school administrators and selected individuals are forwarded to the Superintendent for Board approval.

Component 4: Strategies to Attract Qualified Teachers

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

Cedar Hill has 41 certified staff. We had zero turnover from the previous year.

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

All teachers are highly qualified. We have 40 faculty members with experience average of 19 years.

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

We have not experienced a high turnover rate. If this occurs, 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

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

Several professional development activities have been utilized. Training was provided to teachers on Sounds Sensible, SPIRE, Orton-Gillingham multi-sensory lessons, and we have just finished Year of AMSTI training in Math and Science. Several of the staff have been trained in Number Talks. Our Instructional Coach is currently retraining teachers in the ARI modules.

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

Sounds Sensible for Kindergarten, ARI modules for teachers in Grades K-5, SPIRE for special education teachers and K-5 teachers. AMSTI training in math and science for all teachers.

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

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 a good start. Monthly meetings are conducted between the new teacher and mentor. The mentor compiles documentation and reviews it with the District's Mentor coordinator.

4. Describe how this 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

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

We currently have a state funded Office of School Readiness (OSR) Pre-K unit that helps students make the transition to Kindergarten. We also work in partnership Community Action of North Alabama to house a federal funded Headstart program. Our 5th grades travel to the high school at the end of the year for a visit to meet teachers and tour the high school. The middle school counselor also comes to our school at the end of the year to work with the 5th grade students on course options and schedules.

Component 7: Teacher Participation in Making Assessment Decisions

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

We meet at the beginning of the year for teachers to analyze the data from ACT ASPIRE for their incoming students to identify strengths and weaknesses of individual students. During this time, teachers have the opportunity to review the previous years data to see patterns of strength and weaknesses in specific skill areas, These findings enable the 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 impact student achievement. Teachers are encouraged to offer solutions on instructional strategies and to collaborative plan instruction based on the findings. Progress Monitoring is used as a guide to track growth of students and to target individual students needed extra interventions.

We have trained teachers to use the Performance Series testing to measure the growth of their students and to develop Individual Learning Paths to target specific student deficiencies. Teachers use the data obtained from this diagnostic to drive instruction in specific skill sets.

Teachers have a common planning time that allows them to map out units and lessons for their specific grade or subject.

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

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

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) benchmark assessments are given twice a year to students in Kindergarten and three times a year to students in grade 2-5 to determine students needs in math and reading. DIBELS, 6th edition, universal screener is given three times per year to determine students in need of support in the area of reading. 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.

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

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 I teacher/assistant, 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. They also receive extended time with our Title 1 Teacher and Specialty Teachers 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.

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

Tracking data from progress monitoring and reviewing weekly performance, teachers differentiate instruction on a daily basis to help meet the academic needs of each student. All students receive tiered small group instruction daily. Additional tiered small group instruction is

provided accordingly to address each student's needs. Student work centers are differentiated to meet the needs of all students.

The reading coach, and intervention specialists work with classroom teachers to meet the needs of each individual learner. They discuss individual student needs and brainstorm ways to differentiate instruction. Instruction is differentiated through the use of content area materials and technology in an effort to more effectively meet individual student needs. Intervention specialists also work with small groups of the most disadvantaged students using multi-sensory instruction to help close the achievement gap these students experience. We have implemented a Retired Senior Volunteer Program (RSVP) in which retired teachers come in and work one-on-one with students too.

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

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.

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

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.

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

N/A Cedar Hill Elementary is an elementary school.

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

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

There are several monetary sources that are integrated into the financial management and instructional program at the school. Types of funds include Alabama Foundation Programs, Title I, and district allocations. All funds support the goals and overall student achievement.

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

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 us of funds.

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

The school coordinates and integrates funds from the Child Nutrition Fund to provide breakfast and lunch to students daily. Beginning in 2016-2017, breakfast is offered 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 currently are in our second year with this program and serve 18 students.

Working with Community Action Partnership of North Alabama, we are in our second year of providing a federal funded Headstart program at

Cedar Hill.

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

Component 10: Evaluation

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

Data drives the behavior of all faculty members. Moreover, data provides a transparent picture of the school wide program's 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.

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

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 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 their 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.

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

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 toward a growth model is the greatest measure of a school wide program's success.

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

Classroom walkthroughs provide frequent formative date 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 Sping. 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.

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

We are extending our ACT APSIRE reading goal and DIBELS goal for this year. Gains were made but we have not achieved the level of proficiency desired. With the use of TITLE funds, we will supplement of instructional staff with reading interventionist, purchase additional Sounds Sensible, SPIRE, Orton-Gillingham, and Comprehension Toolkits for our teachers, Technology will be enhanced through the replacement of projectors, interactive boards, and additional computers for students.

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

We have deleted the technology goal from the previous year. We are now in Year 3 of DPI implementation with all students in grades 3-5 have their own personal MacBook. Our school has been cabled for reliable wireless capability. Teachers and other staff members now have the same versions of the computers. Tech Facilitators are in all schools and students have become adept at using the computers as a learning aide.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	**Units Placed**	**Total Salaries**
FTE Teacher Units	37.12	40.62	2,066,104.00
Administrator Units	1.00	1.0	0.00
Assistant Principal	0.50	1.0	0.00
Counselor	1.00	1.0	0.00
Librarian	1.00	1.0	0.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	6,879.00
Professional Development	0.00	0	2,591.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	16,470.00
Library Enhancement	0.00	0	864.00
Totals			2,092,908.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	56800.0

Provide a brief explanation and breakdown of expenses.

2 Reading Interventionist Teachers - $27,222.00

Materials and Supplies - $10,000.00

Technology - $14,578.00

Professional Development - $5,000.00

Parental Involvement - $1,476.00

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Cedar Hill receives no ARRA funds.

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	5000.0

Provide a brief explanation and a breakdown of expenses.

Teachers will receive PD opportunities to address concerns in reading and math. PD funds will also be utilized to train teachers on the development of Professional Learning Communities and Learning supports.

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Cedar Hill Elementary School will provide a presentation at the annual meeting in   September. Parents will be informed of the meeting through email, School Messenger, Twitter, school website, newsletters, Power Point announcements on televisions throughout the school, and the marquee outside of the school. A Power Point provided by the State Department of Education will be used to educate parents on aspects of the Title 1 program with an emphasis on parental rights.

The purpose of the annual meeting of parents of Title 1 students is:
- Informing parents of the school's participation in Title 1
- Explaining the requirements of Title I
- Explaining the rights of parents to be involved

The topics covered in the Power Point are as follows:
- 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 CIP?
- What is the School-Parent Compact?
- How do I request the qualifications of my child's teacher(s)?
- How will I be notified if my child is taught by a teacher is not Highly Qualified?
- How is the Annual Evaluation of Parental Involvement Plan conducted?
- How can I be involved in all of the things I'm learning about?

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

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

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

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.

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

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.

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

- 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.

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

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

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.

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

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

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. 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.

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

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

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

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.

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

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

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

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 Head Start 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.

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

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

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

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.

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

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

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Parents' surveys are conducted yearly. The committee reviews survey results and creates plans and activities to meet the needs of parents. Parents may also request a conference with the teacher at any time throughout the year.

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

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 EL teacher at our school. Every effort is made to accommodate parents with disabilities. Cedar Hill is a handicapped-accessible building.