



# ACIP

## Columbia Elementary School

### Madison City Schools

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Madison, AL 35758-8338

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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?**

Madison is a suburban/industrial/technical community located on the west side of Huntsville just north of the Tennessee River, midway between the Nashville area (100 miles to the North) and Birmingham (85 miles to the South). It is one of the fastest growing cities in the Southeast. The students of Columbia Elementary School are residents of an affluent suburban community with a population of 50,000. Madison is an ideal place to raise and educate a child. Many residents work in highly technical jobs with companies such as SCI, Intergraph, Boeing, as well as the U.S. Army Aviation and Missile Command and NASA. Over 69% of adults in Madison hold Bachelor's or advanced degrees.

Columbia Elementary School was built in 2004 and is one of seven elementary schools in Madison, Alabama. In honoring our community's ties to the space industry the school was named in memory of the Columbia crew STS107, who lost their lives February 1, 2003. Since opening in 2004 our enrollment has rapidly increased to approximately 770 students in grades K-6. Columbia takes great pride in creating a welcoming environment. Collaboration with all stakeholders has allowed expanded learning opportunities for all students.

The system was established in 1998 after separating from the Madison County School System and consists of two high schools, two middle schools, and seven elementary schools. The system has a \$60 million operating budget, employs 600+ certified staff members, and serves 9500+ students. Madison City formed its own school system after the city's residents voted to add an additional \$11 million property tax increase. Residents of Madison believe in quality education for their children and have demonstrated that by raising their ad valorem taxes in support of education. Parents are active in their support of school functions by participating in booster clubs, PTA, school events, and school volunteer programs.

Columbia's student racial demographic is predominately white. The student body consists of 770 K-6th grade students with a population of 57% White, 22% Black, 11% Asian/PI, 4% Hispanic and 6% Other. Columbia's faculty and staff consists of 40 Certified teachers, 20 Support staff, 1 Registered Nurse, 1 Media Specialist, 2 Administrators, 1 Instructional Partner and 1 Counselor. Columbia has over 20% of its students qualifying for free and/or reduced lunches. Columbia is very unique in that it serves a high EL Population with over 20 Nationalities served by a half-time EL teacher. Columbia has two 2-4th grade Transitional Developmentally Delayed classes serving over 22 students in both inclusion and self-contained instructional settings. Columbia also has 2 Special Education Inclusive units serving 40+ students and 2 Speech pathologists serving 100 students. In each developmental classroom, there are two instructional aides and 1 inclusion aide that supports students in the general education setting that serves the 10% Special Education population. Columbia has 1 certified Gifted Education teacher that serves 10% of its population in Gifted and Enrichment programming. Columbia works closely with district Behavior Specialists and Social Worker in meeting the social and emotional needs of ALL students. Columbia boasts a 97% daily attendance rate with no more than 27 students being absent in any one day during the 2014-2015 school year.

The CES faculty and community are continuously preparing and planning for an improved program and increased student performance. The faculty reviews the following data upon returning to school in August: ACT Aspire, Alabama Reading and Mathematics Test (ARMT+), Alabama Science Assessment (ASA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS, STAR Reading and STAR Math, and informal classroom data and assessments. The existing needs assessment is reviewed to determine if changes are necessary to include weaknesses outlined SY 2014-2015

by the new test results. Reform strategies and programs are continuously analyzed to determine their effectiveness. Data is collected throughout the school year and compiled to create an updated needs assessment for the school. Informal meetings are conducted throughout the planning process to include instructional meetings, grade-level meetings, and PST meetings.

## 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.**

Columbia Elementary School Mission and student expectations...

To empower students to reach their potential by creating a learning community that focuses on each student's unique talents and needs.

Motto: (ASTROS) Always Striving to Reach Our Stars

CES offers an educational opportunity for everyone to strive for his/her personal best. We believe students, teachers, administrators, parents and the community share in the responsibility for advancing the school's mission. Our staff and community takes the time to read and provide input in the CES handbook online at our CES website and in the form of a individual student handbook that each student receives at no additional cost. We always look forward to an excellent school year at Columbia Elementary. CES purpose and vision statements:

Parents Help Students to Succeed

Student success depends greatly on parental attitude.

Parents with a positive attitude toward education help their children succeed in school.

Students will adjust quickly and happily if they are prepared to enter school with an attitude of anticipation and pleasure.

Ways parents can help their child succeed this year are:

Take an active interest and be involved in school activities...

Have your child to school on time...

Monitor homework assignments...

Establish a regular homework routine...

Read to your child daily and have your child read to you...

Notify the school of any and all changes of transportation or address and phone numbers...

Columbia Staff Members and Go To list...

Principal: Mr. Jamie Hill

Assistant Principal: Mr. Brian Givens

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Counselor: Ms. Cindy Perry

Front Office Clerk: Ms. Linda McMillen

Bookkeeper: Ms. Cecilia Carpenter

**School Instructional Hours**

Instructional Start Time 7:40

Students must be in the classrooms no later than 7:40

School Dismissal Time 2:40

## 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.**

Columbia offers Buddy Reading programs for grade levels to meet together. We have a school store, participate in Red Ribbon Week, SCAN, Book Fairs, Fire Safety and yearly Food Drives. We have Science Fairs, Science Olympiad, Math Team, Lego Robotics, Chess Club, Drama Club, Character Council, Safety Patrol and Birthday Book Club. Our students can also participate in Chorus, Drama, Art, Music, and Spanish is offered in grades K-2. They perform for the student body each semester. Our students are offered morning tutoring in the computer lab. Twice a week, we offer tutoring in a small group setting and in the computer lab. CES is an ARI and AMSTI School and Renaissance Place Model and Master School in Reading.

Parent involvement is key to a successful student learning environment. We encourage parents to visit often and communicate with their child's teacher to ensure knowledge of progress. Parents are also invited to eat lunch with students, participate in PTA meetings and Breakfast with the Principal, and attend Family Reading Night. Parents may also volunteer for their child's classroom teacher, the library, Fun Day Friday School-wide behavioral incentive program, Field Day and Astro Run activities. Columbia offers tours of our school for new students by appointment. CES also offers an Extended Day program that serves over 60 students and a Summer Enrichment/Achievement Program that serves over 200 students in the Madison City Schools District.

Area of improvement noted over the past 3 years was a needed growth in academic and non-academic clubs/teams.

In response, Columbia Elementary offers the following programs for the students:

Drama Club with annual show with such acts as Alice in Wonderland, Willy Wonka, and Peter Pan Jr.

Chess Club / Competition Chess Team

Math Club / Team

Lego Robotics

Future City

Safety Patrol

Principal's Council

Student Leader of the Month

Fellowship of Christian Athletes (FCA)

STAR Data, At/Above Benchmark of 60%:

Reading (2013-2014):    Math (2013-2014):

Kindergarten (Early Lit): 94%    Kindergarten: NA

1st grade: 72%    1st grade: 81%

2nd grade: 84%    2nd grade: 94%

3rd grade: 85%    3rd grade: 93%

4th grade: 90%    4th grade: 89%

5th grade: 73%    5th grade: 81%

6th grade: 79%    6th grade: 79%

Whole School: 82%    Whole School: 86%

63% of our sixth graders according to our Star Assessment are at the 9th grade or greater in math

48% of our sixth graders according to our Star Assessment are at the 9th grade or greater in reading

ARMT Data (2012-2013):

Proficient by state standards:

Reading:	Math:
3rd grade: 93%	3rd grade: 94%
4th grade: 93%	4th grade: 89%
5th grade: 98%	5th grade: 98%
6th grade: 99%	6th grade: 92%

Students at Columbia Elementary annually raise funds for the following charities:

Jump Rope for Heart

JDRF Juvenile Diabetes Awareness Kid's Walk

St. Jude's

## Additional Information

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

Columbia was the first school in Madison to have all classrooms converted to "New Education crosses Technology" (NExT) classrooms. Each of our 48 classrooms has a professionally installed interactive white board, LCD projector, Lightspeed sound field system and document cameras. Students and teachers also have access to laptop labs, digital cameras, digital video cameras, student response systems, portable GPS units and two portable distance learning labs. We have 6 iPad carts for teachers to check-out, to include 4 desktop computers in each classroom. All of this equipment was purchased in partnership with the school, the district and our outstanding PTA.

Columbia also serves as a demonstration site for the Alabama Math Science and Technology Initiative (AMSTI). This initiative focuses on inquiry-based learning for math and science. Our teachers receive extensive professional development, a variety of content-specific resources and on-site support from AMSTI specialists through the University of Alabama in Huntsville (UAH). This model program is drawing national attention. Columbia has hosted visitors from across the southeast in demonstration of this programs success and student achievement.

Columbia participates in the following programs:

WATCH D.O.G.S. (Dads of Great Students) - This program engages men to inspire children at Columbia, reduce bullying and enhance the educational environment.

AMSTI, ARI, Instructional Partners Network (IPN), etc....

We have a very active PTA who volunteer to help provide various activities at Columbia. Columbia has received the Golden Apple Award for the last 2 years for 100% faculty/staff participation. CES has also been recognized for the Madison, Alabama Chamber of Commerce Beautification Award.

Columbia was just recognized as the University Kia Drive for Education Technology Award Program Donation of \$5000

Staffuly of the Month recognition in partnership with our PTA.

Columbia has participated in the Instructional Partner Program through the Alabama Best Practice Center for the past four years. This program has created an opportunity to increase the teacher leaders capacity within our school. The structure of the partnership approach has enhanced our culture. There is an even greater focus on student achievement and working together in partnership with all stakeholders. There is a strategic use of data with weekly data meetings and instructional walkthroughs. Teachers are intentional and purposeful in their instruction and instruction is connected to real world issues.

At Columbia Elementary School we are proud of providing a safe and nurturing environment for all our students to learn. CES participates in regular fire and severe weather drills, bus evacuations, code red/yellow lockdown procedures, and SWAT team training for easy access to our building in the event of an emergency in which our MERT team shall be employed. Everything that happens needs to be geared towards our school vision. In an effort to promote highest student performance one of our strongest assets, and something to be proud of, is teacher collaboration. In a structured climate, teachers have learned about the importance of working as a team. As a result of these collaboration meetings it has become the norm to look at student's work, score assessments together following rubrics, and share ideas and practices without the fear of being criticized. Collaboration meetings for this purpose are held vertically. Horizontally, teachers collaborate to identify

students in need of academic assistance. These students could be referred for Morning Success Maker Math or Reading support, PST, 504's or MET for evaluation purposes. CES proudly has leadership teams in the following areas: Technology, Wellness, Emergency Management, Leadership, Writing, Math Leadership, Language Arts Leadership, DIBELS, At-risk, Courtesy/Social Team, and Each 1, Reach 1 (E1R1) to serve and mentor new and current students.

# **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.**

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 33%, student questionnaire(s): equal to or greater than 97%, staff questionnaire: equal to or greater than 100%). In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Columbia Elementary used Notify Me or School Messenger, web pages, emails and Remind 101 to inform stakeholders of the surveys. Teachers helped by contacting class parents via emails, newsletters, Remind 101, student planners and personal phone calls. Students completed the survey by using Ipads, classroom computers, and computer labs. Parent volunteers and peer buddies were utilized where needed with the younger students and students with IEPs. Questionnaires were administered with complete fidelity to the appropriate administrative procedures.

- Columbia Elementary had 100% participation on the early-elementary student surveys.
- Columbia Elementary had 90% participation on the middle-elementary student surveys.
- Columbia Elementary had 97% participation on the 6th grade (middle and high) student surveys.
- Columbia Elementary had 33% participation on the parent surveys.
- Columbia Elementary had 100% participation on the staff surveys.

All teachers were included in the creation of the Columbia Astros Instructional Improvement Target. The faculty provided suggestions regarding the absolutes for teachers and students. The suggestions were compiled and taken to the faculty for revisions until a final draft was approved by all. A student committee was asked to review the document and make suggestions. Each year, the faculty comes together to make revisions. The team looked at various data including local and state assessments.

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

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 33%, student questionnaire(s): equal to or greater than 97%, staff questionnaire: equal to or greater than 100%). In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution.

Teachers and administrators, participated in the development of the target. All had an equal role in making suggestions for and approving the target.

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

The Columbia Astros Instructional Improvement Target is reviewed and revised annually. It is then posted on the school website for the SY 2014-2015

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community to view and provide feedback. Other forms of stakeholder involvement include:

Monthly Faculty Meetings and weekly Professional Learning Time

Quarterly Collaborative planning time

Columbia Elementary Website is regularly updated

Daily, Weekly School Messenger reports on ACIP/Tech plan progress

Bi-monthly Breakfast with the Principal

Monthly PTA meetings

Twitter updates regularly

Facebook updates regularly

Technology team meetings

Building Leadership team meetings

The CES continuous improvement plan is available through the school's website as well as in print from our front office and Library Media Center upon request. The Columbia Elementary School website as well as the Madison City Schools website have a 'data dashboard' link that includes important information about a plethora of school characteristics and student achievement. This link is updated as new information becomes available and continuously monitored.

# **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		CES Stakeholder data document

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

## **Areas of Notable Achievement**

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

The consensus of all stakeholder survey data supports that the leadership and staff at Columbia Elementary School demonstrate a purpose and direction for continuous improvement. The administration and staff are committed to promoting high expectations while supporting student performance, progress, and school effectiveness.

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

Evidence from parent surveys indicated a trend throughout the open-ended responses that parents feel welcome and that their voices are heard. Additional responses indicated that parents felt a "sense of community" throughout the school, where students are held to high expectations. The consensus among all surveyed groups expressed the belief that Columbia Elementary School provides a safe learning environment, a positive child-centered culture, and an environment where students enjoy coming to school.

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

Survey data from staff, students, and parents suggests that our school has high expectations for students in all classes. All stakeholders also feel that our school is a safe learning environment with qualified and dedicated teachers. The family atmosphere at Columbia prioritizes a positive learning culture for the students as an avenue for growth and progress.

Similar results were noted in previous parent surveys conducted in May 2014. Additionally, evidence was noted that students have access to up-to-date technology, there are abundant opportunities for parents and community involvement, and the school is a safe learning environment.

## **Areas in Need of Improvement**

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

On the open-ended student survey responses students feel that they are not respected by other students and do not feel that their property is valued. Students do not like punishment that is given out to the entire class when only a few students are the ones causing trouble.

On the open-ended parent survey responses parents feel there is not enough recess for the upper grade students, more opportunities for learning for the average student, and more extra-curricular clubs for the students to be involved in.

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

Open-ended parent surveys indicate a need for an increase in non-academic extra-curricular clubs. This has been a concern and has been brought up to the administration. This is an area that we are monitoring with regular feedback. Our students and parents will be surveyed to see what kinds of clubs they would like to see put in place.

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

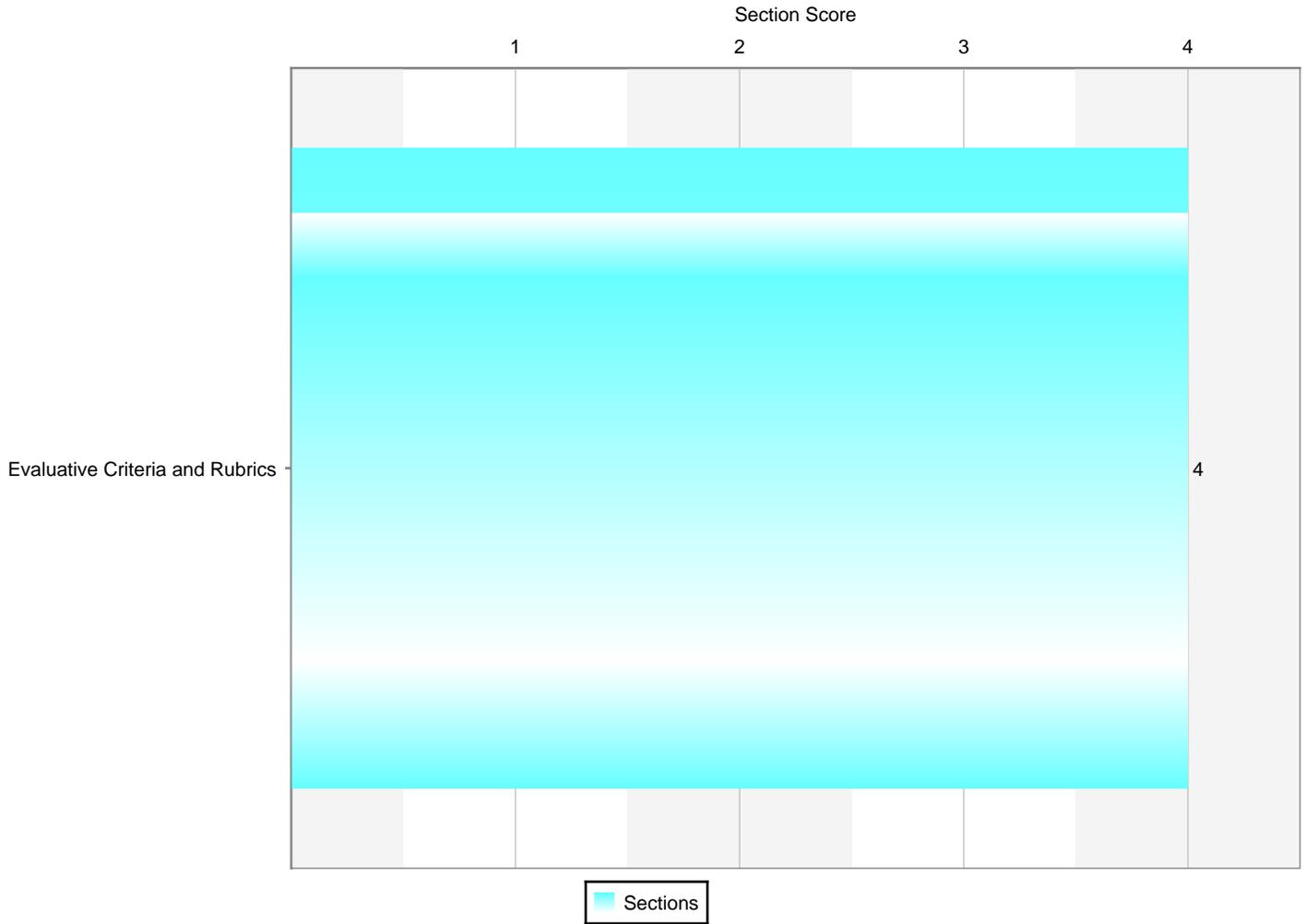
Based on student survey responses, bullying can be problematic and we want to be proactive at Columbia Elementary School to ensure a safe environment for our students. The school counselor teaches a series of lessons on bullying and conflict resolution. The students watch the "ASTROS" morning show that addresses character education. Students have access to many research-based character building programs which discourage bullying, including our CES "Watch DOG" dads. We use our SRO to discourage bullying and negative peer pressure. Staff helps with bullying prevention and peer pressure on a daily basis at Columbia Elementary School. A "Leader of the Month" program was implemented this school year and is facilitated and monitored by the administration and staff.

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

In the parent survey, conducted in the spring of 2014 parents indicated the need to improve on inclusiveness and acceptance of diversity and the fair treatment of students.

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

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

**Student Performance Data**

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

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?

At Columbia Elementary School, we expect all of our students to perform at high levels in all areas of academic coursework. Although we have had a recent change in the standardized assessments administered at our school and results from differing assessments are difficult to compare, the students enrolled at CES typically score above state and national averages.

For the Alabama Reading and Mathematics Test (ARMT) administered to 3-6 grade students at CES, the percentage of students who scored at Level IV (Exceeds Academic Content Standards) in both Math and Reading showed a significant increase from 2012 to 2013 while the percentage of 6th graders who scored at level II (Partially Meets Academic Content Standards) or Level III (Meets Content Standards) decreased. For the 2012-2013 school-year, Madison City students scored among the top five school systems in the entire state on the ARMT. During the 2013-2014 school-year, CES participated in the ACT Aspire for 3-6 graders in the areas of Reading and Math ranking above the national average in all grades and subject areas.

Improvement gains at the district and school level have also increased in all areas over the past three years at comparable rates with the state and national norms in each content area. All ELL students achieved AMAO on the ACCESS, making progress in overall proficiency level. Based on 2013-2014 ACCESS for ELLs assessment, 83% of all students achieved English Language Proficiency. 2013-2014 Alabama Alternate Assessment (AAA) school report indicates 6 out of 7 3rd grade students scored at the achievement level III or above in Reading and 7 out of 7 scored at level III or higher as well in Math. 2013-2014 Alabama Alternate Assessment (AAA) school report indicates 3 out of 3 4th grade students scored at the achievement level III or above in Reading and Math.

88% of 5th graders exceeded the state standard in science and 8% of 5th graders met the state standard in science. Overall, 96% of 5th graders are proficient in science when measured against the ASA.

92% or above K students benchmarked in PSF and NWF subtest in the spring DIBELS 2013 administration.

98% or above of 1st students benchmarked in PSF subtest in the spring DIBELS 2013 administration.

90% or above of 1st students benchmarked in ORF in the spring DIBELS 2013 administration.

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

In general, all grade levels and content areas tested show consistency in performance levels above the state and national average/benchmark.

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

Columbia Elementary shows strength among all students in Mathematics and Reading subtests, especially 3rd, 4th and 6th grades based on ACT Aspire results from 2013-2014.

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

After reviewing the Aspire data from spring 2014, girls typically scored higher than boys and this is true when data collected from previous assessments is analyzed.

When data is disaggregated by racial/ethnic differences, students who identify as Asian have scored higher than other subgroups traditionally.

Individual students identifying as white ranked second in achievement level on standardized tests in all content areas. It is important to note that the Asian population at CES is very small and the white student population remains in majority so there is not enough data to draw significant conclusions related to subgroup performance levels based on the number of minority students tested.

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

The achievement gap between the performance on local and state Math assessments of African-American males is showing a significant increase in relation to other demographic subgroups.

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

Data demonstrated on the ASPIRE summative assessment represent a comparison between different state assessments administered during the past three years at Columbia Elementary School, to include the ARMT+. However when compared with other data sources such as DIBELS (formative assessments administered 3 times per year) and STAR (formative assessments administered 5 times per school year in math and reading), results are consistent. AAA, ASA, and ACCESS for ELLs assessment data was also analyzed in determining strengths and weaknesses in closing achievement gaps.

## Areas in Need of Improvement

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

Results from the 2013-2014 MCS Benchmark Analysis, which includes a 68% of students who met (subject proficiency) "Benchmark" on the ACT ASPIRE in reading, indicate that Columbia 5th grade students have scored below expected levels in Reading at 56%.

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

No areas show a significant negative trend. We are generally more likely to assess the performance of individual students and associated gains and losses in order to meet each student need as it arises rather than whole group trends and comparisons. However, the use of whole group (or sub-set) data and data trends has begun to be a major part of plans for school improvement and instructional activities. Furthermore, once several years of data have been collected from the same type of assessments, more accurate depictions can be generated of trends (both positive and potentially negative).

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

Though our students have consistently performed well on standardized assessments and have ranked among the highest of the state and national scores, we continually look for areas in need of improvement and believe there will always be room for growth. One area that we would like to see our scores improve is reading, due to continued low performance on state and local assessments. Efforts have been made to prepare for improved instruction and collaborative resources. Our expectation is that upcoming assessments will show even more impressive performance in math as well as other content areas.

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

CES continues to monitor performance of at-risk/poverty students as they tend to score lower on the ACT Aspire, ARMT, AAA, ASA, DIBELS, and Star Assessments.

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

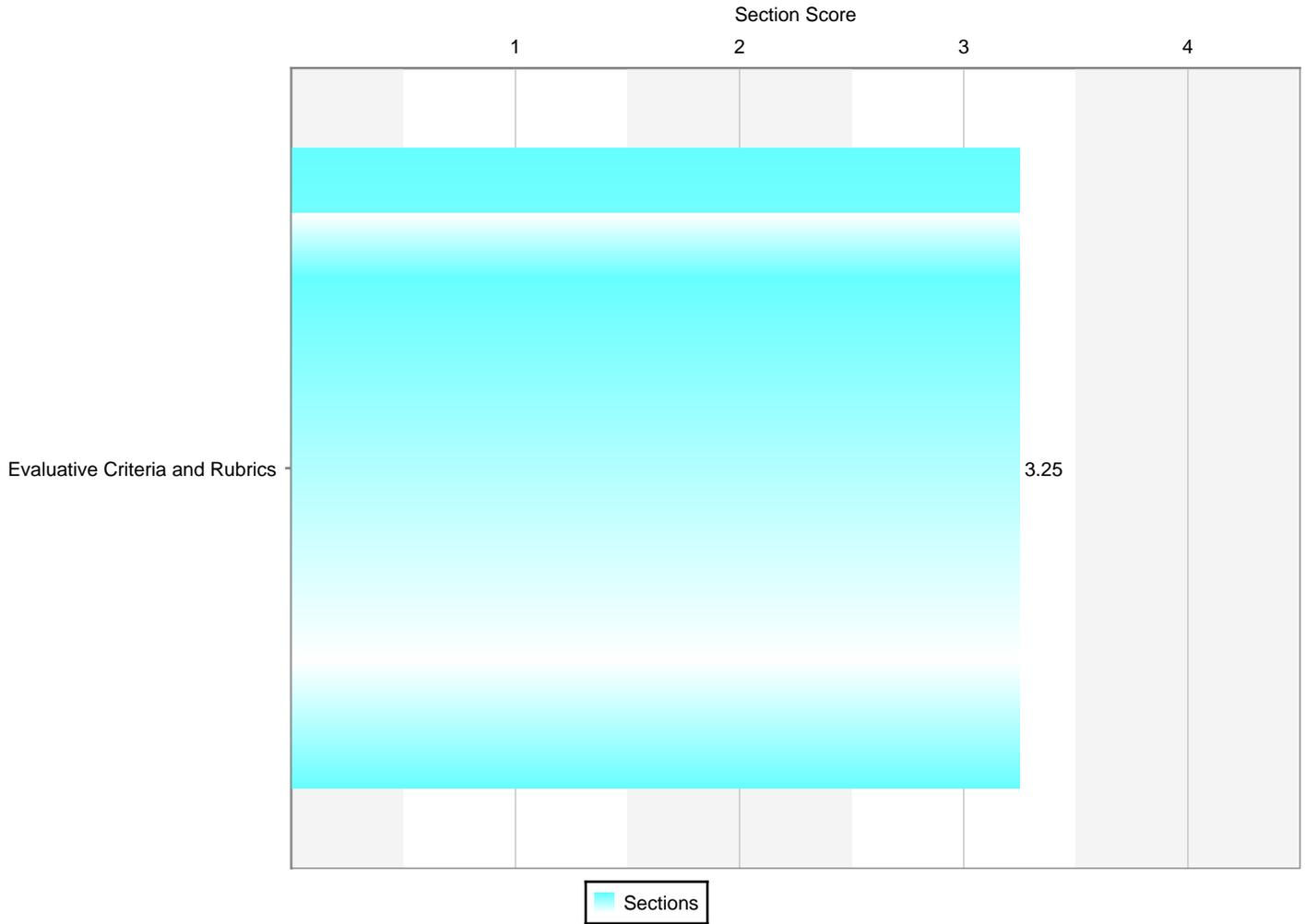
The most significant achievement gap exists for students who identify themselves as at-risk/poverty in the area of Reading. The gap has increased over the past three years, but as we look forward, supports may need to be considered in order to close the gap for future assessments.

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

Areas of need and areas of strength identified by the data presented are consistent with additional data sources (STAR, Classroom Assessments, and DIBELS Progress Monitoring). Though data comparison across multiple summative assessment instruments is unavailable at this time, careful attention is given to student performance in many ways in order to validate collected performance data. Other assessments are being designed and considered for the purpose of ensuring accurate student achievement levels can be appropriately documented.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Jamie Hill, Principal Brian Givens, Assistant Principal Jennifer Bolorin, EL teacher Amanda Evans, Instructional Partner Cindy Perry, Counselor Stephanie Nguyen, Media Specialist Susan Conroy, Tech Specialist Piper Moore, parent Mia Dempsey, parent	CES leadersip team Accreditation team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Jamie Hill, Principal 256-430-2751, ext. 30301	

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	Jamie Hill, Principal Columbia Elementary School 667 Balch Road Madison, AL 35758 256-430-2751, ext. 30301	

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	Jamie Hill, Principal <a href="http://www.cespta.org/">http://www.cespta.org/</a>	PTA October newsletter

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.	No	CES is not a Title I school for the 2014-2015 school year.	

# **2014-2015 CES Comprehensive School Improvement Plan**

## **Overview**

### **Plan Name**

2014-2015 CES Comprehensive School Improvement Plan

### **Plan Description**

Columbia Elementary School ACIP

## 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	Students in grades K-6 at Columbia Elementary will increase proficiency annually on the ACT Aspire Math Subtest	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
2	Students in grades K-6 at Columbia Elementary will increase proficiency annually on the ACT Aspire Reading Subtest	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0

## Goal 1: Students in grades K-6 at Columbia Elementary will increase proficiency annually on the ACT Aspire Math Subtest

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency in CCRS Standards in Mathematics by 05/20/2015 as measured by ACT Aspire.

### Strategy 1:

Math Intervention - Teachers, tutors, and administration will meet weekly in grade level PLCs to identify the strengths and weaknesses of each student and set targeted goals for student success. Based on their specific need, students will be assigned to a teacher or tutor for remediation of specific skills or acceleration. All students will utilize math programs that will solidify math concepts and practices. Students will be progress monitored to gauge the effectiveness of the goals set forth for them. Based on these reports, instruction and intervention will be re-evaluated and adjusted according to their progress.

Research Cited: Best Practice for RTI: Small Group Instruction

Best Practices in Mathematics (Slavin 1990)

Using Work-Groups in Mathematics Instruction

Activity - Intervention for At-risk students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified at-risk students will receive small group intervention during the school day and morning tutoring in the computer lab.	Academic Support Program	08/06/2014	05/22/2015	\$0	No Funding Required	Tutors, teachers and administration
Activity - SuccessMaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete at least 3, 30 minute sessions weekly.	Technology	08/06/2014	05/22/2015	\$0	No Funding Required	Tutors, teachers and administration
Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated small group instruction	Academic Support Program	08/06/2014	05/22/2015	\$0	No Funding Required	Tutors, teachers and administration
Activity - Math Facts Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with Math Facts in a Flash and the IXL programs to master grade level math facts. This mastery will be monitored through weekly timed math tests.	Academic Support Program	08/06/2014	05/22/2015	\$0	No Funding Required	Tutors, teachers and administration

## Goal 2: Students in grades K-6 at Columbia Elementary will increase proficiency annually on the ACT Aspire Reading Subtest

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency in CCRS Standards in Reading by 05/22/2015 as measured by ACT Aspire results.

### Strategy 1:

Reading Intervention - Teachers, tutors, and administrations will meet weekly in grade level PLCs to identify strengths and weaknesses of each student and set targeted goals for student success. Based on their specific need, students will be assigned to a teacher or tutor for remediation of specific skills or acceleration. All students will utilize reading programs that will solidify reading concepts and practices. Students will be progress monitored to gauge the effectiveness of the goals set forth for them. Based on these reports, instruction and intervention will be re-evaluated and adjusted according to their progress.

Research Cited: Using formative assessment; Hattie; Marzano; PLC; DuFour and others; Best Practice for RTI; Small group instruction

Activity - Intervention of At-risk students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified at-risk students will meet in small group for 30 minutes in the morning in the computer lab.	Academic Support Program	08/06/2014	05/22/2015	\$0	No Funding Required	Teachers Administration
Activity - Success Maker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete at least 3, 30 minute sessions weekly.	Technology	08/06/2014	05/22/2015	\$0	No Funding Required	Teachers Administrators
Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated small group instruction	Academic Support Program	08/06/2014	05/22/2015	\$0	No Funding Required	Teachers Administrators
Activity - Accelerated Reader Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read at their independent level and reach goals for the grading period for accuracy and amount of books read.	Academic Support Program	08/06/2014	05/22/2015	\$0	No Funding Required	Teachers Administrators

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiered Instruction	Differentiated small group instruction	Academic Support Program	08/06/2014	05/22/2015	\$0	Tutors, teachers and administration
Intervention for At-risk students	Identified at-risk students will receive small group intervention during the school day and morning tutoring in the computer lab.	Academic Support Program	08/06/2014	05/22/2015	\$0	Tutors, teachers and administration
Tiered Instruction	Differentiated small group instruction	Academic Support Program	08/06/2014	05/22/2015	\$0	Teachers Administrators
Accelerated Reader Program	Students will read at their independent level and reach goals for the grading period for accuracy and amount of books read.	Academic Support Program	08/06/2014	05/22/2015	\$0	Teachers Administrators
SuccessMaker	Students will complete at least 3, 30 minute sessions weekly.	Technology	08/06/2014	05/22/2015	\$0	Tutors, teachers and administration
Math Facts Mastery	Students will work with Math Facts in a Flash and the IXL programs to master grade level math facts. This mastery will be monitored through weekly timed math tests.	Academic Support Program	08/06/2014	05/22/2015	\$0	Tutors, teachers and administration
Intervention of At-risk students	Identified at-risk students will meet in small group for 30 minutes in the morning in the computer lab.	Academic Support Program	08/06/2014	05/22/2015	\$0	Teachers Administration
Success Maker	Students will complete at least 3, 30 minute sessions weekly.	Technology	08/06/2014	05/22/2015	\$0	Teachers Administrators
<b>Total</b>					\$0	