ACIP

Erwin Craighead Elementary School

Mobile County Board of Education

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Mobile, AL 36605-4709

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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?

Craighead Elementary School, formerly located at 951 Michigan Avenue, was established in 1943. The school was named in honor of Erwin T. Craighead, former editor of the Mobile Register, for his great interest and many contributions to the cause of education. The school has undergone many changes during its existence. Although Craighead opened as an elementary school serving grades one through five, it housed B.C. Rain students during the 1962-63 school year while the present B.C. Rain High School building was under construction. It also housed middle school students for several years before it closed at the end of the 1981-82 school year.

The Craighead Elementary School building served a two-fold purpose for the Mobile County School System for the next 6 to 7 years. The north wing of the building housed a Head Start Pre-School Program, while the south wing housed the Central Receiving Facility for the school system.

During the 1988-89 school year, the decision was made by the school system to reopen Craighead as a K-5 elementary school. Craighead was re-opened to house the students who would be displaced from W.H. Council Elementary School, which was to become Mobile's first elementary magnet school, as a part of the settlement of the long standing Birdie Mae Davis desegregation lawsuit. In September of 1989, Erwin T. Craighead Elementary School re-opened in the partially renovated original Craighead Elementary School building. Renovations were completed during the 1989-90 school year. The following September, Craighead was fully occupied and served the newly created Craighead attendance zone. Craighead, currently located at 1000 South Ann Street, serves 545 students in grades pre-kindergarten through grade five. Craighead has grown with the community and now stands with fifty classrooms, a media center, computer lab, cafeteria and gym. Craighead is a public school classified as Title 1 based on the prior percentage of students receiving free and reduced lunch. The students of Craighead are members of an urban, low-income community. A large majority of the families of our students' population is transient and nontraditional (single parents, foster parents, and grandparents). The range in ages of children is 4 to 11 years old.

Currently, Craighead is organized with two sections of pre-kindergarten classes, five sections of kindergarten, six sections of first grade, six sections of second grade, five sections of third grade, four sections of fourth grade and four sections of fifth grade.

Craighead Elementary School serves students from Pre-K through fifth grade. The Pre-K classrooms accommodate young children's need for active participation, both physically and spatially. The children are able to interact socially, as well as engage in problem solving and language development activities. Kindergarten is a full-day program taught by certified teachers. The emphasis is on the child and teaching as the appropriate developmentally level. Classroom communities are positive, supportive, and based on a hands-on approach for engaging learners. First through fifth grades classes focus on creating successful learning experiences and emphasize working cooperatively at every grade level.

The focus of Craighead Elementary School, under the new College and Career Ready Standards, is to implement a comprehensive, coherent, coordinated, and continuous program to help all students meet state challenging Common Core and Alabama Standards. Programs are designed to offer each student the opportunity to develop his/her full potential. In all classrooms, emphasis is placed on integrating subject matter, critical thinking skills, and problem solving. The educational program is supported and enhanced by media services, special education classes, Title I services, physical education classes, and counseling services for adults and students. Weekly classes physical education, computer as well as the use of the media center, enrich our instructional program.

Thirty-two full time teachers are employed at Craighead Elementary School. Every teacher has attained "Highly Qualified" status. Six instructional aides work in collaboration with certified teachers to supplement and enhance education. There are fourteen support staff members (custodians, secretary, bookkeeper, child nutrition program, and a building engineer), three special education teachers, one counselor, one media specialist, one speech pathologist, and two administrators.

One challenge for the school community is the lack of parental involvement. This is due to parents' conflicting work schedules. Although parent surveys indicate that the school provides opportunities for stakeholders to be involved, the faculty and staff are committed to finding flexible alternatives to increase parental involvement on all levels. Craighead is proud to build upon the heritage of its past, to prepare its students for a brighter future.

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.

Our Mission

The mission of Craighead Elementary School is to produce confident leaders who are inspired to reach their highest academic potential and are optimistic about their future pursuits which are necessities for becoming successful members of society.

Our Vision

The vision of Craighead Elementary is:

- For students to have a safe and orderly environment that is essential to teaching and learning.

- For every person to have a voice and to earn respect.

- That every person deserves the opportunity to succeed.

- That each person is responsible for his or her own actions.

- That diversity strengthens our community.

Goals

Our school goals are:

- to increase student achievement

- to decrease negative behaviors

- to promote positive behaviors and responsibility

Our purpose is to increase student achievement, to decrease negative behaviors and to promote positive behaviors and responsibility.

Ourexpected outcome is that 100% of our students will meet and/or exceed established standards for local, district and state assessments.

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.

Erwin Craighead Elementary School is the three-time recipient of the 21st Century Community Learning Center Grant from the AlabamaState Department of Education. Funds from the grant are used to provide academic and social enrichment activities to students after schoolduring the regular school year and for six weeks during the summer.

Erwin Craighead Elementary School has also made tremendous strides in the use of technology and obtaining additional technology. All of our classes have been equipped with Smart Boards and each teacher has their own laptop. During the 2015 / 2016 school year a third computer lab was created. In addition, sixty iPads were also purchased to be utilized during instruction as well as small group intervention.

Professional development in the area of technology came along with the additional technology. Our teachers are working hard to integrate technology into their daily classroom instruction. Many teachers have already received additional training. Several teachers were selected as Technology Lead SMART Teachers and will provide training to our staff in the coming months.

To ensure increased student use of technology, the schedule has been adjusted to meet the needs of our students by providing each class additional time in our computer lab. With the purchase of additional tablets, our students have gained greater opportunities to use our on-line intervention programs as well as Accelerated Reading.

The future goal is to ensure that every classroom at Erwin Craighead Elementary School is a 21st Century classroom.

Erwin Craighead has been selected one of fifteen schools to be a part of an exciting new initiative with Discovery Education focused on empowering all learners through a system of rigorous and relevant learning. To successfully develop globally, competitive, Career and College Ready students, this program is employing a system for change called the Teacher Leader Media Integration Academy. This project is designed for classroom teachers and media specialists to work together in a coaching/modeling collaborative relationship for this second year's follow-up training.

Additional Information

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

Our student body decreased for the 2016- 2017 school year. As a result, the number of teachers in grade 5 was reduced from 4 to 3. Plans were put in place to ensure a smooth transition for all involved. Additional technology and necessary supplies will be purchased with the release of this year's Title 1 budget.

Erwin Craighead Elementary School's faculty and staff consistently strive to meet the needs of all students as we continue to build college and career ready students. The staff at Craighead strives daily to motivate and cultivate student academic success and growth. We do realize that 'It Starts With Us.'

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.

In order to engage stakeholders in the development of our improvement plan, the following procedures were followed:

1. The ACIP committee was selected by the school leader, the principal.

2. Notified committee members, parents and community stakeholders of each ACIP meeting and extended an invitation to attend.

3. During the first meeting, all members were assigned a role and responsibility for each meeting.

4. ACIP committee members, including parents and community stakeholders, were provided with scheduled meeting dates and offered the opportunity to ensure that the dates didn't conflict with their schedules. Accommodations were made accordingly.

5. During the meetings, members were encouraged to make suggestions and give feedback on strategies and activities designed for school improvement.

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

The representations from the stakeholder groups (all faculty members and parents) that participated were presented focus questions to address the specific goals and objectives of the improvement plan, providing activities that supported each goal and objective, and sharing ideas based on experiences. The faculty and staff were divided into groups with each assigned a different goal.

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 final improvement plan was communicated to all stakeholders through hard copies, faculty and staff meetings, parental involvement teams, and PTO meetings. The stakeholders will continue to receive an update on the development and implementation of the plan following each committee meeting, and they will be given a copy of the final product upon publication. The approved ACIP will be available for all stakeholders on the school's website and in the school's office.

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	Craighead Leadership and ACIP team conducted a thorough data analysis of EQT, STAR, and ACT Aspire data (see attachment) to determine the trends in student performance over the past three years. Collectively the data indicates that students are showing progress in both Reading and Math, however, we still need significant improvement to reach acceptable proficiency. Craighead will continue to utilize materials and resources provided by the district along with resources supplemented through federal funds in ways that will enhance instruction to ultimately increase student achievement.	EQT Data ACT Aspire Data Craighead Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	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 that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

The 2015 / 2016 Reading EQTs (End of Quarter Test) data reveals 81% of kindergarten and 79% of1st grade students had a yearly average of proficiency, which is above the expected level of 77%.

The 2015 / 2016 Math EQTs (End of Quarter Test) reveals 81% of students in kindergarten and had a yearly average of proficiency, which is above the expected level of 77%.

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

There is a positive trend in performance is reading. Students have shown gains in being involved in reading more fiction and non-fiction books. We are confident that this trend will lead to an increase in our students' vocabulary, reading fluency, reading comprehension, EQT, STAR and ACT Aspire reading scores. By reading a wide spectrum of fiction and nonfiction texts, students will build background knowledge for all content areas.

Third-grade male Math ACT Aspire scores increased the past three years from 15.9% (2014) to 19.6% (2015) to 22.5% (2016) proficient. Fourth-grade female students' Math ACT Aspire scores have increased for the past three years from 15.4% (2014) to 29.3% (2015) to 31.3% proficient (2016). Fifth-grade male students' Math scores increased the past three years from 12.5% (2014) to 14.0% (2015) to 23.1% proficient (2016).

STAR data indicates 27.7% of 2nd-5th-grade students benchmarked on the 2014-2015 STAR math assessment and 37.4% benchmarked on the 2015-2016 math assessment.

Which area(s) indicate the overall highest performance?

The area of Math indicates the area of overall highest performance, with kindergarten (81% overall proficiency) exceeding the expected performance level of 77% proficiency.

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

EQT Yearly Student Proficiency

MATH	2014	2015	2016	Trend over 3 years
2nd-grade students	43%	56%	76%	+33%
4th-grade students	54%	59%	74%	+20%

ACT Aspire MATH

	2014	2015	2016	Trend over 3 years
3rd Grade male students	15.9%	19.6%	22.5%	+6.6%
4th grade female students	15.4%	29.3%	31.3%	+15.9%
5th grade male students	12.5%	14.0%	23.1%	+10.6%

Between which subgroups is the achievement gap closing?

The achievement gap is closing between 1st and 2nd grades. Although 2nd graders have not yet met the district's proficiency level of 77%, they have made notable gains in achievement each year.

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

The above findings are also consistent with findings from AR data. 2nd-grade students have made consistent gains by increasing the number of tests taken and passed, and by making overall gains on Universal Screenings.

Areas in Need of Improvement

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

27,051 AR tests were passed during the 2015 / 2016 school year, which was above the goal set in the Local School Indicator. Even though students read more non-fiction books, the overall proficiency on Reading EQTs was 65%, well below the expected proficiency level of 77%.

EQT Math

1st-5th-grade students are not performing at expected levels in the area of Math. Though some grade levels are showing progress during a three-year period, they have not yet reached a proficiency level of 77%.

	2014	2015	2016	Trend over 3 years
Kindergarten	85%	88%	81%	-4%
1st Grade	89%	85%	75%	-14%
2nd Grade	43%	56%	76%	+33%
3rd Grade	52%	44%	44%	-8%
4th Grade	54%	59%	74%	+20%
5th Grade	71%	55%	69%	-2%

EQT Reading

2nd-5th-grade students are not performing at expected levels in the area of Reading. Trend data over the last 3 years indicates that all grade levels are struggling in Reading and are not making gains.

	2014	2015	2016	Trend over 3 years
Kindergarten	82%	86%	81%	-1%
1st Grade	82%	74%	79%	-7%
2nd Grade	57%	41%	53%	-4%
3rd Grade	46%	55%	44%	-2%
4th Grade	73%	76%	66%	-7%
5th Grade	69%	57%	66%	-3%

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

EQT Math

1st-5th-grade students are not performing at expected levels in the area of Math. Though some grade levels are showing progress during a three-year period, they have not yet reached a proficiency level of 77%.

	2014	2015	2016	Trend over 3 years
Kindergarten	85%	88%	81%	-4%

1st Grade	89%	85%	75%	-14%
2nd Grade	43%	56%	76%	+33%
3rd Grade	52%	44%	44%	-8%
4th Grade	54%	59%	74%	+20%
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EQT Reading

2nd-5th-grade students are not performing at expected levels in the area of Reading. Trend data over the last 3 years indicates that all grade levels are struggling in Reading and are not making gains.

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1st Grade	82%	74%	79%	-7%
2nd Grade	57%	41%	53%	-4%
3rd Grade	46%	55%	44%	-2%
4th Grade	73%	76%	66%	-7%
5th Grade	69%	57%	66%	-3%

Which area(s) indicate the overall lowest performance?

The area indicating the overall lowest performance is reading, with an overall percentage of 65% of students scoring at or above benchmark.

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

EQT Math

Kindergarten, 1st, 3rd, and 5th-grade students are showing a trend toward decreasing performance in Math.

	2014	2015	2016	Trend over 3 years
Kindergarten	85%	88%	81%	-4%
1st Grade	89%	85%	75%	-14%
2nd Grade	43%	56%	76%	+33%
3rd Grade	52%	44%	44%	-8%
4th Grade	54%	59%	74%	+20%
5th Grade	71%	55%	69%	-2%

All grade levels show a trend toward decreasing performance in Reading.

	2014	2015	2016	Trend over 3 years
Kindergarten	82%	86%	81%	-1%
1st Grade	82%	74%	79%	-7%
2nd Grade	57%	41%	53%	-4%
3rd Grade	46%	55%	44%	-2%

4th Grade	73%	76%	66%	-7%
5th Grade	69%	57%	66%	-3%

Between which subgroups is the achievement gap becoming greater?

The Special Education Subgroup has the greatest achievement gap when compared to the other subgroups.

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

Special Education students demonstrated the lowest performance on school and district assessments.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 2.5
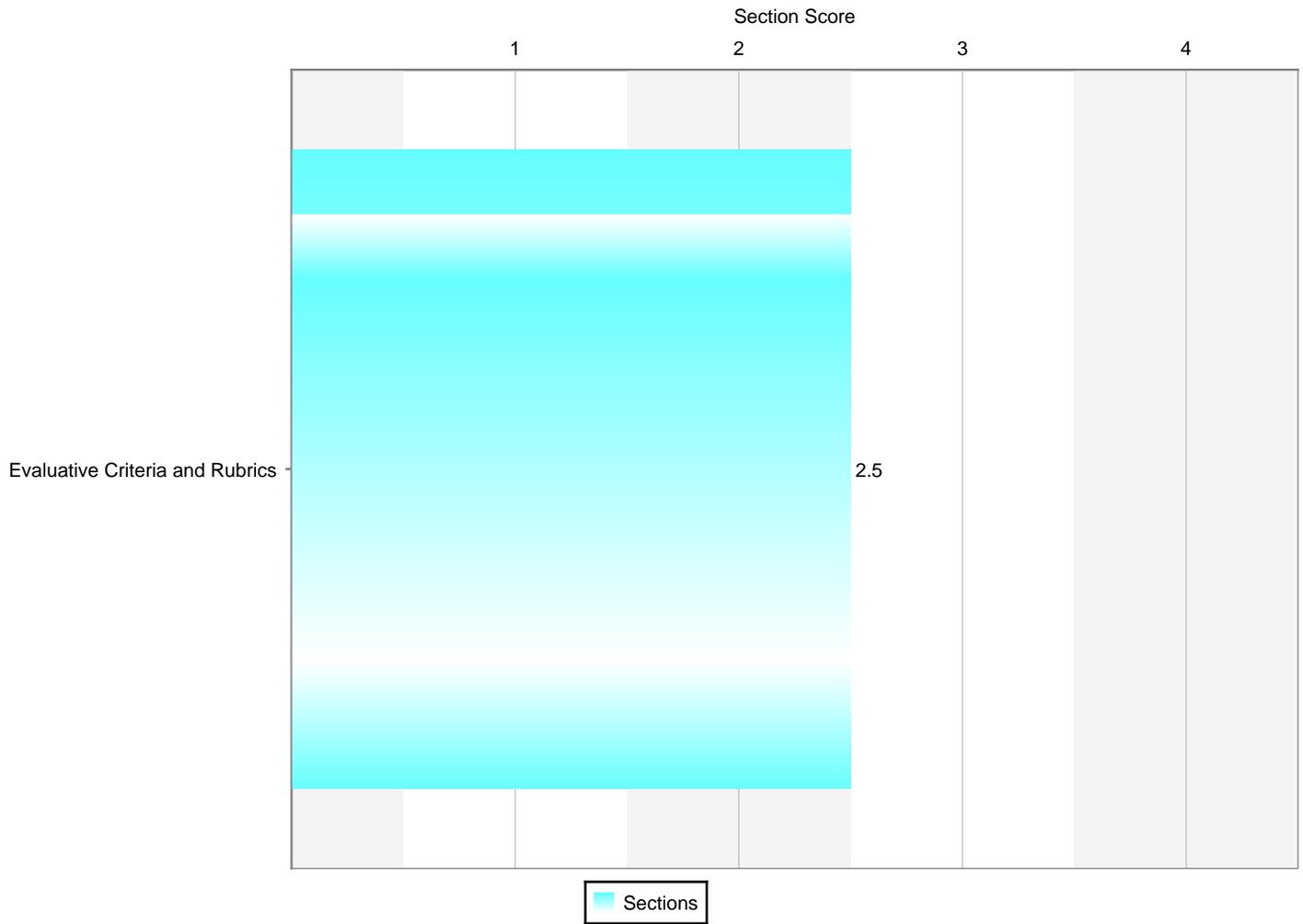
Sections

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	The Instructional Leadership Team members present include the principal, assistant principal, guidance counselor, grade-level teachers, parent representatives, special education teachers, the media specialist, and content-area lead teachers.	Committee Agenda and Sign-In

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	Craighead 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.	Non-discriminatory statement

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	Tracey L. Hunter, principal of Craighead Elementary School, has been designated to ensure the coordination of efforts to comply with and carry out nondiscrimination responsibilities. Tracey L. Hunter 1000 S. Ann Street Mobile, AL 36605 (251) 221-1155	Non-discriminatory statement

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 is encouraged at Craighead in order to ensure the success of all students. A comprehensive parent involvement plan has been implemented and is attached below.	Parental Involvement Policy

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	All students attending Craighead Elementary School will receive a Parent Compact that will be signed by the principal, parent and student signifying their commitment to working in partnership with the school in ensuring that the child is successful in school.	2016/2017 Compact

2016 / 2017 ACIP Goals and Plans

Overview

Plan Name

2016 / 2017 ACIP Goals and Plans

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	Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.	Objectives: 3 Strategies: 3 Activities: 7	Academic	$228591
2	Prepare and Support Teachers to graduate College and Career Ready Students	Objectives: 2 Strategies: 2 Activities: 3	Organizational	$233352
3	Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$1911192
4	Prepare and support students through student support services.	Objectives: 2 Strategies: 3 Activities: 6	Organizational	$0
5	Increase student achievement in reading abilitiies by assisting all students at Craighead Elementary School to read proficiently and comprehend on or above grade-level.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$101197

Goal 1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Status	Progress Notes	Created On	Created By
N/A	The Wonders reading program was implemented during 3rd quarter on January 9, 2017. Teachers received training and materials in December. As a result, the previously used BARS and Sonday programs are now being used as intervention resources.	February 10, 2017	Valarie Williams
N/A	Star Early Literacy (Fall Screening) Grade At/Above Watch Intervention Urgent K 36% 13% 28% 23% 1st 21% 16% 16% 46% Star Reading (Fall Screening) Grade Exceeding Ready Close Need Support 2nd 5% 6% 17% 73% 3rd 0% 4% 20% 76% 4th 2% 4% 29% 64% 5th 3% 13% 33% 52% DIBELS Results Grade Beginning Intensive Support Strategic Support CoreSupport K 48% 19% 29% 1st 45% 18% 37% 2nd 39% 17% 43% Intensive Strategic Benchmark 3rd 1% 21% 15% The number of students who benchmarked on DIBELS was surprisingly higher than STAR data indicated. 1st Quarter Reading EQT (Schoolwide) K 1 2 3 4 5 Schoolwide 71% 57% 56% 24% 50% 50% 51%	January 26, 2017	Valarie Williams
N/A	Morning tutoring has been established and will target those students who exhibit need; each grade-level will host a parent meeting to review data and discuss strategies that can be used at home to help students succeed. In an effort to get students more interested in reading, teachers will provide a list of interest books to the media specialist.	January 26, 2017	Valarie Williams
N/A	The school's administrators and 12 teachers traveled to Atlanta this past summer for a conference/training. The CIR coach comes in for regularly scheduled visits. The 3rd visit has been completed. 2 teachers are being coached following the Daggett model. Each teacher receives walkthrough visits.	February 16, 2016	Valarie Williams

N/A	Teachers are engaging and empowering students to learn through our school's innovative plan, using digital technology, and Common Core instruction. Teachers are teaching to the Common Core Standards and integrating subject content across curriculums.	February 02, 2015	Mrs. Cynthia L Lee

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension in grades K-5, measured with Universal Screening and fluency in grades K-2, measured by DIBELS. in Reading by 06/02/2017 as measured by Universal Screenings, DIBELS and EQTs.

Status	Progress Notes	Created On	Created By
Met	72% of students in Grades K - 5 met proficiency on 2nd Quarter Reading EQT.	February 06, 2017	Valarie Williams
Not Met	37% of students in grades K-2 met proficiency on STAR early literacy tests, and 25% of students in grades 3-5 met proficiency on STAR Reading Tests. Both are below the goal objective of 70% proficiency.	February 06, 2017	Valarie Williams
Not Met	• 36% of Kindergartners and 21% of 1st graders scored At/Above proficiency in STAR Early Literacy. • 11% of 2nd graders, 4% of 3rd graders, 6% of 4th graders and 16% of 5th graders are Ready or Exceeding standards based on STAR Reading • 29% of Kindergarteners, 37% of 1st graders, 43% of 2nd graders and 63% of 3rd graders have benchmarked based on Fall DIBELS screening. • 51% of students at Craighead reached proficiency based upon Reading EQT data.	January 26, 2017	Valarie Williams
Not Met	EQT overall proficiency levels in Reading are as follows: 1st quarter 51% (12% decrease from 1st quarter of the previous year); 2nd quarter 65% (9% increase from 2nd quarter of the previous year and a 14% increase from 1st quarter). We will continue with reading coaches coming in to work with teachers based on data, and also continue to identify students needing additional interventions in order to master skills.	February 16, 2016	Valarie Williams
N/A	Teachers are actively engaging students in lessons taught throughout the day. The students receive direct instruction as a whole group and in small and Tier instruction. They are engaged in activities in all subject content areas daily. Some students are receiving services from our Gifted Teacher to challenge them in creative and rigorous academics. Also, students that are deficit in academic achievement are able to receive extended day tutoring services. There are some students that attend CCLC, an after-school program.	February 02, 2015	Mrs. Cynthia L Lee

(shared) Strategy 1:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to

children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Status	Progress Notes	Created On	Created By
N/A	Data is monitored consistently and students are pulled for TIER intervention as needed to reinforce skills that will enable them to reach proficiency.	January 26, 2017	Valarie Williams
N/A	All teachers receive walkthrough visits. These visits have shown that students are actively engaged through direct instruction tier interventions. Students who receive tier interventions are also recommended for tutoring through extended day or the CCLC afterschool program.	February 16, 2016	Valarie Williams

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. Traits Writing and Wonders will be utilized during direct instruction. Sonday will be used as needed during Tier II intervention.	Direct Instruction	08/10/2016	06/02/2017	$0	No Funding Required	Administration and staff

Status	Progress Notes	Created On	Created By
In Progress	As a result of the implementation of Wonders, Sonday is now being used as a resource during Tier II Intervention.	February 06, 2017	Valarie Williams
In Progress	All teachers receive walkthrough visits and are actively engaging students in lessons taught throughout the day. The students receive direct instruction as a whole group and in small and Tier instruction. They are engaged in activities in all subject content areas. Some students are receiving services from our Gifted Teacher to challenge them in creative and rigorous academics. Also, students that are deficient in academic achievement are able to receive extended day tutoring services. Additional students attend CCLC 5 days per week and receive academic assistance daily.	February 16, 2016	Valarie Williams

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2016	06/02/2017	$0	No Funding Required	Administration and staff

Status	Progress Notes	Created On	Created By
In Progress	Additional intervention is being provided to select groups of students in 3rd and 4th grades. Tier II Intervention is being provided by classroom teachers. Students in grades 3 - 5 who scored close to the ACT Aspire goal on STAR tests have been identified and receive additional interventions in Academic Saturday School for reading and math.	February 06, 2017	Valarie Williams
In Progress	• Craighead's Instructional Coach is assisting teachers with identifying students requiring Tier II or Tier III instruction. • Assistance is given to teachers to ensure proper implementation of Sonday System to support students.	January 26, 2017	Valarie Williams
In Progress	Students who are not meeting proficiency receive tier intervention and/or small group instruction. Data is monitored consistently and students are pulled as needed to reinforce skills that will enable them to reach proficiency.	February 16, 2016	Valarie Williams

Activity - 21st CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$228591	Title I Part A, Title IV Part A, Title IV Part A	Administrators, extended day staff

Status	Progress Notes	Created On	Created By
In Progress	Academic Saturday School has been in place since January 14, 2017. Students in grades 3 - 5 who scored close to the ACT Aspire goal on STAR tests have been identified and invited to attend for additional interventions in reading and math.	February 06, 2017	Valarie Williams
In Progress	Craighead did not offer Extended Day Tutoring for 1st Quarter. CCLC Students reading proficiency on the EQT : K- 78%; 1st Grade- 83%; 2nd Grade - 86%; 3rd Grade - 40% ; 4th Grade - 73%; and 5th Grade - 40%73and 67%. CCLC Math Proficiency on the EQT:: K – 100%; 1st Grade – 100%; 2nd Grade – 100%; 3rd Grade –40%; 4th Grade –91%; and 5th Grade – 87%	January 26, 2017	Valarie Williams
In Progress	Enrollment for Extended Day is as follows: 1st quarter 84; 2nd quarter 108; 3rd quarter 91. There was an increase in overall proficiency in reading--40% 1st quarter to 54% 2nd quarter. There was a decrease in overall proficiency in math: 73% 1st quarter to 62% 2nd quarter. 2nd grade teachers will be receiving support. 2nd and 3rd grade have been identified as areas that show gaps. We will continue to identify students who are non-proficient, and coaches will continue working with teachers based on data.	February 16, 2016	Valarie Williams

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

Reading Program implemented in January, 2017	Academic Support Program	01/09/2017	06/02/2017	$0	No Funding Required	Teachers; Reading Specialist; Intervention Teacher; Administration

Status	Progress Notes		Created On	Created By
In Progress	Implemented on January 9, 2017.		February 06, 2017	Valarie Williams

Measurable Objective 2:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in problem-solving and computation in Mathematics by 06/02/2017 as measured by Universal Screenings and EQTs.

Status	Progress Notes	Created On	Created By
Not Met	59% of Students in grades 1 - 5 met proficiency on STAR Math tests.	February 06, 2017	Valarie Williams
Met	72% of Students in grades K - 5 met proficiency on 2nd quarter EQTs.	February 06, 2017	Valarie Williams
Not Met	Star Math (Fall Screening) Grade Exceeding Ready Close Need Support 1st 3% 18% 49% 29% 2nd 7% 25% 43% 25% 3rd 1% 32% 45% 22% 4th 1% 20% 62% 17% 5th 8% 16% 70% 6% 1st Quarter Math EQT (Schoolwide) K 1 2 3 4 5 Schoolwide 89% 77% 86% 37% 89% 80% 76%	January 26, 2017	Valarie Williams

Not Met	•21% of 1st graders, 32% of 2nd graders, 33% of 3rd graders, 21% of 4th graders and 24% of 5th graders are Ready or Exceeding standards based on STAR Math. •76% of students at Craighead reached proficiency based upon Math EQT data. Star Math (Fall Screening) Grade Exceeding Ready Close Need Support 1st 3% 18% 49% 29% 2nd 7% 25% 43% 25% 3rd 1% 32% 45% 22% 4th 1% 20% 62% 17% 5th 8% 16% 70% 6% 1st Quarter Math EQT (Schoolwide) K 1 2 3 4 5 Schoolwide 89% 77% 86% 37% 89% 80% 76% Students in grades 3-5 were grouped according to their STAR data. Students were offered before school and after school tutoring. Individual classroom teachers also grouped students for classroom instruction. For Early Morning Extended Day Tutoring 33% of 3rd grade students failed reading and 44% of 3rd grade students failed math; After-School Extended day tutoring was not held for 1st quarter, however, students were receiving services through Tier II and Tier II interventions.	January 26, 2017	Valarie Williams
Not Met	EQT overall proficiency levels in Math are as follows: 1st quarter 67% (7% decrease from 1st quarter of the previous year); 2nd quarter 67% (20% increase from 2nd quarter of the previous year). We will continue to identify students needing additional interventions in order to master skills.	February 16, 2016	Valarie Williams
N/A	Increasing student achievement for students in K-5th grade is a top priority. They are receiving Direct Instruction, Small/Tier Group instruction, and are actively engaged daily. Students that are not meeting grade requirements have the opportunity to attend Extended Day Tutoring or CCLC to achieve academically.	February 02, 2015	Mrs. Cynthia L Lee

(shared) Strategy 1:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Status	Progress Notes	Created On	Created By
N/A	Data is monitored consistently and students are pulled for TIER intervention as needed to reinforce skills that will enable them to reach proficiency.	January 26, 2017	Valarie Williams

N/A	All teachers receive walkthrough visits. These visits have shown that students are actively engaged through direct instruction tier interventions. Students who receive tier interventions are also recommended for tutoring through extended day or the CCLC afterschool program.	February 16, 2016	Valarie Williams

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. Traits Writing and Wonders will be utilized during direct instruction. Sonday will be used as needed during Tier II intervention.	Direct Instruction	08/10/2016	06/02/2017	$0	No Funding Required	Administration and staff

Status	Progress Notes	Created On	Created By
In Progress	As a result of the implementation of Wonders, Sonday is now being used as a resource during Tier II Intervention.	February 06, 2017	Valarie Williams
In Progress	All teachers receive walkthrough visits and are actively engaging students in lessons taught throughout the day. The students receive direct instruction as a whole group and in small and Tier instruction. They are engaged in activities in all subject content areas. Some students are receiving services from our Gifted Teacher to challenge them in creative and rigorous academics. Also, students that are deficient in academic achievement are able to receive extended day tutoring services. Additional students attend CCLC 5 days per week and receive academic assistance daily.	February 16, 2016	Valarie Williams

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2016	06/02/2017	$0	No Funding Required	Administration and staff

Status	Progress Notes	Created On	Created By
In Progress	Additional intervention is being provided to select groups of students in 3rd and 4th grades. Tier II Intervention is being provided by classroom teachers. Students in grades 3 - 5 who scored close to the ACT Aspire goal on STAR tests have been identified and receive additional interventions in Academic Saturday School for reading and math.	February 06, 2017	Valarie Williams
In Progress	• Craighead's Instructional Coach is assisting teachers with identifying students requiring Tier II or Tier III instruction. • Assistance is given to teachers to ensure proper implementation of Sonday System to support students.	January 26, 2017	Valarie Williams

In Progress	Students who are not meeting proficiency receive tier intervention and/or small group instruction. Data is monitored consistently and students are pulled as needed to reinforce skills that will enable them to reach proficiency.	February 16, 2016	Valarie Williams

Activity - 21st CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$228591	Title IV Part A, Title IV Part A, Title I Part A	Administrators, extended day staff

Status	Progress Notes	Created On	Created By
In Progress	Academic Saturday School has been in place since January 14, 2017. Students in grades 3 - 5 who scored close to the ACT Aspire goal on STAR tests have been identified and invited to attend for additional interventions in reading and math.	February 06, 2017	Valarie Williams
In Progress	Craighead did not offer Extended Day Tutoring for 1st Quarter. CCLC Students reading proficiency on the EQT : K- 78%; 1st Grade- 83%; 2nd Grade - 86%; 3rd Grade - 40% ; 4th Grade - 73%; and 5th Grade - 40%73and 67%. CCLC Math Proficiency on the EQT:: K – 100%; 1st Grade – 100%; 2nd Grade – 100%; 3rd Grade –40%; 4th Grade –91%; and 5th Grade – 87%	January 26, 2017	Valarie Williams
In Progress	Enrollment for Extended Day is as follows: 1st quarter 84; 2nd quarter 108; 3rd quarter 91. There was an increase in overall proficiency in reading--40% 1st quarter to 54% 2nd quarter. There was a decrease in overall proficiency in math: 73% 1st quarter to 62% 2nd quarter. 2nd grade teachers will be receiving support. 2nd and 3rd grade have been identified as areas that show gaps. We will continue to identify students who are non-proficient, and coaches will continue working with teachers based on data.	February 16, 2016	Valarie Williams

Activity - Wonders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Program implemented in January, 2017	Academic Support Program	01/09/2017	06/02/2017	$0	No Funding Required	Teachers; Reading Specialist; Intervention Teacher; Administration

Status	Progress Notes	Created On	Created By

In Progress	Implemented on January 9, 2017.	February 06, 2017	Valarie Williams

Strategy 2:

PST Referral - Students not meeting proficiency, or who have been identified as a underachieving will be referred for additional interventions.

Category:

Research Cited: Response to Instruction

Status	Progress Notes	Created On	Created By
N/A	• Teachers were provided PST Orientation during the in-service days of the 2016-17 year and again during the 1st PST meeting. • Teachers provided interventions to rollover students from the 2015-16 school year. • Teachers provided student recommendations to the PST team for students failing core subjects. Problem Solving Team Qtr. 1 # of Students enrolled 597 # of Students on PST (Academic) 138 # of Students on PST (Behavior) 22 # of office discipline referrals 14 # of dropouts 0 # of students referred for SpEd testing 27 # of students qualified for SpEd Services 4	January 26, 2017	Valarie Williams
N/A	Current PST referrals in reading and math for the year are as follows: Kindergarten 28; 1st Grade 24; 2nd Grade 29; 3rd Grade 26; 4th Grade 11; 5th Grade 8. PST referrals for behavior issues are as follows: 2nd Grade 2; 4th Grade 2; 5th Grade 2.	February 16, 2016	Valarie Williams
N/A	The PST has 83 referrals for reading, 66 referrals for math, and 11 referrals for behavior.	January 29, 2015	Mrs. Cynthia L Lee

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be referred to PST through the Response to Instruction (RtI) process to address interventions needed in reading and mathematics.	Academic Support Program	08/10/2016	06/02/2017	$0	No Funding Required	Administrators, Teachers

Status	Progress Notes	Created On	Created By

In Progress	2nd quarter PST Data: Students enrolled - 5 PST /Academic - 133 PST / Behavior - 26 Discipline referrals - 31 dropouts 0 SpEd referrals 0 qualified SpEd 8 PST Academic	February 06, 2017	Valarie Williams
In Progress	• Teachers were provided PST Orientation during the in-service days of the 2016-17 year and again during the 1st PST meeting. • Teachers provided interventions to rollover students from the 2015-16 school year. • Teachers provided student recommendations to the PST team for students failing core subjects.	January 26, 2017	Valarie Williams
In Progress	The PST is waiting for students to complete interventions in reading and math before being referred for further testing. Students that are being referred for behavior are going through the "Review 360" process.	February 16, 2016	Valarie Williams
In Progress	The PST is waiting for students to complete interventions in reading and math before being referred for further testing. Students that are being referred for behavior are going through the "Review 360" process.	January 29, 2015	Mrs. Cynthia L Lee

Measurable Objective 3:

A 15% increase of Fourth and Fifth grade students will demonstrate a proficiency in mathematics in Mathematics by 04/15/2017 as measured by ACT Aspire in Mathematics.

Strategy 1:

Mathematics Design Collaborative - Mathematics Design Collaborative strategies will be used to teach all 4th - 5th grade students mathematics concepts during daily

instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: Mathematics Design Collaborative (MDC) is professional development for mathematics teachers through Southern Regional Educational Board

(SREB) that supports problem solving and higher order thinking skills.

Status	Progress Notes	Created On	Created By
N/A	Mathematics Design Collaborative was added as a strategy during the Mid-year review at the suggestion of Mr. Allred. Teachers attended 4th and 5th grade teachers attended PD at B.C. Rain high school in October, 2016.	February 10, 2017	Valarie Williams

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all 4th - 5th grade mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities.	Other - Instructional	08/10/2016	05/31/2017	$0	No Funding Required	4th and 5th grade Mathematics Teachers

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all elementary math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Other - Instructional	08/10/2016	05/31/2017	$0	No Funding Required	All elementary math teachers

Goal 2: Prepare and Support Teachers to graduate College and Career Ready Students

Status	Progress Notes	Created On	Created By
N/A	The CIR will not be used this year due to the system purchase of the ELEOT evaluation program. All teachers received an overview if the program. The principal and assistant principal are certified users of the program. The aCIP will be changed to reflect ELEOT	January 26, 2017	Valarie Williams

Measurable Objective 1:

collaborate to implement ELEOT, which encourages equitable learning and focuses on learner engagement and the equal access of all learners with the implementation of digital tools by 06/02/2017 as measured by student progress on EQTs..

Status	Progress Notes	Created On	Created By

Not Met	Course Failures	January 26, 2017	Valarie Williams
	Grade Read LA Math Science Social Studies K 10% 10% 14% 0% 4% 1st 19% 9% 18% 0% 1% 2nd 12% 6% 5% 3% 6% 3rd 19% 9% 17% 3% 2% 4th 6% 0% 0% 0% 1% 5th 0% 0% 0% 2% 1% All students are receiving additional support and have been invited to Extended Day and/or Early Morning tutoring.		

Strategy 1:

Collaborative Instructional Review (CIR) Process - The principal will partner with two teachers for learning on rigor, relevance, and student engagement through use of the CIR tool.

Category:

Research Cited: Daggett/ICLE

Status	Progress Notes	Created On	Created By
N/A	The CIR will not be used this year due to the system purchase of the ELEOT evaluation program. All teachers received an overview if the program. The principal and assistant principal are certified users of the program. The aCIP will be changed to reflect ELEOT.	January 26, 2017	Valarie Williams
N/A	Collaborative Instructional Review Process is being implemented by our administrative staff and selected teachers to prepare students for College and Career Readiness. These teachers are teaching and modeling lessons based on the Daggett Model. The Instructional Coach and the school system's Reading Coaches are also assisting teachers with planning, modeling, and teaching lessons in classroom, if needed.	February 02, 2015	Mrs. Cynthia L Lee
N/A	Collaborative Instructional Review Process is being implemented by the Instructional Coach and the school system's Reading Coaches. They are planning and modeling lessons for teachers as needed.	February 02, 2015	Mrs. Cynthia L Lee

Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new teachers will receive training on I-NOW and general procedures / operations of Craighead School.	Professional Learning	08/10/2016	06/02/2017	$0	No Funding Required	Administration and staff

Status	Progress Notes	Created On	Created By
In Progress	Ms. Pope and Ms. Bailey have been identified as mentor teachers. Ms. Nickson has changed over to special education and will now be mentored by Ms. Graves and Ms. Baumgarten. Ms. Nickson is excited about the position and about learning as much as she can.	February 06, 2017	Valarie Williams

In Progress	New teachers are receiving additional support from their assigned mentors, coaches, and lead teachers.	January 26, 2017	Valarie Williams
Completed	All new teachers at Craighead Elementary have attended New Teacher Academy.	January 29, 2015	Mrs. Cynthia L Lee

Activity - Academic Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Teams will engage in sustained professional development in English Language Arts, Science and Mathematics, focusing on student success through continually increasing their own knowledge and skill. Professional Learning Team members will provide turn-around training for their grade level teachers.	Professional Learning	08/10/2016	06/02/2017	$228882	District Funding, Title II Part A	Administrators, Reading / Math Coach, PLT Team Members

Status	Progress Notes	Created On	Created By
In Progress	Ms. G. Jones has conducted her first meeting, which took place in December, 2016. Ms. Hunter is working with committee to plan a half-day for the implementation of STEM. Ms. G. Jones is also attending a STEM to STEAM this month.	February 06, 2017	Valarie Williams
In Progress	• All Professional Learning Team lead teachers have met with all teachers to disseminate information from the district curriculum and instruction as well as the local school. • We are providing training for grade-level members. • PLTs will continue to meet throughout the year	January 26, 2017	Valarie Williams
In Progress	The Professional Learning Teams' facilitators in science and mathematics have attended required meetings on 11/17/14. Also, the Math Professional Learning Team (PLT) has had meetings with its team on the following dates: 10/14/14 and 1/13/15. Peer-to-Peer and video analysis meetings were held on 10/14/14, 10/28/14, and 01/27/15.	February 02, 2015	Mrs. Cynthia L Lee

Measurable Objective 2:

collaborate to create Common Formative Assessments (CFAs) by 06/02/2017 as measured by student achievement in reading, math, and science.

Status	Progress Notes	Created On	Created By
Met	Our teachers have been collaborating to create pre-tests and CFA tests for each quarter.	January 25, 2016	Ms. Tracey L Hunter

Strategy 1:

Teacher training - The entire staff received an overview of the CFA development from the principal during pre-inservice days. Teachers will be trained on the methods

to create CFAs. Two teachers from each grade level have received the district's CFA training as of 1-22-16.

Category: Develop/Implement College and Career Ready Standards

Research Cited: District Requirement

Status	Progress Notes	Created On	Created By
N/A	Teachers attended training at the Environmental Center or Cypress Auditorium. CFAs are being created and implemented three times each quarter by the classroom teachers.	February 06, 2017	Valarie Williams
N/A	Two teachers from each grade level and the intervention teacher have completed the district's 3-day CFA Training with the literacy coaches. I plan to send one teacher from each grade level to the district's CFA training each time it is offered.	January 25, 2016	Ms. Tracey L Hunter

Activity - CFA Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in "in-house" training for the development of CFAs	Professional Learning	08/10/2016	06/02/2017	$4470	Title I Part A	District; Administrators

Status	Progress Notes	Created On	Created By
In Progress	CFA Reading Grade CFA 1.1 CFA 1.2 CFA 1.3 CFA Avg. K 86% 83% 78% 82% 1st 55% 38% 61% 51% 2nd 49% 52% 45% 49% 3rd 41% 33% 16% 30% 4th 12% 52% 60% 41% 5th 41% 42% 37% 40% CFA Math Grade CFA 1.1 CFA 1.2 CFA 1.3 CFA Avg. K 83% 83% 85% 84% 1st 44% 48% 48% 47% 2nd 72% 72% 67% 70% 3rd 37% 52% 36% 42% 4th 66% 64% 61% 64% 5th 47% 33% 47% 42%	January 26, 2017	Valarie Williams
In Progress	Two teachers from each grade level and the intervention teacher have completed the district's 3-day CFA Training with the literacy coaches. Our students are currently taking one CFA in mathematics, reading, and science each quarter.	January 25, 2016	Ms. Tracey L Hunter

Goal 3: Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.)

Status	Progress Notes	Created On	Created By
N/A	Digital tools and resources have been purchased and are available for educators and students in order to access a comprehensive viable infrastructure as needed. Craighead is participating in the Discovery Education Project. It is available and implemented by our school's Librarian for grades K-3.	February 02, 2015	Mrs. Cynthia L Lee

Measurable Objective 1:

collaborate to provide the recommended technology tools to support the learning, communication and administrative goals of the school through the use of Discovery Ed and digital media by 06/02/2017 as measured by the ratio of technology tools to student based on the technology inventory..

Status	Progress Notes	Created On	Created By
Not Met	The media specialist will look at the cost of purchasing additional document cameras, and Ms. Hunter is also working with David Ackridge to acquire more cameras.	January 26, 2017	Valarie Williams
N/A	Collaboration for technology tools has been implemented and some digital technology has been purchased. Additional technology will be purchased. Teachers have been trained for District SmartBoard 14 and Office 365 certification. Teachers and students will be able to use word products at home with this program.	February 02, 2015	Mrs. Cynthia L Lee
N/A	Collaboration for technology tools have been implemented and some digital technology has been purchased. Additional technology will be purchased.	February 02, 2015	Mrs. Cynthia L Lee

Strategy 1:

Provide computers and tablets for the classroom - Based on the technology inventory and available funds, outdated computers will be replaced and additional tablets will be purchased for use by students in the classroom.

Category: Other - Provide Digital resources and devices

Research Cited: United States Department of Education

Status	Progress Notes	Created On	Created By
N/A	26 new computers were ordered to replace desktops in Computer Lab I. 25 computers from Computer Lab I were placed in classrooms for student use.	February 06, 2017	Valarie Williams
N/A	More devices will be purchased when Title I funds are released. Teachers with equipment or device issues will provide that information to the media specialist so that work orders can be put into the system.	January 26, 2017	Valarie Williams
N/A	Each classroom teacher has been provided with at least 2 desktop computers and 2 tablets for student use, and an iPad for teacher use.	January 24, 2016	Valarie Williams

N/A	Laptops for all teachers and tablets have been purchased. Mini laptops are available for teachers and students usage. The librarian and the Assistance League have purchased eBooks for students to use.	February 02, 2015	Mrs. Cynthia L Lee

Activity - Funding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funds will be expended as they become available to purchase technology tools.	Other	08/10/2016	06/02/2017	$1911192	State Funds, State Funds, Title I Part A	Administration, Title I Facilitator, Media Specialist

Status	Progress Notes	Created On	Created By
In Progress	Title I carryover funds are being used to order additional tablets for student use.	February 06, 2017	Valarie Williams
In Progress	Title 1 funds have been allocated to increase technology in the classrooms and update technology in the technology labs. As of 10/28/16, funds had not been released for spending.	January 26, 2017	Valarie Williams
In Progress	Title I funds have been set aside for the purchase of additional computers and tablets. Desktops for a 3rd computer lab have been ordered, and carryover funds will be used to purchase additional tablets for student use.	January 24, 2016	Valarie Williams

Goal 4: Prepare and support students through student support services.

Status	Progress Notes	Created On	Created By
N/A	We are working with Student Services to get assistance with tardies, attendance, and early dismissals.

A parent meeting is planned that will address student attendance.

The Effective Parent Program is being formed for the Williamson Feeder Pattern. Administrators will be able to make referrals to the program. Williamson will have a parent Manager to assist with the program. This program is projected to be up and running by January of 2017. | January 26, 2017 | Valarie Williams |
| N/A | Students are receiving group and individual counseling from our school's counselor weekly. Individual counseling is provided as needed. Our school has a Behavioral Specialist that is with our feeder pattern to assist with behavioral issues. She also works with the parents if necessary. Alta Pointe is on site on Monday and Tuesday to assist with students/parents with strategies to correct behavioral issues. The school system provides "Learning Support System" to assist with our students as well. | February 02, 2015 | Mrs. Cynthia L Lee |

Measurable Objective 1:

collaborate to decrease negative behaviors resulting in office referrals from 70 during the 2015 / 2016 school year by 5% and to promote positive behaviors and responsibility by 06/02/2017 as measured by the number of students with office referrals..

Status	Progress Notes	Created On	Created By
Met	Problem-Solving Team (PST) Qtr. 1 # of Students enrolled 597 # of Students on PST (Academic) 138 # of Students on PST (Behavior) 22 # of Discipline referrals 14 # of dropouts 0 # of Students referred for SpEd Testing 27 # of Students qualified for SpEd Services 4	January 26, 2017	Valarie Williams
N/A	Students meet with the Behavior Specialist, Alta Pointe, and the counselor to assist with negative behavioral issues. Also, the counselor has had the District Attorney's Office to come and speak to students concerning bullying, improper touches, and the consequences for negative behaviors.	February 02, 2015	Mrs. Cynthia L Lee

Strategy 1:

Group Counseling - The school's counselor will arrange various activities that address bullying and other behavioral issues.

Category: Implement Guidance and Counseling Plan

Research Cited: StopBullying.gov

Status	Progress Notes	Created On	Created By
N/A	Counseling has gone from every week to every other week for all grade levels. This was done to accommodate more small group and individual counseling.	February 06, 2017	Valarie Williams
N/A	The school's counselor has group meetings with students bi-weekly and if necessary, she provides individual counseling sessions.	January 29, 2015	Mrs. Cynthia L Lee

Activity - Presenters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Presentations presented to students in grades K - 5 as scheduled by the school's counselor	Behavioral Support Program	08/10/2016	06/02/2017	$0	No Funding Required	Administrators, School Counselor

Status	Progress Notes	Created On	Created By
In Progress	2nd quarter presenters: Mobile County Health Department Teen Center SWAT Presenters	February 06, 2017	Valarie Williams
In Progress	During the first quarter of the school, the students at Craighead received support services and presentations from the Helping Families Initiative program and the GREAT Program. The services provided discussed with students the consequences of bullying and making healthy decisions. Other presentations listed are scheduled to take place during 2nd and 3rd quarters. Presenters • Helping Families Initiative – Mobile County's DA's Office - Bullying Prevention Week 2016 • GREAT Program – Mobile Police Dept. - 6 Week Program • S.W.A.T. Presentation - MCHD Teen Center – Red Ribbon Week 2016 • See & Sign 5th grade Presentation – Clark-Shaw Magnet School • Penelope House – Outreach Education Program – Domestic Violence	January 26, 2017	Valarie Williams
In Progress	The counselor had presenters from the Mobile Police Department to come and speak to the entire student body concerning "Drug Awareness" with an appearance from McGruff on October 17, 2014. On November 19, 2014, they came and presented "Stranger Danger" to students in Pre-K- 2nd Grade with McGruff. The Mobile District Attorney's Office provided "Helping Families" services to students on September 25th, 30th, and October 31, 2014 for students in grades 2-5. This presentation demonstrated Anti-Bullying/Bullying strategies to assist students in recognizing anti-bullying and bullying in school and other places. Penelope House provided counseling services to students in grades K-5 concerning domestic violence (good touches/bad touches), and healthy relationships. They visited on January 7- 9, and 14 - 16, 2015. Lifeline Counseling Services provided services to Kindergarten with the "Wise Owl Bully Stopper Kit" on 12/1, 12/3, and 12/5/14; 1st Grade on 12/8-12/9, and 12/12/14; and 2nd Grade on 1/12, 1/14, and 1/21/15.	January 28, 2015	Mrs. Cynthia L Lee

Activity - Positive Office Referrals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students "caught being good" will be referred to the office for recognition.	Behavioral Support Program	08/10/2016	06/02/2017	$0	No Funding Required	Administrators, Teachers, Staff

Status	Progress Notes	Created On	Created By
In Progress	During 2nd quarter 24 students received positive office referrals.	February 06, 2017	Valarie Williams

In Progress	Students referred to the office for positive office referrals will be recognized for their positive behavior through having their name and outstanding behavior announced as well as having their picture taken to be displayed on the P.A.W.S. (Positive Actions Within School) bulletin board. All students recognized during 1st quarter will be rewarded with a token/celebration during 2nd quarter. All total of 8 students and 5 classes were recognized during 1st quarter.	January 26, 2017	Valarie Williams
In Progress	There were 36 positive office referrals for 1st Quarter and 20 for 2nd Quarter.	January 29, 2015	Mrs. Cynthia L Lee

Activity - Student of the Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students displaying positive behaviors are recognized with a write-up and their picture placed on the "Student of the Month" board.	Behavioral Support Program	08/10/2016	06/02/2017	$0	No Funding Required	Administrators, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Students are selected each month based on character traits as detailed by the counselor. Students' pictures are taken and put on display in the hall.	February 06, 2017	Valarie Williams
In Progress	During the 1st quarter, students of the month were selected for to represent each classroom. A total of 31 students were selected during first quarter. During the 1st quarter, students of the month were selected for to represent each classroom. A total of 31 students were selected during first quarter. Students of the Month are selected by their classroom teachers. Teachers are asked to select one student from their class who displays that specified character trait of the month. The students are rewarded by having their pictures taken to be displayed on the Student of the Month bulletin board and receives a certificate, pencil and other treat for their outstanding display of character.	January 26, 2017	Valarie Williams
In Progress	Each month a student is selected from each classroom teacher to represent their class as a model student for academics or behavior.	January 29, 2015	Mrs. Cynthia L Lee

Strategy 2:

Problem Solving Team (PST) - Students exhibiting consistent, or extremely disruptive behaviors will be referred to the PST for additional interventions.

Category: Other - Develop student discipline plan

Research Cited: Response to Instruction (RTI)

Status	Progress Notes	Created On	Created By
N/A	The PST has 83 referrals for reading, 66 referrals for math, and 11 referrals for behavior. There are 6 students that have made limited progress and continue to receive intervention services.	February 02, 2015	Mrs. Cynthia L Lee

Activity - Review 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Student's behavior will be tracked using the Review 360 online program.	Behavioral Support Program	08/10/2016	06/02/2017	$0	No Funding Required	Administrators, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Review 360 needs to be updated on a regular basis so that students displaying disruptive behaviors can receive interventions when available.	February 06, 2017	Valarie Williams
In Progress	During the 1st quarter, students of the month were selected for to represent each classroom. A total of 31 students were selected during first quarter. During the 1st quarter, students of the month were selected for to represent each classroom. A total of 31 students were selected during first quarter.	January 26, 2017	Valarie Williams
In Progress	There are 32 students that are on Review 360 for behavioral issues.	January 29, 2015	Mrs. Cynthia L Lee

Measurable Objective 2:

collaborate to increase student attendance rates by 06/02/2017 as measured by average daily attendance and 20-day reports.

Status	Progress Notes	Created On	Created By
N/A	We are working with the school's Attendance Officer to assist with student's attendance. Our average attendance for 1st Quarter was 97.61% and 2nd Quarter was 95.59%. The Year-to-Date attendance was 96.52%.	February 02, 2015	Mrs. Cynthia L Lee

Strategy 1:

Attendance Collaboration - Counselors, teachers and parents will collaborate to identify barriers to student attendance.

Category: Other - Develop/Implement strategies for consistent school attendance

Research Cited: Eric Jensen

Status	Progress Notes	Created On	Created By
N/A	The school and community will provide incentives to encourage daily student attendance. • Attendance Awareness Month – September 2016	January 26, 2017	Valarie Williams
N/A	Craighead has a new attendance officer, Mr. Reynolds. An inservice meeting has been scheduled for him to meet teachers, as well as present changes in policies and procedures for documenting attendance.	February 16, 2016	Valarie Williams

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

The school and community will provide incentives to encourage daily student attendance	Other	08/10/2016	06/02/2017	$0	No Funding Required	Administrators, teachers, staff

Status	Progress Notes	Created On	Created By
In Progress	Two classes received pizza parties for having perfect attendance, and two tables were raffled off during attendance awareness month. All students with perfect attendance during 2nd quarter received a certificate.	February 06, 2017	Valarie Williams
In Progress	. 2 tablets/devices were to be given to students whose names were drawn from a list of students who were present during the month of September with no tardies or early dismissals. .A total of 230 students qualified for the drawing. 2 classes were awarded as having the most perfect attendance during the month of September as having the most students with perfect attendance (13 students each). Students with perfect attendance also receive recognition at the end of each quarter.	January 26, 2017	Valarie Williams
In Progress	Students who attend school daily have received rewards, been able to attend basketball games and a field trip to the University of South Alabama's Career Day.	February 02, 2015	Mrs. Cynthia L Lee
In Progress	Craighead is working with the Mobile County School System' Behavioral Specialist, Mrs. Cheryl Turk to deter negative behaviors. The students have gone on an incentive field trip at the University of South Alabama for "Career Day." Positive office referrals are announced over the intercom for the entire school to hear. Students are also rewarded for good behavior.	January 29, 2015	Mrs. Cynthia L Lee

Activity - Attendance Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PST will analyze attendance data and address identified needs	Behavioral Support Program	08/10/2016	06/02/2017	$0	No Funding Required	Administrators, Teachers

Status	Progress Notes	Created On	Created By
In Progress	At the end of 2nd quarter Craighead's enrollment was 582. There were a total of 1,081 days absent and 421 tardies. Craighead's overall attendance rate for 2nd quarter was 96.64%	February 06, 2017	Valarie Williams

| In Progress | During 1st Quarter, 2 students were referred to PST for attendance purposes (excessive tardies). Teachers began communication with parents to remind them that intervention occurs in the morning and to encourage students to come to school on time
PST will analyze attendance data and address identified needs.

1st Quarter Attendance
   Student   Days   Attendance
      Count   Absent   Rate   Tardies
Male   303   335   97.31%   142
Female 294   295   97.53%   216
Total   597   630   97.42%   358
The majority of the tardies and absences are the same students. | January 26, 2017 | Valarie Williams |
| In Progress | Attendance for 1st Quarter was 97.61% and 95.59% for 2nd Quarter. The Year-to-Date attendance rate is 96.52%. | January 29, 2015 | Mrs. Cynthia L Lee |

Goal 5: Increase student achievement in reading abilitiies by assisting all students at Craighead Elementary School to read proficiently and comprehend on or above grade-level.

Status	Progress Notes	Created On	Created By
N/A	There was a 7% increase in the number of AR quizzes passed (from 5,181 to 7,127) from 1st quarter to 2nd quarter.	February 06, 2017	Valarie Williams
N/A	• The students are scheduled for library/computer once a week with the Media Specialist. • A mini lesson is administered with book checkout every other week. • Students are also allowed to check out books during open media times. • Students may also utilize the open times to complete AR tests. All classes will have assigned media times once a week so that students can check-out books. Students may also utilize "open media" times, with a pass from the classroom teacher, to check out books and or take AR tests.	January 26, 2017	Valarie Williams

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in fluency and comprehension in Reading by 06/02/2017 as measured by Accelerated Reader Reports.

Status	Progress Notes	Created On	Created By

Met	Accelerated Reading School-Wide Results Quizzes Taken 6039 Quizzes Passed 5181 Average % Correct (Goal) 85% Average % Correct 74.9% % Read Independently 70% % Fiction 59% Average ATOS Book Level 2.3 # of Points 2529.8	January 26, 2017	Valarie Williams

Strategy 1:

Scheduled Media Center Times - Students in Pre-Kindergarten - grade 5 will have assigned media (once a week) times in order to utilize opportunities to check-out

fiction and non-fiction books based on the students' reading level. Computer lab is assigned one a week so that students will be able to utilize the Accelerated Reader

(AR) testing site.

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

Research Cited: Accelerated Reader

Status	Progress Notes	Created On	Created By
N/A	Scheduled media class times have been revised from weekly to bi-monthly in order to allocate more times for students to check out books.	February 06, 2017	Valarie Williams
N/A	All classes will have assigned media times once a week so that students can check-out books. Students may also utilize "open media" times, with a pass from the classroom teacher, to check out books and or take AR tests.	January 26, 2017	Valarie Williams

Activity - Media Times	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classes will have assigned media times once a week so that students can check-out books. Students may also utilize "open media" times, with a pass from the classroom teacher, to check out books and/or take AR tests.	Academic Support Program	08/10/2016	06/02/2017	$12136	State Funds, Title I Part A	Classroom teachers; Media specialist

Status	Progress Notes	Created On	Created By
In Progress	Students will receive additional computer skill instruction during media time every other week with the Media Specialist.	January 26, 2017	Valarie Williams

Strategy 2:

Scheduled Computer Lab - Kindergarten - 5th grade classes will have computer lab times scheduled for once per week in order to allow students opportunities to take

Accelerated Reader (AR) tests on a regular basis.

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

Research Cited: Accelerated Reader

Status	Progress Notes	Created On	Created By
N/A	Classes are scheduled for the computer lab once per week. Teachers utilize this time for STAR testing, USA test prep and ACT Aspire practice.	February 06, 2017	Valarie Williams
N/A	• Students are scheduled for the computer lab once a week to complete AR Test, Learning.com, Moby Max and USA Test Prep.	January 26, 2017	Valarie Williams

Activity - Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classes will go to the computer lab once per week in order to have the opportunity to take Accelerated Reader (AR) tests on a regular basis.	Academic Support Program	08/10/2016	06/02/2017	$89061	State Funds, Title I Part A	Classroom teachers; Media Specialist

Status	Progress Notes	Created On	Created By
In Progress	• Students will receive additional computer skill instruction during media time every other week with the Media Specialist. • The students have shown significant progress in their typing abilities and use of soft skills. Classes will go to the computer lab once per week in order to have the opportunity to take Accelerated Reader (AR) tests on a regular basis.	January 26, 2017	Valarie Williams

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Media Times	All classes will have assigned media times once a week so that students can check-out books. Students may also utilize "open media" times, with a pass from the classroom teacher, to check out books and/or take AR tests.	Academic Support Program	08/10/2016	06/02/2017	$11300	Classroom teachers; Media specialist
CFA Training	Teachers will participate in "in-house" training for the development of CFAs	Professional Learning	08/10/2016	06/02/2017	$4470	District; Administrators
Computer Lab	Classes will go to the computer lab once per week in order to have the opportunity to take Accelerated Reader (AR) tests on a regular basis.	Academic Support Program	08/10/2016	06/02/2017	$82601	Classroom teachers; Media Specialist
21st CCLC/Extended Day Tutoring	Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$28591	Administrators, extended day staff
Funding	Funds will be expended as they become available to purchase technology tools.	Other	08/10/2016	06/02/2017	$82601	Administration, Title I Facilitator, Media Specialist
				Total	$209563	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Professional Learning Teams	Professional Learning Teams will engage in sustained professional development in English Language Arts, Science and Mathematics, focusing on student success through continually increasing their own knowledge and skill. Professional Learning Team members will provide turn-around training for their grade level teachers.	Professional Learning	08/10/2016	06/02/2017	$5000	Administrators, Reading / Math Coach, PLT Team Members
				Total	$5000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Professional Learning Teams	Professional Learning Teams will engage in sustained professional development in English Language Arts, Science and Mathematics, focusing on student success through continually increasing their own knowledge and skill. Professional Learning Team members will provide turn-around training for their grade level teachers.	Professional Learning	08/10/2016	06/02/2017	$223882	Administrators, Reading / Math Coach, PLT Team Members
				Total	$223882	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Problem Solving Team (PST)	Students will be referred to PST through the Response to Instruction (RtI) process to address interventions needed in reading and mathematics.	Academic Support Program	08/10/2016	06/02/2017	$0	Administrators, Teachers
Small/Tier Group Instruction	Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2016	06/02/2017	$0	Administration and staff
Direct Instruction	Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. Traits Writing and Wonders will be utilized during direct instruction. Sonday will be used as needed during Tier II intervention.	Direct Instruction	08/10/2016	06/02/2017	$0	Administration and staff
Positive Office Referrals	Students "caught being good" will be referred to the office for recognition.	Behavioral Support Program	08/10/2016	06/02/2017	$0	Administrators, Teachers, Staff
Review 360	Student's behavior will be tracked using the Review 360 online program.	Behavioral Support Program	08/10/2016	06/02/2017	$0	Administrators, Teachers
Incentives	The school and community will provide incentives to encourage daily student attendance	Other	08/10/2016	06/02/2017	$0	Administrators, teachers, staff
Wonders	Reading Program implemented in January, 2017	Academic Support Program	01/09/2017	06/02/2017	$0	Teachers; Reading Specialist; Intervention Teacher; Administration
New Teacher Academy	All new teachers will receive training on I-NOW and general procedures / operations of Craighead School.	Professional Learning	08/10/2016	06/02/2017	$0	Administration and staff

Student of the Month	Students displaying positive behaviors are recognized with a write-up and their picture placed on the "Student of the Month" board.	Behavioral Support Program	08/10/2016	06/02/2017	$0	Administrators, Teachers
Attendance Analysis	PST will analyze attendance data and address identified needs	Behavioral Support Program	08/10/2016	06/02/2017	$0	Administrators, Teachers
Presenters	Presentations presented to students in grades K - 5 as scheduled by the school's counselor	Behavioral Support Program	08/10/2016	06/02/2017	$0	Administrators, School Counselor
Mathematics Design Collaborative	Students in all 4th - 5th grade mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities.	Other - Instructional	08/10/2016	05/31/2017	$0	4th and 5th grade Mathematics Teachers
Close Reading	Students in all elementary math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Other - Instructional	08/10/2016	05/31/2017	$0	All elementary math teachers
				Total	$0	

Title IV Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st CCLC/Extended Day Tutoring	Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$143313	Administrators, extended day staff
21st CCLC/Extended Day Tutoring	Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$56687	Administrators, extended day staff
				Total	$200000	

State Funds

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

Funding	Funds will be expended as they become available to purchase technology tools.	Other	08/10/2016	06/02/2017	$6460	Administration, Title I Facilitator, Media Specialist
Computer Lab	Classes will go to the computer lab once per week in order to have the opportunity to take Accelerated Reader (AR) tests on a regular basis.	Academic Support Program	08/10/2016	06/02/2017	$6460	Classroom teachers; Media Specialist
Media Times	All classes will have assigned media times once a week so that students can check-out books. Students may also utilize "open media" times, with a pass from the classroom teacher, to check out books and/or take AR tests.	Academic Support Program	08/10/2016	06/02/2017	$836	Classroom teachers; Media specialist
Funding	Funds will be expended as they become available to purchase technology tools.	Other	08/10/2016	06/02/2017	$1822131	Administration, Title I Facilitator, Media Specialist
				Total	$1835887	

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	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 total number 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.	Stakeholder Survey Results TeacherMentors

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?

Student data indicated that Standard 1, Purpose and Direction has the overall highest level of satisfaction or approval, with an overall approval rate of 98.09%.
Teacher data indicated that Standard 1,Purpose and Direction, has the overall highest level of satisfaction or approval, with an overall approval rate of 44.86%.

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

Standard1 (Purpose and Directions) received the highest approval ratings from both students and staff members.

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

Standard 4 is consistent with findings from other stakeholder feedback sources.

Areas in Need of Improvement

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

The overall lowest level of satisfaction or approval indicated by students was Standard 3, Governance and Leadership, and Standard 3, Resources and Support Systems received the overall lowest level of satisfaction among staff members.

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

At this time there does not appear to be a trend towards a decrease in stakeholder satisfaction

What are the implications for these stakeholder perceptions?

Craighead needs to implement strategies to increase parent participation in the AdvanceEd Parent survey

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

There was more parent participation when a hard copy format of the parent survey was administered. Administration of the online survey has resulted in a decrease in the amount of parent participation.

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics
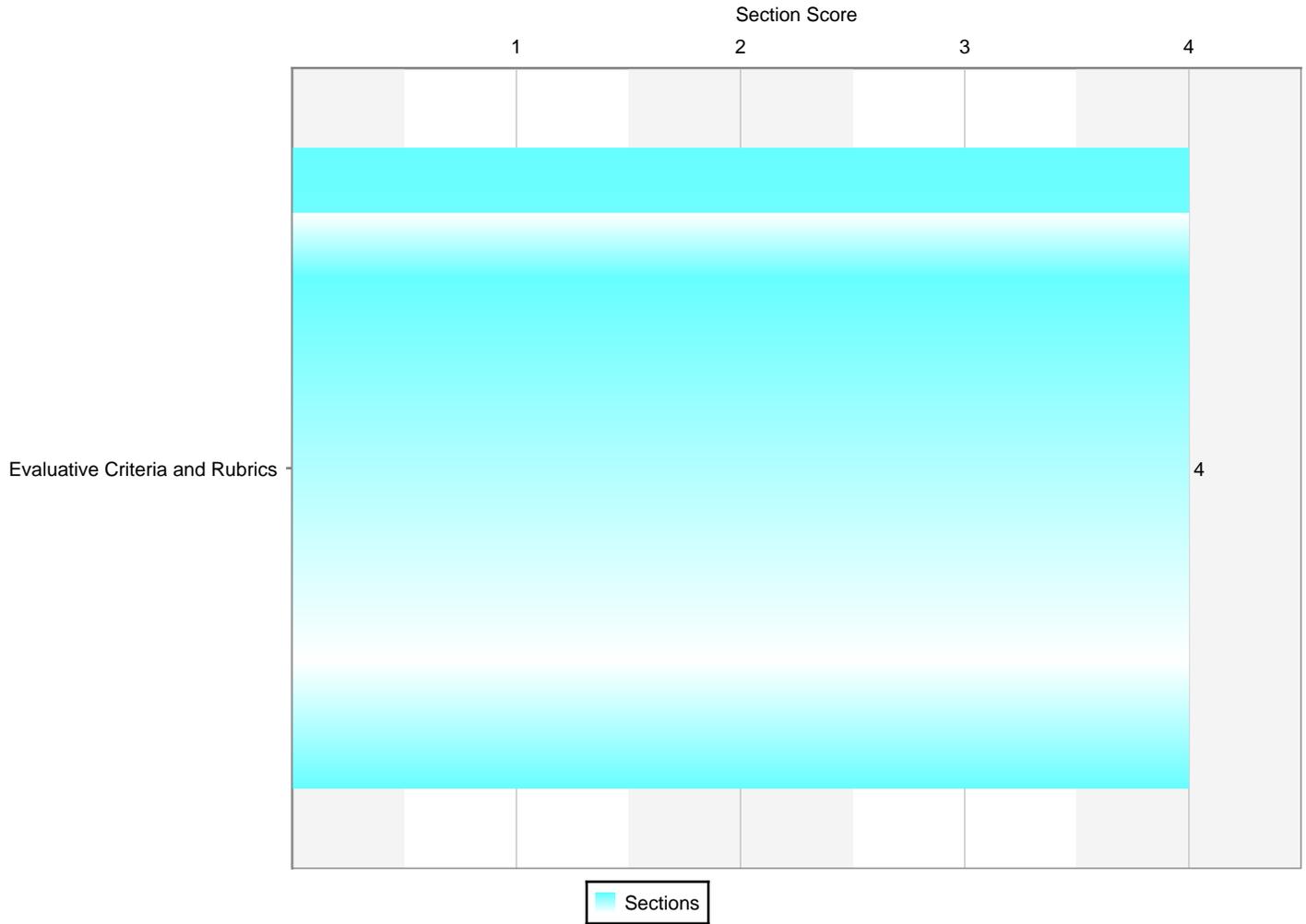
Sections

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

At the end of each academic year, the leadership team assembles to reflect on the year and begin a comprehensive needs assessment. The following items are reviewed: EQTs, discipline records, students receiving Tier III intervention, PST notes, professional development logs, and Universal Screening Data (S.T.A.R.). Once ACT Aspire data became available, the team met again to identify trends in proficiency over a three year period. Upon completion of this task, the team met with stakeholders and made recommendations for instruction based on the identified needs of the school.

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

The results from the comprehensive needs assessments indicates a continued weakness in reading and math. In reading, support is needed in areas of literacy, materials, and identifying literary elements from various text formats. In math, procedural and conceptual understanding, problem-solving, and algebraic expressions are the areas of need for this school year.

3. What conclusions were drawn from the results?

Conclusions from the results are that additional remediation is needed in reading and math. Implementation of Tier II and III interventions will continue. In addition, academic support from Central Office in reading and math will be implemented to close the achievement gap.

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

With reading and math being our greatest needs, additional resources are needed. Before school / after-school programs and classroom interventions have been incorporated. There is now a need to assess the program and to improve student engagement.

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

Our goals and needs are based on data which connects to the Comprehensive Needs Assessment. Based on current data from EQT and Aspire scores, reading and math are our areas of greatest concern.

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

Teachers use both formative and summative assessments to determine growth and identify weaknesses based on data in conjunction with the CCRS. The data used will come from the following sources: Universal Screening (S.T.A.R.), EQTs, and Common Formative Assessments (CFAs) and Aspire.

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

While the goals focus on reading and math, disadvantaged students benefit from differentiated instruction, inclusion, interventions, Response to Instruction (RtI) and other resources provided by the school, such as extended day services

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:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension in grades K-5, measured with Universal Screening and fluency in grades K-2, measured by DIBELS. in Reading by 06/02/2017 as measured by Universal Screenings, DIBELS and EQTs.

Strategy1:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. The Sonday System and Traits Writing will also be utilized during direct instruction.	Direct Instruction	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - 21st CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$45000 - Title I Part A $134717 - Title IV Part A	Administrators, extended day staff

Measurable Objective 2:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in problem-solving and computation in Mathematics by 06/02/2017 as measured by Universal Screenings and EQTs.

Strategy1:

PST Referral - Students not meeting proficiency, or who have been identified as a underachieving will be referred for additional interventions.

Category:

Research Cited: Response to Instruction

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to PST through the Response to Instruction (RtI) process to address interventions needed in reading and mathematics.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Teachers

Strategy2:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. The Sonday System and Traits Writing will also be utilized during direct instruction.	Direct Instruction	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - 21st CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$134717 - Title IV Part A $45000 - Title I Part A	Administrators, extended day staff

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to create Common Formative Assessments (CFAs) by 06/02/2017 as measured by student achievement in reading, math, and science.

Strategy1:

Teacher training - The entire staff received an overview of the CFA development from the principal during pre-inservice days. Teachers will be trained on the methods to create CFAs. Two teachers from each grade level have received the district's CFA training as of 1-22-16.

Category: Develop/Implement College and Career Ready Standards

Research Cited: District Requirement

Activity - CFA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in "in-house" training for the development of CFAs	Professional Learning	08/10/2016	06/02/2017	$4814 - Title I Part A	District; Administrators

Measurable Objective 2:

collaborate to implement the Daggett System for Effective Instruction (DSEI) to increase student achievement by 06/02/2017 as measured by We Teach / We Learn surveys, course failures, attendance opportunities, the CIR tool, grade-level meetings...

Strategy1:

Collaborative Instructional Review (CIR) Process - The principal will partner with two teachers for learning on rigor, relevance, and student engagement through use of the CIR tool.

Category:

Research Cited: Daggett/ICLE

Activity - Job Embedded Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will work side by side with the principal and up to 4 additional instructional leaders to provide support for impacting student achievement. During each session, principals and the coaches will develop, discuss, plan, and track progress of their leadership growth plan and conduct classroom observations using the CIR tool.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration, Reading/Math Coach, Ms. S. Bethel, Ms. I. Hunter

Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will receive training on I-NOW and general procedures / operations of Craighead School.	Professional Learning	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - Academic Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will engage in sustained professional development in English Language Arts, Science and Mathematics, focusing on student success through continually increasing their own knowledge and skill. Professional Learning Team members will provide turn-around training for their grade level teachers.	Professional Learning	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Reading / Math Coach, PLT Team Members

Measurable Objective 3:

demonstrate a behavior   to form a partnership between the school administrator and two teachers for learning on rigor, relevance, and student engagement. by 06/02/2017 as measured by We Teach/We Learn Surveys, course failures, attendance, PD opportunities, and the CIR tool.

Strategy1:

Scholastic Coaching - The principal will partner with two teachers for learning on rigor, relevance, and student engagement through use of the CIR tool. This partnership is collaborative in nature while the principal / teachers learn and implement the CIR process to support teachers in delivering high-quality, rigorous, and relevant learning experiences. This training will be supported by Scholastic coaching throughout the year.

Category: Develop/Implement Learning Supports

Research Cited: CIR

Activity - CIR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIR training supported by Scholastic coaching throughout the year.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Principal; Scholastic

Strategy2:

Professional Development - The principal and School Leadership Team will provide professional development to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented at Craighead Elementary School. In addition, each principal will provide awareness training for the entire staff on the CIR process and tool.

Category: Develop/Implement Professional Learning and Support

Research Cited: Daggett

Activity - Rigor/Relevance Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Awareness training for the entire staff on the CIR process and tool.	Professional Learning	08/10/2016	06/02/2017	$0 - No Funding Required	Principal and School Leadership Team

Goal 3:

Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.)

Measurable Objective 1:

collaborate to provide the recommended technology tools to support the learning, communication and administrative goals of the school through the use of Discovery Ed and digital media by 06/02/2017 as measured by the ratio of technology tools to student based on the technology inventory..

Strategy1:

Provide computers and tablets for the classroom - Based on the technology inventory and available funds, outdated computers will be replaced and additional tablets will be purchased for use by students in the classroom.

Category: Other - Provide Digital resources and devices

Research Cited: United States Department of Education

Activity - Funding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be expended as they become available to purchase technology tools.	Other	08/10/2016	06/02/2017	$6554 - State Funds $73700 - Title I Part A	Administration, Title I Facilitator, Media Specialist

Goal 4:

Increase student achievement in reading abilitiies by assisting all students at Craighead Elementary School to read proficiently and comprehend on or above grade-level.

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in fluency and comprehension in Reading by 06/02/2017 as measured by Accelerated Reader Reports.

Strategy1:

Scheduled Computer Lab - Kindergarten - 5th grade classes will have computer lab times scheduled for once per week in order to allow

students opportunities to take Accelerated Reader (AR) tests on a regular basis.

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

Research Cited: Accelerated Reader

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes will go to the computer lab once per week in order to have the opportunity to take Accelerated Reader (AR) tests on a regular basis.	Academic Support Program	08/10/2016	06/02/2017	$6554 - State Funds $73700 - Title I Part A	Classroom teachers; Media Specialist

Strategy2:

Scheduled Media Center Times - Students in Pre-Kindergarten - grade 5 will have assigned media (once a week) times in order to utilize

opportunities to check-out fiction and non-fiction books based on the students' reading level. Computer lab is assigned one a week so that

students will be able to utilize the Accelerated Reader (AR) testing site.

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

Research Cited: Accelerated Reader

Activity - Media Times	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classes will have assigned media times once a week so that students can check-out books. Students may also utilize "open media" times, with a pass from the classroom teacher, to check out books and/or take AR tests.	Academic Support Program	08/10/2016	06/02/2017	$823 - State Funds $10000 - Title I Part A	Classroom teachers; Media specialist

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for

all core content areas.

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically

Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian

or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in problem-solving and computation

in Mathematics by 06/02/2017 as measured by Universal Screenings and EQTs.

Strategy1:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - 21st CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$134717 - Title IV Part A $45000 - Title I Part A	Administrators, extended day staff

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. The Sonday System and Traits Writing will also be utilized during direct instruction.	Direct Instruction	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Strategy2:

PST Referral - Students not meeting proficiency, or who have been identified as a underachieving will be referred for additional interventions.

Category:

Research Cited: Response to Instruction

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to PST through the Response to Instruction (RtI) process to address interventions needed in reading and mathematics.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Teachers

Measurable Objective 2:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically

Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension in grades K-5, measured with Universal Screening and fluency in grades K-2, measured by DIBELS. in Reading by 06/02/2017 as measured by Universal Screenings, DIBELS and EQTs.

Strategy1:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. The Sonday System and Traits Writing will also be utilized during direct instruction.	Direct Instruction	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - 21st CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$45000 - Title I Part A $134717 - Title IV Part A	Administrators, extended day staff

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to implement the Daggett System for Effective Instruction (DSEI) to increase student achievement by 06/02/2017 as measured by We Teach / We Learn surveys, course failures, attendance opportunities, the CIR tool, grade-level meetings...

Strategy1:

Collaborative Instructional Review (CIR) Process - The principal will partner with two teachers for learning on rigor, relevance, and student engagement through use of the CIR tool.

Category:

Research Cited: Daggett/ICLE

Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will receive training on I-NOW and general procedures / operations of Craighead School.	Professional Learning	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - Job Embedded Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will work side by side with the principal and up to 4 additional instructional leaders to provide support for impacting student achievement. During each session, principals and the coaches will develop, discuss, plan, and track progress of their leadership growth plan and conduct classroom observations using the CIR tool.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration, Reading/Math Coach, Ms. S. Bethel, Ms. I. Hunter

Activity - Academic Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will engage in sustained professional development in English Language Arts, Science and Mathematics, focusing on student success through continually increasing their own knowledge and skill. Professional Learning Team members will provide turn-around training for their grade level teachers.	Professional Learning	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Reading / Math Coach, PLT Team Members

Measurable Objective 2:

demonstrate a behavior to form a partnership between the school administrator and two teachers for learning on rigor, relevance, and student engagement. by 06/02/2017 as measured by We Teach/We Learn Surveys, course failures, attendance, PD opportunities, and the CIR tool.

Strategy1:

Scholastic Coaching - The principal will partner with two teachers for learning on rigor, relevance, and student engagement through use of the CIR tool. This partnership is collaborative in nature while the principal / teachers learn and implement the CIR process to support teachers in delivering high-quality, rigorous, and relevant learning experiences. This training will be supported by Scholastic coaching throughout the year.

Category: Develop/Implement Learning Supports

Research Cited: CIR

Activity - CIR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIR training supported by Scholastic coaching throughout the year.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Principal; Scholastic

Strategy2:

Professional Development - The principal and School Leadership Team will provide professional development to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented at Craighead Elementary School. In addition, each principal will provide awareness training for the entire staff on the CIR process and tool.

Category: Develop/Implement Professional Learning and Support

Research Cited: Daggett

Activity - Rigor/Relevance Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Awareness training for the entire staff on the CIR process and tool.	Professional Learning	08/10/2016	06/02/2017	$0 - No Funding Required	Principal and School Leadership Team

Measurable Objective 3:

collaborate to create Common Formative Assessments (CFAs) by 06/02/2017 as measured by student achievement in reading, math, and science.

Strategy1:

Teacher training - The entire staff received an overview of the CFA development from the principal during pre-inservice days. Teachers will be trained on the methods to create CFAs. Two teachers from each grade level have received the district's CFA training as of 1-22-16.

Category: Develop/Implement College and Career Ready Standards

Research Cited: District Requirement

Activity - CFA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in "in-house" training for the development of CFAs	Professional Learning	08/10/2016	06/02/2017	$4814 - Title I Part A	District; Administrators

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically

Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in problem-solving and computation in Mathematics by 06/02/2017 as measured by Universal Screenings and EQTs.

Strategy1:

PST Referral - Students not meeting proficiency, or who have been identified as a underachieving will be referred for additional interventions.

Category:

Research Cited: Response to Instruction

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to PST through the Response to Instruction (RtI) process to address interventions needed in reading and mathematics.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Teachers

Strategy2:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Activity - 21st CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$45000 - Title I Part A $134717 - Title IV Part A	Administrators, extended day staff

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. The Sonday System and Traits Writing will also be utilized during direct instruction.	Direct Instruction	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Measurable Objective 2:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension in grades K-5, measured with Universal Screening and fluency in grades K-2, measured by DIBELS. in Reading by 06/02/2017 as measured by Universal Screenings, DIBELS and EQTs.

Strategy1:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - 21st CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$45000 - Title I Part A $134717 - Title IV Part A	Administrators, extended day staff

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. The Sonday System and Traits Writing will also be utilized during direct instruction.	Direct Instruction	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to implement the Daggett System for Effective Instruction (DSEI) to increase student achievement by 06/02/2017 as measured

by We Teach / We Learn surveys, course failures, attendance opportunities, the CIR tool, grade-level meetings...

Strategy1:

Collaborative Instructional Review (CIR) Process - The principal will partner with two teachers for learning on rigor, relevance, and student

engagement through use of the CIR tool.

Category:

Research Cited: Daggett/ICLE

Activity - Academic Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will engage in sustained professional development in English Language Arts, Science and Mathematics, focusing on student success through continually increasing their own knowledge and skill. Professional Learning Team members will provide turn-around training for their grade level teachers.	Professional Learning	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Reading / Math Coach, PLT Team Members

Activity - Job Embedded Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will work side by side with the principal and up to 4 additional instructional leaders to provide support for impacting student achievement. During each session, principals and the coaches will develop, discuss, plan, and track progress of their leadership growth plan and conduct classroom observations using the CIR tool.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration, Reading/Math Coach, Ms. S. Bethel, Ms. I. Hunter

Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will receive training on I-NOW and general procedures / operations of Craighead School.	Professional Learning	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Measurable Objective 2:

demonstrate a behavior   to form a partnership between the school administrator and two teachers for learning on rigor, relevance, and

student engagement. by 06/02/2017 as measured by We Teach/We Learn Surveys, course failures, attendance, PD opportunities, and the

CIR tool.

Strategy1:

Professional Development - The principal and School Leadership Team will provide professional development to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented at Craighead Elementary School. In addition, each principal will provide awareness training for the entire staff on the CIR process and tool.

Category: Develop/Implement Professional Learning and Support

Research Cited: Daggett

Activity - Rigor/Relevance Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Awareness training for the entire staff on the CIR process and tool.	Professional Learning	08/10/2016	06/02/2017	$0 - No Funding Required	Principal and School Leadership Team

Strategy2:

Scholastic Coaching - The principal will partner with two teachers for learning on rigor, relevance, and student engagement through use of the CIR tool. This partnership is collaborative in nature while the principal / teachers learn and implement the CIR process to support teachers in delivering high-quality, rigorous, and relevant learning experiences. This training will be supported by Scholastic coaching throughout the year.

Category: Develop/Implement Learning Supports

Research Cited: CIR

Activity - CIR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIR training supported by Scholastic coaching throughout the year.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Principal; Scholastic

Measurable Objective 3:

collaborate to create Common Formative Assessments (CFAs) by 06/02/2017 as measured by student achievement in reading, math, and science.

Strategy1:

Teacher training - The entire staff received an overview of the CFA development from the principal during pre-inservice days. Teachers will be trained on the methods to create CFAs. Two teachers from each grade level have received the district's CFA training as of 1-22-16.

Category: Develop/Implement College and Career Ready Standards

Research Cited: District Requirement

Activity - CFA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in "in-house" training for the development of CFAs	Professional Learning	08/10/2016	06/02/2017	$4814 - Title I Part A	District; Administrators

Goal 3:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to increase student attendance rates by 06/02/2017 as measured by average daily attendance and 20-day reports.

Strategy1:

Attendance Collaboration - Counselors, teachers and parents will collaborate to identify barriers to student attendance.

Category: Other - Develop/Implement strategies for consistent school attendance

Research Cited: Eric Jensen

Activity - Attendance Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST will analyze attendance data and address identified needs	Behavioral Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Teachers

Activity - Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school and community will provide incentives to encourage daily student attendance	Other	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, teachers, staff

Measurable Objective 2:

collaborate to decrease negative behaviors reulting in office referrals from 70 during the 2015 / 2016 school year by 5% and to promote

positive behaviors and responsibility by 06/02/2017 as measured by the number of students with office referrals..

Strategy1:

Problem Solving Team (PST) - Students exhibiting consistent, or extremely disruptive behaviors will be referred to the PST for additional

interventions.

Category: Other - Develop student discipline plan

Research Cited: Response to Instruction (RTI)

Activity - Review 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student's behavior will be tracked using the Review 360 online program.	Behavioral Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Teachers

Strategy2:

Group Counseling - The school's counselor will arrange various activities that address bullying and other behavioral issues.

Category: Implement Guidance and Counseling Plan

Research Cited: StopBullying.gov

Activity - Positive Office Referrals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students "caught being good" will be referred to the office for recognition.	Behavioral Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Teachers, Staff

Activity - Student of the Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students displaying positive behaviors are recognized with a write-up and their picture placed on the "Student of the Month" board.	Behavioral Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Teachers

Activity - Presenters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Presentations presented to students in grades K - 5 as scheduled by the school's counselor	Behavioral Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, School Counselor

Goal 4:

Increase student achievement in reading abilitiies by assisting all students at Craighead Elementary School to read proficiently and comprehend on or above grade-level.

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in fluency and comprehension in Reading by 06/02/2017 as measured by Accelerated Reader Reports.

Strategy1:

Scheduled Media Center Times - Students in Pre-Kindergarten - grade 5 will have assigned media (once a week) times in order to utilize opportunities to check-out fiction and non-fiction books based on the students' reading level. Computer lab is assigned one a week so that students will be able to utilize the Accelerated Reader (AR) testing site.

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

Research Cited: Accelerated Reader

Activity - Media Times	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classes will have assigned media times once a week so that students can check-out books. Students may also utilize "open media" times, with a pass from the classroom teacher, to check out books and/or take AR tests.	Academic Support Program	08/10/2016	06/02/2017	$823 - State Funds $10000 - Title I Part A	Classroom teachers; Media specialist

Strategy2:

Scheduled Computer Lab - Kindergarten - 5th grade classes will have computer lab times scheduled for once per week in order to allow students opportunities to take Accelerated Reader (AR) tests on a regular basis.

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

Research Cited: Accelerated Reader

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes will go to the computer lab once per week in order to have the opportunity to take Accelerated Reader (AR) tests on a regular basis.	Academic Support Program	08/10/2016	06/02/2017	$6554 - State Funds $73700 - Title I Part A	Classroom teachers; Media Specialist

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension in grades K-5, measured with Universal Screening and fluency in grades K-2, measured by DIBELS. in Reading by 06/02/2017 as measured by Universal Screenings, DIBELS and EQTs.

Strategy1:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Activity - 21st CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$45000 - Title I Part A $134717 - Title IV Part A	Administrators, extended day staff

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. The Sonday System and Traits Writing will also be utilized during direct instruction.	Direct Instruction	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Measurable Objective 2:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in problem-solving and computation in Mathematics by 06/02/2017 as measured by Universal Screenings and EQTs.

Strategy1:

PST Referral - Students not meeting proficiency, or who have been identified as a underachieving will be referred for additional interventions.

Category:

Research Cited: Response to Instruction

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to PST through the Response to Instruction (RtI) process to address interventions needed in reading and mathematics.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Teachers

Strategy2:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Activity - 21st CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$45000 - Title I Part A $134717 - Title IV Part A	Administrators, extended day staff

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. The Sonday System and Traits Writing will also be utilized during direct instruction.	Direct Instruction	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to create Common Formative Assessments (CFAs) by 06/02/2017 as measured by student achievement in reading, math, and science.

Strategy1:

Teacher training - The entire staff received an overview of the CFA development from the principal during pre-inservice days. Teachers will be trained on the methods to create CFAs. Two teachers from each grade level have received the district's CFA training as of 1-22-16.

Category: Develop/Implement College and Career Ready Standards

Research Cited: District Requirement

Activity - CFA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in "in-house" training for the development of CFAs	Professional Learning	08/10/2016	06/02/2017	$4814 - Title I Part A	District; Administrators

Measurable Objective 2:

demonstrate a behavior to form a partnership between the school administrator and two teachers for learning on rigor, relevance, and student engagement. by 06/02/2017 as measured by We Teach/We Learn Surveys, course failures, attendance, PD opportunities, and the CIR tool.

Strategy1:

Professional Development - The principal and School Leadership Team will provide professional development to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented at Craighead Elementary School. In addition, each principal will provide awareness training for the entire staff on the CIR process and tool.

Category: Develop/Implement Professional Learning and Support

Research Cited: Daggett

Activity - Rigor/Relevance Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Awareness training for the entire staff on the CIR process and tool.	Professional Learning	08/10/2016	06/02/2017	$0 - No Funding Required	Principal and School Leadership Team

Strategy2:

Scholastic Coaching - The principal will partner with two teachers for learning on rigor, relevance, and student engagement through use of the CIR tool. This partnership is collaborative in nature while the principal / teachers learn and implement the CIR process to support teachers in delivering high-quality, rigorous, and relevant learning experiences. This training will be supported by Scholastic coaching throughout the year.

Category: Develop/Implement Learning Supports

Research Cited: CIR

Activity - CIR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIR training supported by Scholastic coaching throughout the year.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Principal; Scholastic

Measurable Objective 3:

collaborate to implement the Daggett System for Effective Instruction (DSEI) to increase student achievement by 06/02/2017 as measured by We Teach / We Learn surveys, course failures, attendance opportunities, the CIR tool, grade-level meetings...

Strategy1:

Collaborative Instructional Review (CIR) Process - The principal will partner with two teachers for learning on rigor, relevance, and student engagement through use of the CIR tool.

Category:

Research Cited: Daggett/ICLE

Activity - Academic Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will engage in sustained professional development in English Language Arts, Science and Mathematics, focusing on student success through continually increasing their own knowledge and skill. Professional Learning Team members will provide turn-around training for their grade level teachers.	Professional Learning	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Reading / Math Coach, PLT Team Members

Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will receive training on I-NOW and general procedures / operations of Craighead School.	Professional Learning	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - Job Embedded Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will work side by side with the principal and up to 4 additional instructional leaders to provide support for impacting student achievement. During each session, principals and the coaches will develop, discuss, plan, and track progress of their leadership growth plan and conduct classroom observations using the CIR tool.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration, Reading/Math Coach, Ms. S. Bethel, Ms. I. Hunter

Goal 3:

Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a

comprehensive viable infrastructure when and where they need it.)

Measurable Objective 1:

collaborate to provide the recommended technology tools to support the learning, communication and administrative goals of the school

through the use of Discovery Ed and digital media by 06/02/2017 as measured by the ratio of technology tools to student based on the

technology inventory..

Strategy1:

Provide computers and tablets for the classroom - Based on the technology inventory and available funds, outdated computers will be

replaced and additional tablets will be purchased for use by students in the classroom.

Category: Other - Provide Digital resources and devices

Research Cited: United States Department of Education

Activity - Funding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be expended as they become available to purchase technology tools.	Other	08/10/2016	06/02/2017	$6554 - State Funds $73700 - Title I Part A	Administration, Title I Facilitator, Media Specialist

Goal 4:

Increase student achievement in reading abilitiies by assisting all students at Craighead Elementary School to read proficiently and comprehend on or above grade-level.

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in fluency and comprehension in Reading by 06/02/2017 as measured by Accelerated Reader Reports.

Strategy1:

Scheduled Computer Lab - Kindergarten - 5th grade classes will have computer lab times scheduled for once per week in order to allow students opportunities to take Accelerated Reader (AR) tests on a regular basis.

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

Research Cited: Accelerated Reader

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes will go to the computer lab once per week in order to have the opportunity to take Accelerated Reader (AR) tests on a regular basis.	Academic Support Program	08/10/2016	06/02/2017	$73700 - Title I Part A $6554 - State Funds	Classroom teachers; Media Specialist

Strategy2:

Scheduled Media Center Times - Students in Pre-Kindergarten - grade 5 will have assigned media (once a week) times in order to utilize opportunities to check-out fiction and non-fiction books based on the students' reading level. Computer lab is assigned one a week so that students will be able to utilize the Accelerated Reader (AR) testing site.

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

Research Cited: Accelerated Reader

Activity - Media Times	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classes will have assigned media times once a week so that students can check-out books. Students may also utilize "open media" times, with a pass from the classroom teacher, to check out books and/or take AR tests.	Academic Support Program	08/10/2016	06/02/2017	$823 - State Funds $10000 - Title I Part A	Classroom teachers; Media specialist

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in problem-solving and computation in Mathematics by 06/02/2017 as measured by Universal Screenings and EQTs.

Strategy1:

PST Referral - Students not meeting proficiency, or who have been identified as a underachieving will be referred for additional interventions.

Category:

Research Cited: Response to Instruction

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to PST through the Response to Instruction (RtI) process to address interventions needed in reading and mathematics.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Teachers

Strategy2:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Activity - 21st CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$45000 - Title I Part A $134717 - Title IV Part A	Administrators, extended day staff

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. The Sonday System and Traits Writing will also be utilized during direct instruction.	Direct Instruction	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Measurable Objective 2:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension in grades K-5, measured with Universal Screening and fluency in grades K-2, measured by DIBELS. in Reading by 06/02/2017 as measured by Universal Screenings, DIBELS and EQTs.

Strategy1:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Activity - 21st CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2016	06/02/2017	$45000 - Title I Part A $134717 - Title IV Part A	Administrators, extended day staff

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. The Sonday System and Traits Writing will also be utilized during direct instruction.	Direct Instruction	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration and staff

Goal 2:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to increase student attendance rates by 06/02/2017 as measured by average daily attendance and 20-day reports.

Strategy1:

Attendance Collaboration - Counselors, teachers and parents will collaborate to identify barriers to student attendance.

Category: Other - Develop/Implement strategies for consistent school attendance

Research Cited: Eric Jensen

Activity - Attendance Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST will analyze attendance data and address identified needs	Behavioral Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Teachers

Activity - Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school and community will provide incentives to encourage daily student attendance	Other	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, teachers, staff

Measurable Objective 2:

collaborate to decrease negative behaviors reulting in office referrals from 70 during the 2015 / 2016 school year by 5% and to promote

positive behaviors and responsibility by 06/02/2017 as measured by the number of students with office referrals..

Strategy1:

Group Counseling - The school's counselor will arrange various activities that address bullying and other behavioral issues.

Category: Implement Guidance and Counseling Plan

Research Cited: StopBullying.gov

Activity - Positive Office Referrals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students "caught being good" will be referred to the office for recognition.	Behavioral Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Teachers, Staff

Activity - Student of the Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students displaying positive behaviors are recognized with a write-up and their picture placed on the "Student of the Month" board.	Behavioral Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Teachers

Activity - Presenters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Presentations presented to students in grades K - 5 as scheduled by the school's counselor	Behavioral Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, School Counselor

Strategy2:

Problem Solving Team (PST) - Students exhibiting consistent, or extremely disruptive behaviors will be referred to the PST for additional

interventions.

Category: Other - Develop student discipline plan

Research Cited: Response to Instruction (RTI)

Activity - Review 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student's behavior will be tracked using the Review 360 online program.	Behavioral Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administrators, Teachers

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for

all core content areas.

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically

Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian

or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in problem-solving and computation

in Mathematics by 06/01/2016 as measured by Universal Screenings and EQTs.

Strategy1:

PST Referral - Students not meeting proficiency, or who have been identified as a underachieving will be referred for additional interventions.

Category:

Research Cited: Response to Instruction

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to PST through the Response to Instruction (RtI) process to address interventions needed in reading and mathematics.	Academic Support Program	08/10/2015	06/01/2016	$0 - No Funding Required	Administrators, Teachers

Strategy2:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. The Sonday System and Traits Writing will also be utilized during direct instruction.	Direct Instruction	08/10/2015	06/01/2016	$0 - No Funding Required	Administration and staff

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2015	06/01/2016	$0 - No Funding Required	Administration and staff

Activity - CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2015	06/01/2016	$86092 - Title IV Part A $33433 - Title I Part A	Administrators, extended day staff

Measurable Objective 2:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian

or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension and fluency in Reading by 06/01/2016 as measured by Universal Screenings and EQTs.

Strategy1:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Activity - CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2015	06/01/2016	$33433 - Title I Part A $86092 - Title IV Part A	Administrators, extended day staff

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2015	06/01/2016	$0 - No Funding Required	Administration and staff

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. The Sonday System and Traits Writing will also be utilized during direct instruction.	Direct Instruction	08/10/2015	06/01/2016	$0 - No Funding Required	Administration and staff

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to implement the Daggett System for Effective Instruction (DSEI) to increase student achievement by 06/01/2016 as measured by We Teach/We Learn Surveys, course failures, attendance, PD opportunities, and the CIR tool.

Strategy1:

Scholastic Coaching - The principal will partner with two teachers for learning on rigor, relevance, and student engagement through use of the CIR tool. This partnership is collaborative in nature while the principal/teachers learn and implement the CIR process to support teachers in delivering high-quality, rigorous, and relevant learning experiences. This training will be supported by Scholastic coaching throughout the year.

Category:

Research Cited: CIR

Activity - CIR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIR training supported by Scholastic coaching throughout the year.	Academic Support Program	08/10/2015	06/01/2016	$0 - No Funding Required	Principal; Scholastic

Strategy2:

Professional Development - The principal and School Leadership Team will provide professional development to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented at Craighead and at Maryvale Elementary Schools. In addition, each principal will provide awareness training for the entire staff on the CIR process and tool.

Category: Develop/Implement Professional Learning and Support

Research Cited: Daggett

Activity - Rigor/Relevance Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Awareness training for the entire staff on the CIR process and tool.	Professional Learning	08/10/2015	06/01/2016	$0 - No Funding Required	Principal and School Leadership Team

Measurable Objective 2:

collaborate to implement the Daggett System for Effective Instruction (DSEI) to increase student achievement by 06/02/2017 as measured by We Teach / We Learn surveys, course failures, attendance opportunities, the CIR tool, grade-level meetings...

Strategy1:

Collaborative Instructional Review (CIR) Process - The principal will partner with two teachers for learning on rigor, relevance, and student engagement through use of the CIR tool.

Category:

Research Cited: Daggett/ICLE

Activity - Academic Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will engage in sustained professional development in English Language Arts, Science and Mathematics, focusing on student success through continually increasing their own knowledge and skill. Professional Learning Team members will provide turn-around training for their grade level teachers.	Professional Learning	08/10/2015	06/01/2016	$0 - No Funding Required	Administrators, Reading / Math Coach, PLT Team Members

Activity - New Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will receive training on I-NOW and general procedures / operations of Craighead School.	Professional Learning	08/10/2015	06/01/2016	$0 - No Funding Required	Administration and staff

Activity - Job Embedded Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will work side by side with the principal and up to 4 additional instructional leaders to provide support for impacting student achievement. During each session, principals and the coaches will develop, discuss, plan, and track progress of their leadership growth plan and conduct classroom observations using the CIR tool.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	Administration, Reading/Math Coach, Ms. S. Bethel, Ms. I. Hunter

Measurable Objective 3:

collaborate to create Common Formative Assessments (CFAs) by 06/01/2016 as measured by student achievement in reading, math, and

science.

Strategy1:

Teacher training - The entire staff received an overview of the CFA development from the principal during pre-inservice days. Teachers will

be trained on the methods to create CFAs. Two teachers from each grade level have received the district's CFA training as of 1-22-16.

Category: Develop/Implement College and Career Ready Standards

Research Cited: District Requirement

Activity - CFA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training for the development of CFAs	Professional Learning	08/10/2016	06/02/2017	$5000 - Title II Part A	District; Administrators

Goal 3:

Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a

comprehensive viable infrastructure when and where they need it.)

Measurable Objective 1:

collaborate to provide the recommended technology tools to support the learning, communication and administrative goals of the school by

06/01/2016 as measured by the ratio of technology tools to student based on the technology inventory..

Strategy1:

Provide computers and tablets for the classroom - Based on the technology inventory and available funds, outdated computers will be

replaced and additional tablets will be purchased for use by students in the classroom.

Category:

Research Cited: United States Department of Education

Activity - Funding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be expended as they become available to purchase technology tools.	Other	08/10/2015	06/01/2016	$112700 - Title I Part A	Administration, Title I Facilitator, Media Specialist

Goal 4:

Increase student achievement in reading abilitiies by assisting all students at Craighead Elementary School to read proficienty and comprehend on or above grade-level.

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in fluency and comprehension in Reading by 06/02/2017 as measured by Accelerated Reader Reports.

Strategy1:

Scheduled Computer Lab - Kindergarten - 5th grade classes will have computer lab times scheduled for once per week in order to allow students opportunities to take Accelerated Reader (AR) tests on a regular basis.

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

Research Cited: Accelerated Reader

Activity - Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes will go to the computer lab once per week in order to have the opportunity to take Accelerated Reader (AR) tests on a regular basis.	Academic Support Program	08/10/2016	06/02/2017	$112700 - Title I Part A	Classroom teachers; Media Specialist

Strategy2:

Scheduled Media Center Times - Students in Pre-Kindergarten - grade 5 will have assigned media (once a week) times in order to utilize opportunities to check-out fiction and non-fiction books based on the students' reading level. Computer lab is assigned one a week so that students will be able to utilize the Accelerated Reader (AR) testing site.

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

Research Cited: Accelerated Reader

Activity - Media Times	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classes will have assigned media times once a week so that students can check-out books. Students may also utilize "open media" times, with a pass from the classroom teacher, to check out books and/or take AR tests.	Academic Support Program	08/10/2016	06/02/2017	$10000 - Title I Part A	Classroom teachers; Media specialist

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:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension and fluency in Reading by 06/01/2016 as measured by Universal Screenings and EQTs.

Strategy1:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. The Sonday System and Traits Writing will also be utilized during direct instruction.	Direct Instruction	08/10/2015	06/01/2016	$0 - No Funding Required	Administration and staff

Activity - CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2015	06/01/2016	$86092 - Title IV Part A $33433 - Title I Part A	Administrators, extended day staff

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2015	06/01/2016	$0 - No Funding Required	Administration and staff

Measurable Objective 2:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in problem-solving and computation in Mathematics by 06/01/2016 as measured by Universal Screenings and EQTs.

Strategy1:

PST Referral - Students not meeting proficiency, or who have been identified as a underachieving will be referred for additional interventions.

Category:

Research Cited: Response to Instruction

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to PST through the Response to Instruction (RtI) process to address interventions needed in reading and mathematics.	Academic Support Program	08/10/2015	06/01/2016	$0 - No Funding Required	Administrators, Teachers

Strategy2:

Active Student Engagement - Daily instruction utilizing the Cycle of Instruction will include active student participation through social interaction, reading, and technology.

Category:

Research Cited: Direct Instruction (DI), the instructivist approach to education, is an empirically supported curriculum designed to teach complex language skills to children (Bowen, 2013). The goal of direct instruction is to create environments with students that will foster students' (and teachers'): 1) investment in the educational process; 2) pro-social participation in the class as a culture or community; 3) cognitive-conceptual knowledge (e.g., concepts and principles in reading, science, social studies, math, higher-order thinking, or reasoning); 4) practical knowledge (e.g., strategies and operations for skillful problem solving); and 5) an increasing ability to direct their own learning.

Activity - Small/Tier Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in classrooms at least four times a week to focus on reading comprehension, vocabulary, Sonday Systems and skills that aren't mastered.	Academic Support Program	08/10/2015	06/01/2016	$0 - No Funding Required	Administration and staff

Activity - CCLC/Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading or math (receiving a report card grade of D or F in the areas of reading or math, and on EQT scores) will go through the Response to Instruction process and will receive an invitation to attend the extended day afterschool tutoring program. Students may also attend by teacher recommendation.	Academic Support Program	08/10/2015	06/01/2016	$33433 - Title I Part A $86092 - Title IV Part A	Administrators, extended day staff

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction using the Cycle of Instruction to include active student participation through social interaction, reading, and technology. The Sonday System and Traits Writing will also be utilized during direct instruction.	Direct Instruction	08/10/2015	06/01/2016	$0 - No Funding Required	Administration and staff

Goal 2:

Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.)

Measurable Objective 1:

collaborate to provide the recommended technology tools to support the learning, communication and administrative goals of the school by 06/01/2016 as measured by the ratio of technology tools to student based on the technology inventory..

Strategy1:

Provide computers and tablets for the classroom - Based on the technology inventory and available funds, outdated computers will be replaced and additional tablets will be purchased for use by students in the classroom.

Category:

Research Cited: United States Department of Education

Activity - Funding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be expended as they become available to purchase technology tools.	Other	08/10/2015	06/01/2016	$112700 - Title I Part A	Administration, Title I Facilitator, Media Specialist

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	All of Craighead's instructional paraprofessionals meet the ESSA requirements for certification. In the event that a paraprofessional is not highly qualified, parents will be notified in writing and administrators will take proper steps to ensure that highly qualified steps are met.	

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 meet the ESSA requirements for certification. The human resources department of Mobile County Public Schools has provided documentation of the certification status of all certified personnel and paraprofessionals.	2016/2017 Position Verification

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

Whenever possible, ESSA certified teachers are employed. Teachers participate in school-wide professional development. The intent is to ensure that all teachers are well-trained and current on the latest instructional strategies & technology. Employees are placed in grade-level areas where they will be most effective

Component 4: Strategies to Attract Qualified Teachers

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

Craighead Elementary School began the 2016 / 2017 school year with 4 new teachers---2 teaching 1st grade, 1 teaching 3rd grade, and 1 special education teacher. 5 teachers transferred to other schools. All other teachers returned for the 2016-2017 school year.

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

The instructional staff includes a principal, an assistant principal, teachers, and paraprofessionals at Craighead Elementary School. Instructional staff are well-qualified to perform in their assigned positions. Teachers are assigned based on certification, experience, and specialized training. The average years experience for the current group of teachers at Craighead Elementary School is 8.8 years. There are currently 25 teachers with 5 years or less of experience. Of those 25 teachers, 9 have one year or less of teaching experience. There are 45 full time core teachers, 22 hold a Bachelor of Science Degree, 17 hold a Master of Science Degree, and 6 hold a Specialist Degree.

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

Craighead does not have a high turnover rate.

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?

The professional development activities included in Craighead's schoolwide plan that are high quality, effective, and research-based include: Reading CCRS, CFA (Common Formative Assessment) Development Training, and technology strategies to be used in the classroom.

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

The professional development opportunities for teachers, principals, paraprofessionals, and other staff and parents included in Craighead's schoolwide plan include: Craighead's Annual Title I Meeting, Literacy and Math Night, Reading CCRS, Discovery Education and technology strategies to be used in the classroom

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.

The goals of the teacher mentoring activities for Craighead Elementary School are to improve teacher instruction and build commitment to develop CCRS. Our mentoring program also includes training for both mentors and new teachers. As a means of providing ongoing support for new or struggling teachers, each novice teacher is paired with a master teacher, taking into consideration grade-level and proximity as much as possible. Mentors and protégés spend time each week discussing lesson plans, school operations, evaluation, and any other topics of interest to the protégé.

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

As a means of providing ongoing support for new or struggling teachers, each novice teacher is paired with a master teacher, taking into consideration grade-level and proximity as much as possible. Mentors and protégés spend time each week discussing lesson plans, school operations, evaluation, and any other topics of interest to the protégé

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.

Craighead Elementary School realizes students need academic and social support during periods of transition. To help make transitions successful for each student, the local Head Start Program will visit the school in the spring. Pre-registration sessions for incoming prekindergartners and kindergarten students are conducted. Incoming kindergarten students will also have the opportunity to participate in a Bridges program during the summer to help them make the transition to begin school in the fall. Students transferring into and out of the school, and to the next grade will meet with the counselor. During fourth quarter, 5th grade students will visit the feeder-pattern school for a middle school orientation. The counselor from the feeder pattern middle school will provide fifth grade parents with transition information, and grade level meetings are held during the first two weeks of school.

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?

Craighead Elementary School teachers are involved in the decisions regarding the use of academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to make decisions concerning further instruction and to determine if remedial activities or interventions are needed. Teachers from different grade-levels consider assessment results and offer input to help make decisions that guide instruction in the following ways:
-A teacher representative from each grade level serves on the ACIP committee in order to provide input on goals and strategies needed forimprovement.
-The faculty collaboratively studies disaggregated data and results of the state assessments.
-Problem-Solving Team (PST) members evaluate data collected on referred students to determine if there are any indicators that warrant more in-depth intervention strategies or referral for special services. These meetings are held on a monthly basis.
-Grade level and data meetings are held to identify instructional procedures and strategies that need to be adjusted based on progress monitoring data. Data evaluated includes teacher assessments, DIBELS (grades K-3), district assessments, Universal Screenings (Early Literacy, Star Math, and Star Reading) and state assessments as results become available.

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

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

The process used to identify students who experience difficulty mastering the ACT Aspire standards at an advanced or proficient level is done through the data analysis of the State's assessment. Teachers continue to assess and monitor by using benchmark indicators that are a part of our reading and math programs. We also implement the Universal Screening assessments throughout the year to monitor progress. Researched-based strategies are implemented to provide on-going intervention to ensure that all students achieve academically. Teachers analyze their data to determine mastery and non-mastery of each skill, standard, and item where applicable.

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

Students that are identified as non-proficient on the state's academic achievement assessment standards and Universal Screening are provided on-going RTI in their area(s) of weakness. Teachers use formative assessments, STAR math and reading assessment data, support staff, Accelerated Reader, Tier lessons, and various research-based resources to ensure that all students achieve academically. The CCLC after school program is also used to assist students with extra practice and opportunities for success. Some teachers offer free tutoring after school to assist students with improving academic achievement

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

Students' individual needs are addressed through the use of teacher-directed small group intervention, peer-tutoring, interactive technology, hands-on manipulatives, and various strategies that meet the needs of all learners. Teachers create highly engaging lessons that promote a variety of strategies that help each student master skills.

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.

Students who were referred for PST during the previous school year, and those students who experience difficulty obtaining proficiency status on school and district assessments in reading and mathematics, will be identified to receive intervention opportunities through small group instruction, extended day tutoring, and summer learning opportunities. Extended day tutoring and academic enrichment opportunities are offered through Title I and 21st Century grant funding. Students receive academic tutoring in reading and mathematics Monday - Thursday during morning Extended Day, and during after school extended day on Tuesdays and Thursdays. In addition to PST referrals, students are identified at the end of each quarter based on results from quarterly EQT assessments, and Universal Screenings. A list of all non-proficient students is kept in the "compliance box."

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

All students at Craighead Elementary School have access to all services and programs that are offered. There are no students who have been identified as Migrant, English Learners, Neglected and/or Delinquent, or Homeless. 100% of the students at Craighead receive free lunch. Thirty-nine special education students have been identified. All students are offered the same opportunities for learning and enrichment and are expected to perform at proficiency levels that have been set forth by the district and state. To verify the enrollment of special populations at Craighead Elementary School, Central Office personnel (Denise Reimer---Homeless/Neglected students) were contacted and asked to provide verification to document the enrollment of special populations. A copy of this verification is kept in the "compliance box."

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.

At this time, Craighead does not have Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006.

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?

All funding sources are used to enhance instruction. The school is aware of schoolwide authority for Title I schoolwide schools and ensures state and local funds and resources are used first to refute the assumption of supplanting. State and locally funded allocations include one principal, one guidance counselor, and two SpEd paraprofessionals. The principal plays an important role as instructional leader. She provides and coordinates ongoing professional development from the district to ensure appropriate instructional methods are being presented and implemented. The guidance counselor plays a critical role in working with target groups in meeting the needs of at-risk students, and in serving as the school's alternate test coordinator. Title I and 21st Century grant funds allow for academic and enrichment programs, tutoring on non-mastered objectives and skills, and reteaching and retesting. Through careful planning, all services and programs are coordinated to offer efficient and productive use of funds.

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

The following funding sources will be used to improve instructional goals, meet standards, provide intervention services, and secure services for school operations. Coordination and integration of these services and funds involve Central Office Directors, Instructional Leaders, teachers, parents, and students in order to meet guidelines for each area and provide optimal resources for student achievement.
State: Transportation, Textbooks, Technology
Federal: Title I

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.

Craighead coordinates and integrates all programs and services according to federal, state, and local policies, procedures and guidelines. Some of these programs and services include: school-wide anti-bullying plan (PTO), and Extended Day/After school program. We integrate and coordinate the Fine Arts into our curriculum to improve school culture through the use of clubs and organizations. These programs are coordinated and integrated to improve student morale, exposure and positive learning experiences

Component 10: Evaluation

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

The school-wide plan is evaluated annually through walkthrough reviews, including a comprehensive mid-year review, and by the faculty in a reflections and projections meeting. The school's continuous improvement plan walkthrough team holds a preliminary meeting to discuss which goals we will expect to observe when we visit classrooms and what some of the activities will look like. As the team visits classrooms, observations are completed to determine if implementation is visible through teacher and student engagement or whether it is documented in the teacher's lesson plans. Weekly grade level meetings are held where teachers are able to collaborate on strategies to be included in weekly lesson plans that will target goals and activities on the continuous improvement plan. Once a year, a comprehensive mid-year review is held where stakeholders including parents, district administrators, students, and community representatives are invited to participate as part of the review team. Responses collected through teacher interviews are also used to evaluate implementation of the school-wide plan.

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?

In the past, the school has evaluated the results achieved by the school-wide program by comparing the percentage of students who scored proficient (scoring at Levels 3 & 4) on the Alabama Reading and Math Test - Plus from year to year. We also compare student performance to the state designated Annual Measurable Objectives (AMOs) chart to determine if we're making progress towards the projected goal. Kindergarten - Fifth Grade students are making gains in regards to being proficient readers. When reviewing scores on all assessments, we also look for gains in the areas that were identified as weakness and were targeted by the school-wide plan. When evaluating the results achieved by the school-wide plan, we also take into account performance of the county's high school students on the graduation exams, including observed areas of strength and targeted weaknesses on their school-wide plan, as well as the rise and fall of the graduation rate from year to year. This year we will focus on the mastery of state standards/skills.

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?

The effectiveness of the school-wide program is determined by the increase in the achievement of students who are furthest from achieving standards. Data from state assessment data, classroom chapter and unit test data, gains in STAR Reading and Math, and overall progress of each individual student is reviewed and analyzed. We review the strategies and action steps to be sure that various forms of differentiated instruction were included to reach students with documented disabilities, or barriers such as being an English Learner. Monthly data meetings are held per grade level to track the individual progress of each individual student and the grade level as a whole. At this time, discussions are held in regards to trending patterns, effectiveness of strategies, additional resources or possible solutions to target at-risk students in order to promote measurable progress toward improved academic achievement.

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?

After each walkthrough, results are shared orally and in written form with individual faculty members. When looking at practices observed during walkthroughs, we determine the next steps to improve or discontinue the current strategies in place. Continuous Improvement Plan Committee work sessions are held throughout the school year to determine if revisions need to be made to the current school-wide plan. The faculty is asked to reflect on student progress and determine if the practices in place are the most effective ways to reach students on their grade level. Each week after grade level meetings, teachers submit minutes detailing discussions and any suggestions for improvement in delivery of services.

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

We are keeping all goals from the previous year and adding a 5th goal: To increase student achievement in reading abilities by assisting all students at Craighead Elementary School to read proficiently and comprehend on or above grade-level.
Progress is being made in reading, and we are confident that with increasing efforts to use Accelerated Reader all grade levels will recognize gains in proficiency levels on EQTs.

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

Craighead did not delete or change any goals from the previous year's ACIP.

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	35.14	34.2	1,577,635.00
Administrator Units	1.00	1.0	94,194.00
Assistant Principal	0.50	.5	32,961.00
Counselor	1.00	1	50,622.00
Librarian	1.00	1	55,319.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	6,460.00
Professional Development	0.00	0	2,432.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	15,428.00
Library Enhancement	0.00	0	836.00
Totals			1,835,887.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	209563.0

Provide a brief explanation and breakdown of expenses.

Title I

Prof. Development Subs	4,470
Staff Development Stipend	3,343
Extended Day	37,594
Substitutes	4,470
Suppl/OT/other	64,997
Employee Benefits	13,147
Property Services	8,000
Travel	10,000
Instruction Supplies	14,548
Books & Periodicals	11,300
General Supplies	500
Non-cap Equipment	82,601
Total Title I funds	209,563

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

Travel   2030.00

Dues & Fees   2970.00

Title III

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

Provide a brief explanation and a breakdown of expenses.

Craighead Currently does not receive Title III funds.

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.

Craighead currently does not receive Title IV funds.

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.

Craighead currently does not receive Title VI funds.

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.

Craighead currently does not receive Perkins IV funds.

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

Provide a brief explanation and breakdown of expenses.

Craighead currently does not receive Title II funds for Tech Prep.

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	200000.0

Provide a brief explanation and a breakdown of expenses.

21st Century

Substitutes	697
Suppl/OT/Other	120,105
Employee Benefits	23,208
Educational Services	22,500
Technical Services	1,000
Travel	2,500
Other purchased services	7,500
Instruction Supplies	13,150
General Supplies	1,000
Dues & Fees	1,000
Indirect Cost	7,340
Total	200,000

Local Funds

Label	Question	Value
1.	Provide the total	223882.0

Provide a brief explanation and breakdown of expenses

Local Revenue

Aide (3 units)	62,159.00
Employee Benefits	41,241.00
Suppl/OT/Other	1,000.00
Property Services	1,409.00
Utilities	118,073.00
Total	223,882.00

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.

During the first month that school is in session, Craighead Elementary School holds its required annual meeting of Title I parents. Parents are notified of the meeting through (1) notices sent home with students, (2) community advertisements through stakeholders, (3) newsletters, and flyers. To ensure maximum participation, The Title I meeting is held prior to Open House activities. Topics to be discussed at this year's meeting are: What it means to be a Title I School; the 1% set-aside; the LEA Title I Plan; the LEA Parental Involvement Plan; the ACIP; the School Parental Involvement Plan; School-Parent compacts; requesting qualifications of your child's teacher; notifications of teachers who are not highly qualified; The annual evaluation of the Parental Involvement Plan; the process for how all Title I parents may have involvement in the 1% set-aside, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan; introduction of parent leaders/contacts; timeline for this years' Parent Involvement Opportunities (including opportunities to share in decision making).

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.

1. The leadership and staff of Craighead Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered two times during the first quarter of school---once during the 1st quarter and again during Parenting Day activities. In addition, our parent center will offer its parenting classes at varying times to include morning sessions and evening sessions. The parent center will be open every school day from 8:00 a.m. until 10:00 a.m., and 1:30 p.m. until 3:00 p.m. for parents to pick up materials and information. Once every quarter, the parent center---along with the media center---will be open from 4:00 p.m. until 6:00 p.m., as this will be when evening parenting classes will be held.
2. Craighead Elementary School believes in involving parents in all aspects of its Title I program. Our process for how all parents have the opportunity for involvement in decision-making is as follows: Four parent leaders have been trained on Title I, Part A, parental involvement, and parents' rights. They serve as representatives on decision-making committees and as contact persons for the Title I parents to answer questions about parental involvement and parents' rights. They keep parents informed of various committee work, and receive input from parents for committee decisions. They assist in evaluating the parental involvement plan, and they assist in training other parents to be parent leaders. Title I parents are introduced to the parent leaders at the annual meeting of Title I parents at the beginning of the school year. Parents are also given a timeline outlining various parent involvement opportunities that will take place throughout the year. Parents receive reminders of parental involvement activities through the school's web site and newsletters.
3. Craighead Elementary School uses its parental involvement funds as follows: To fund all materials and supplies for our school's parent training and for the parent center. For the 2016 / 2017 school year $3,695 was allocated to Craighead Elementary School for parenting.

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.

Craighead will continue to work with its teachers through inservices, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and the understanding that parents are our partners. This year, our ACIP committee placed special emphasis on the need to ensure a closer connection between our school's identified goals and our parent involvement activities. Therefore, this year our principal will be working closely with each lead teacher to ensure that grade-level meetings include a parent involvement focus. The principal will set the expectation that teachers plan parent involvement activities and utilize materials that best meet our school's identified goals.

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).

Craighead Elementary School revised its school-parent compact in May of 2016. Upon review of the parental involvement plan, the committee decided that the compact needed to include a component for the student. The new compact was developed through a coordinated effort by school staff members and our school's Title I Parent Advisory Committee. All parents will be
given a copy of the new compact at our annual Title I parent meeting. The compact will be explained to the parents, and they will be asked to sign the compacts signifying their commitment to working in partnership with the school in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will house the compacts in their classrooms.

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

In May of each year, Craighead Elementary School will bring in its ACIP committee to review, evaluate, and revise the ACIP. There are four parents on the committee who represent all the parents of the school. During the review process, all parents will be notified of the review through notices sent home in newsletters, on the school's web site, and by calling posts. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library and the parent center, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the principal. The principal will then submit their concerns to the district's parent specialist and Assistant Superintendent of Federal Programs.

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)

Craighead will continue to work with its teachers through inservices, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and the understanding that parents are our partners. This year, our ACIP committee placed special emphasis on the need to ensure a closer connection between our school's identified goals and our parent involvement activities. Therefore, this year our principal will be working closely with each lead teacher to ensure that grade-level meetings include a parent involvement focus. The principal will set the expectation that teachers plan parent involvement activities and utilize materials that best meet our school's identified goals.

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)

Craighead's ACIP Team will work diligently to ensure that all parent materials and training is closely aligned with our school's identified goals. Craighead has its own parent center within the school. Once a quarter, the parent center---along with the media center--- will be open from 4:00 p.m. - 6:00 p.m., as this is when evening parent training will be conducted. The parent center houses material for parents to check out to learn about how they can help their child to be successful. Throughout the year, parenting classes will be held on topics that address identified school goals. Since our ACIP Team identified reading and mathematics as a goal, we will hold parental involvement classes on these topics and provide parents with related materials. Specific topics will include reading with your child, creating a home learning environment, and working as a partner with your child's teacher. Additional topics will be

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)

Craighead will continue to work with its teachers through inservices, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and the understanding that parents are our partners. This year, our ACIP committee placed special emphasis on the need to ensure a closer connection between our school's identified goals and our parent involvement activities. Therefore, this year our principal will be working closely with each lead teacher to ensure that grade-level meetings include a parent involvement focus. The principal will set the expectation that teachers plan parent involvement activities and utilize materials that best meet our school's identified goals.

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)

Craighead coordinates its parent involvement program for all Title I parents. In addition, our school presently has a 21st Century Community Learning Center (CCLC) Program---called Project Lion---which often provides a focus on parental involvement activities. The parent advisory board regularly meets with the CCLC staff in an effort to maximize the benefit of all offered parental involvement activities and to ensure that all activities are aligned with our ACIP goals.

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)

At the present time, Craighead has no ELL students. In the event that this population gains representation, information on all school meetings, parent notices, etc., will be sent to parents of these children in the language that is most commonly used by their parents.

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)

Craighead Elementary School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. The majority of our parents have requested that meetings and activities be held at a specific time.   The school has been able to accommodate this request, and next year training will be held on Tuesday nights from
5:00 p.m. - 6:00 p.m.

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.

Craighead Elementary School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities.

At this time, Craighead has no migrant students. In the event that students or parents with limited English proficiency become part of Craighead Elementary School, documents will be made available through "transact." Every effort is made to accommodate parents with disabilities. Craighead is a handicapped accessible building. Special accommodations will be made to communicate by phone and through home visits for homebound parents should the need arise.