

ACIP

Collins-Rhodes Elementary

Mobile County Board of Education

Ms. Veronica Coleman, Principal
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Executive Summary

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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.

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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?

Collins-Rhodes Elementary School was named in honor of Dr. Harold Collins in recognition of his many years of service as Superintendent of The Mobile County Public School System and Mrs. Edna Bonner Rhodes in recognition of her many years of service as a teacher and Supervisor of Elementary Curriculum. Collins-Rhodes Elementary School, located at 5110 St. Stephens Road, was built in 2007 in the Eight Mile Community. Collins-Rhodes serves three communities: Whistler, Eight Mile, and Prichard. Collins-Rhodes takes pride in the fact that it is indeed a school in which the community accepts the challenges and responsibilities of educating children. Collins-Rhodes has an estimated student population of 700. The school is comprised of 97% African American students and 3% other. The socio-economic status consists of 98% free and or reduced lunch. The school employs 1 administrative unit, 1/2 assistant principal, 34 teachers which includes a technology resource teacher, 1 counselor, 1 librarian, 1 math instructional partner, 1 reading instructional partner, 5 special education teachers, 2 pre-kindergarten teachers, 1 special education pre-k teacher, 8 paraprofessionals, 5 custodians, 1 cafeteria manager, and 9 cafeteria workers, 1 bookkeeper, 1 registrar, and 1 LPN.

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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.

We envision a Mobile County Public School System where a variety of pathways to academic and career success are available for all students; where adults consistently work in a collaborative school culture to improve student learning; where all educators willingly accept responsibility for the academic success of each student; and where all students become independent life-long learners confident in their ability to succeed in a global society following high school graduation.

The mission of Collins-Rhodes Elementary School is to create and sustain an environment that promotes academic excellence, encourages social development, fosters emotional well-being and instills a passion for life-long learning.

The motto of Collins-Rhodes is "Preparing Our Children Today for the Challenges of Tomorrow." The goal of Collins-Rhodes Elementary School is to utilize research based strategies to improve students' performance in all core subjects. Other goals include increasing students' attendance, reducing the retention rate, reducing the number of suspensions, and increasing student participation in extracurricular activities in hopes of increasing MCPSS graduation rate and increasing the number of college and/or career ready students.

Collins-Rhodes Innovative Plan encompasses Alabama College and Career Standards that are relevant to the real world, reflecting on both knowledge and skills that young people need for success in both college and career. In order to fully implement these standards teachers will need thoughtful and embedded professional development opportunities to prepare for and navigate the transition to these standards. Another huge component of Collins-Rhodes' Plan is targeted schoolwide intervention for Reading and Mathematics. Forty-five minutes of the instructional day is reserved for schoolwide intervention to provide a second and/or third delivery of instruction for Reading and Mathematics.

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.

Collins-Rhodes Elementary School was named a Torchbearer School 2009-2010. In 2010 Collins-Rhodes received the National Title I School Award.

Collins-Rhodes' Innovative Project was approved Fall 2014. The plan's goal is for teachers to utilize available resources to provide meaningful and challenging experiences to ensure students' success academically as well as emotionally. The mission of Collins-Rhodes Elementary School is to create and sustain an environment that promotes academic excellence, encourages social development, fosters emotional well-being and instills a passion for life-long learning. Collins-Rhodes' Motto is "Preparing Our Children Today for the Challenges of Tomorrow." The goal of Collins-Rhodes Elementary School is to utilize research based strategies to improve students' performance in Mathematics, Reading with the integration of Social Studies and Science. Other goals include increasing students' attendance, reducing the number of suspensions, and increasing student participation in extracurricular activities in hopes of increasing MCPSS graduation rate and increasing the number of college and/or career ready students.

Goals:

Reduce student suspension by 5%

Increase student attendance by 1%

Reduce course failure by 10%

Increase student participation in extracurricular activities by 20%

Additional Information

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

N/A

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Improvement Plan Stakeholder Involvement

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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.

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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.

A representative sample of teachers serve as grade level chairpersons on the Continuous Improvement Committee. The team consists of the principal, assistant principal, guidance counselor, media specialist, content-area teachers, parent representatives, Reading Instructional Partner, Math Instructional Partner, SPED teachers, parent representatives, and School Improvement Specialist. The team met for several days and evaluated current and past data (STAR, End of Quarter Test, Mathematics Failure Rate, Reading Failure Rate, ACT Aspire Data, Teacher and Parent climate surveys and local data) looking for strengths and weaknesses as well as trends in the data. The committee then completed the needs assessment for Collins-Rhodes. The CIP team will meet the third Monday of each month to review and plan for any necessary changes or updates to the plan. A Parental Advisory Committee is included in the CIP Planning Process. The leadership and staff of Collins-Rhodes 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 will be offered at two different times during the first month of school. Our parenting center will be open on a flexible schedule and monthly parenting meetings will be held at different times to accommodate parents wishing to participate in the activities. In the parenting center, parents may review Parenting documentation, have access to parenting resources, and meet with the parent liaison/Math Intervention Specialist. At Collins-Rhodes, Parent Involvement funds are used to provide resources in the parenting center and for communication. Parents may be involved in all decision making activities through the Parent Advisory Committee, parent representatives serving on the CIP (meet 3rd Monday of each month 3:30), and through Ms. George. In addition, parents always maintain the right to voice their comments/concerns to the school principal.

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

Pre-kindergarten through fifth grade chairpersons as well as the Reading/Math Intervention Teacher, the Math Instructional Partner, the Reading Instructional Partner, the school counselor, a special education representative, the librarian, the principal, the assistant principal, and a parent representative participated in the development of the improvement plan. Over the summer, these stakeholders worked to evaluate the current school's data and develop an Innovative Plan to address areas of strengths and weaknesses. The committee also reviewed Research Based Strategies (CCRS & CCMS) to drive their decision making. The team created plans of actions for areas of concerns.

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 Improvement Plan will be presented to the faculty once completed. It will be presented to parents during Parenting Meetings, Parenting Day, and will be uploaded to the school's website. The Continuous Improvement Plan was presented to the faculty of Collins-Rhodes during Opening of School Professional Development. The plan was presented to parents during Open House. The committee will continue to review the plan and adjust goals based on the needs of the school. The committee will meet monthly to review the plan and will complete a quarterly review, mid-year review, and end of the year review. The mid-year and end of year review will be presented to stakeholders during faculty SY 2016-2017

meetings, parenting meetings, and information uploaded to the school's website.

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Student Performance Diagnostic

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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.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		ACTASPIRE 5th Grade Subject Proficiency by Demographics ACTASPIRE 4th Grade Subject Proficiency by Grade Level ACTASPIRE 4th Grade Subject Proficiency by Demographics ACTASPIRE 3rd Grade Subject Proficiency by Demographics 2016 Collins-Rhodes' Student Performance Diagnostic

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Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

Collins-Rhodes Elementary's overall performance on the Spring 2016 Mathematics section of ACT ASPIRE showed that 54% of the students performed in the Ready/Exceeding Category. This is above the national average of 50% and the school's goal of 43%.

On the Spring 2016 ACT ASPIRE Math 64% of third grade students performed in the Ready/Exceeding Category & 60% of students in grade 4 performed in the Ready/Exceeding Category. Both grade levels exceeded the national average of 50% students performing in the Ready/Exceeding Category.

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

ACT ASPIRE Reading shows a positive trend. Overall 23% of Collins-Rhodes' students performed in the Exceed/Ready Category on the Spring 2016 assessment. For Spring 2015, 19% of students performed in the Exceed/Ready Category. For Spring 2014, 15% of students performed in the Exceed/Ready Category. This shows a positive trend in performance.

ACT ASPIRE Math shows a positive trend. Spring 2016 data shows 54% of students performed in the Exceed/Ready Category; 43% of students performed in the Exceed/Ready Category on the Math ACT ASPIRE Spring 2015. Spring 2014, 36% of students performed in the Exceed/Ready Category.

Which area(s) indicate the overall highest performance?

The overall highest performance is ACT ASPIRE Math with 54% students in grades three-fifth combined performing in the Exceed/Ready Category. Third grade students outperformed fourth and fifth grade students on the ACT ASPIRE Math. 64% of students in third grade performed in the exceed/ready category in math; 60% of fourth grade students performed in the exceed/ready category; 38% of fifth grade students performed in the exceed/ready category.

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

ACT Aspire Data shows an increase in the percentage of students performing in the Ready Category Spring 2016 for both Reading and Math. The data shows that females and males are both showing improvement and performing within the same percentage range. The data also show that there is a small population of Caucasians (less than 1%) in the testing population in comparison to African American students.

AAA data shows that the special population is making progress towards the goals.

STAR data shows that all subgroups (free/reduced lunch, African American, Other Ethnic groups) are making significant gains in both Reading and Math.

Between which subgroups is the achievement gap closing?

ACT Aspire data shows the gap between female and male is narrowing . Because there are 4 students or less in the Caucasian category there is no statistical significance to determine racial gaps between race/ethnicity groups.

Based on the STAR data and ACT ASPIRE data, special education students are performing in the "On Watch" and "At/Above" Categories on STAR and Ready/Exceeding on ACT ASPIRE. Special Education students' performance on assessments continue to improve.

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

There are no other consistent findings from other data sources at this time.

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Areas in Need of Improvement

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

The ACT ASPIRE Spring 2016 data shows that 38% of fifth grade students performed in the Exceed/Ready Category in Math. This is below the performance of third grade students (64%), fourth grade students (60%) and the national norm of 50%.

The ACT ASPIRE Spring 2016 data show that 23% of students at Collins-Rhodes performed in the Exceed/Ready Category in Reading. This is below the national norm of 50%. 18% of 3rd grade students performed in the Exceed/Ready Category; 22% of fourth grade students, and 28% of 5th grade students performed in the Exceed/Ready Category.

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

Fifth Grade students performance on the ACT ASPIRE Math Spring 2016 shows a negative trend. Spring 2016, 38% of fourth grade students performed in the Exceed/Ready Category. This was a decline of 21% of students from the Spring 2015 results that showed 59% of fifth grade students performed in the Exceed/Ready Category.

Which area(s) indicate the overall lowest performance?

ACT Aspire performance in Reading showed the overall lowest performance.

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

There are not subgroups that have a decreasing performance. The school's overall performance on ACT ASPIRE Reading is below the recommended percentage performance. However, this area shows a positive trend each year from 2014-2016.

Between which subgroups is the achievement gap becoming greater?

N/A

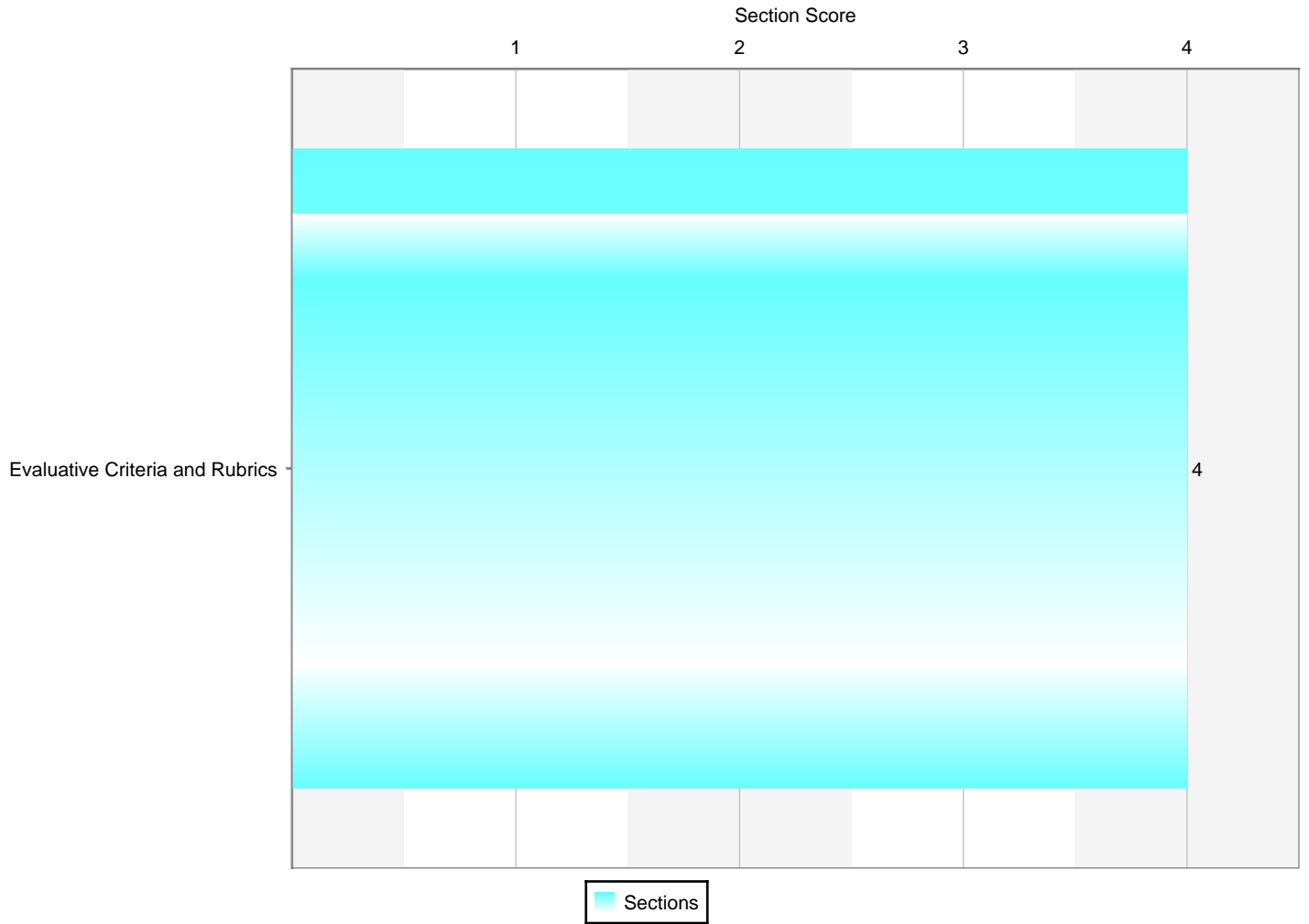
Which of the above reported findings are consistent with findings from other data sources?

Students' performance on STAR Reading directly correlates with common assessment results and End of the Quarter results. STAR Math performance directly correlates with common assessment results and are somewhat consistent with the End of Quarter results. The ACT ASPIRE Reading and Math improvement correlate with students' performance on STAR Reading and STAR Math.

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Report Summary

Scores By Section



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ACIP Assurances

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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.

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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		COMMITTEE MEMBER SIGNATURES

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		Committee Members' Signature

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	Veronica Coleman Principal 5110 Saint Stephens Rd Eight Mile, AL 336610 (251) 221-1226	Committee Members' Signature

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		Collins-Rhodes' Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		2016-2017 Parent Compact

2016 Collins-Rhodes' Goals & Plans

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Overview

Plan Name

2016 Collins-Rhodes' Goals & Plans

Plan Description

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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 high quality instruction aligned to College and Career Ready Standards, instruction, and assessment for all core content areas.	Objectives: 4 Strategies: 10 Activities: 16	Academic	\$135662
2	Prepare and support teachers to graduate College and Career Ready Students	Objectives: 2 Strategies: 5 Activities: 5	Organizational	\$620203
3	Prepare and support students through student support services	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$15976
4	All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$38000
5	By June 2017, increase the percentage of students performing in the At/Above Proficiency level on STAR Math Renaissance Place Assessment Proficiency Report from the 2015-2016 rate of 60% to 65% by June 2017	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$2500

Goal 1: Engage and empower high quality instruction aligned to College and Career Ready Standards, instruction, and assessment for all core content areas.

Status	Progress Notes	Created On	Created By
N/A	1 student receives English Language Learner Services. Third quarter the student has returned to his home country to visit with his mother.	February 14, 2017	Tammy George
N/A	Winter STAR Reading--Third Grade 17% proficiency, Fourth 14% proficiency, Fifth Grade 8%. An overall decline of 2% in proficiency however 63% of students in third grade showed growth; 47% in fourth grade showed growth; 58% in fifth grade showed growth. Prescriptions: 4th grade ---strategies to address discipline--reteach using spiral review. 5th grade--strategies to address specific teacher concerns(coaching, professional development) Reading EQT-- Passing 66% Proficiency 49%; Concerns addressed second grade will participate in tutoring	January 27, 2017	Tammy George
N/A	According to Fall 2 screening 67% of students performed in the At/Above STAR Assessment Proficiency Report. This is 2% above the goal.	November 04, 2016	Tammy George
N/A	The principal is providing targeted assistance for fifth grade teachers to address reading performance on the STAR Reading.	November 04, 2016	Tammy George
N/A	According the data tables and STAR Screening Reports attached 3rd & 4th grade showed an overall increase in the number of students proficient. 5th Grade students who performed at the proficiency rate decreased from the Beginning of the year screening to the Fall 2 screening.	November 01, 2016	Tammy George

Measurable Objective 1:

26% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Ready Category in Reading by 06/02/2017 as measured by ACTASPIRE.

Status	Progress Notes	Created On	Created By
Met	From 19% in 14-15 to 22% in 15-16	July 20, 2016	Tammy George
N/A	Overall STAR Reading Winter Screening shows 14% of students performing in the Exceed and Ready Category.	February 03, 2016	Tammy George
N/A	The overall Fall screening shows 12% of students in grades 3, 4, & 5 have reached the ACT Aspire Proficiency Goal. 37% are close to reaching the proficiency goal, and 51% are in need of support. We are targeting the 37% and 51% during daily Tier 2 & Tier 3 intervention, and during extended day.	December 08, 2015	Mrs. Veronica D Coleman

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N/A	The Fall first STAR Reading Screening report shows that 8% of Collins-Rhodes' 3rd graders have reached ACT Aspire benchmark. 27% are close to proficiency and 65% are in need of support to reach proficiency. For 4th grade the report shows 17% have reached proficiency benchmark, 39% are close to proficiency, and 45% are in need of support to reach proficiency. For 5th grade the report shows 11% are proficient, 43% are close, and 46% are in need of support.	December 08, 2015	Mrs. Veronica D Coleman
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Strategy 1:

Direct, Explicit Reading Instruction - Collins-Rhodes encompasses Alabama College and Career Standards that are relevant to real world, reflecting on both knowledge and skills that young people need for success in college and career. The reading block is a three hour language arts instructional block utilizing research based strategies. The three hour block will consist of Reading Tier 1 Wonders, Tier 3 focusing on Soday Phonics, Read Aloud, Reading Tier 1 Wonders Close Reading lessons, Reading Tier 2 small group using leveled readers, the 6+1 Trait Writing Process, and a Reflective Daily Writing Process.. Students will receive daily leveled small group instruction with leveled science and social studies readers as well as Soday System focusing on phonics. All grade levels will incorporate phonics daily using the Soday System to develop the skills to become independent readers. Students will receive daily vocabulary instruction to increase their vocabulary. Students will participate in Accelerated Reading to read books on their level thus increasing their vocabulary, fluency, and comprehension.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative & Common Core Reading

Status	Progress Notes	Created On	Created By
N/A	Administrators are working with targeted teachers to provide support and training to effectively implement CCRS standards. This includes meeting with instructional partners, with the administrators, and with colleagues to build content knowledge, equip them with research-based strategies, and aligned resources to meet the needs of the students.	November 04, 2016	Tammy George
N/A	100% of Collins-Rhodes' Teachers are using the following for direct, explicit instruction; 3 1/2 hour each day for the Literacy Block Close Reading Lessons Daily Soday Phonics Program the 1st 30 min of the literacy block Daily Comprehension Journal Daily Reading Response Journal 6+1 Trait Writing Tier 2 & Tier 3 small group instruction daily	December 08, 2015	Mrs. Veronica D Coleman

Activity - Structured Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Collins-Rhodes Elementary

The reading block is a three hour language arts instructional block utilizing research based strategies. Close Reading lessons will be incorporated in daily instruction. Students will receive daily leveled small group instruction with leveled science and social studies readers. Daily phonics instruction with Soudy System will be implemented to ensure that students develop the skills to become independent readers. Students will receive daily vocabulary instruction to increase their vocabulary. Students will participate in Accelerated Reading to read books on their level thus increasing their vocabulary, fluency, and comprehension.	Direct Instruction	08/10/2016	06/02/2017	\$4000	Title I Part A	All faculty and staff
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Status	Progress Notes	Created On	Created By
In Progress	K-5 teachers follow a structured reading block. Students' performance has improved.	January 21, 2015	Tammy George

(shared) Strategy 2:

Collaborative/Response to Instruction (RTI) Data Meetings - The principal will provide a common planning period to provide teachers with the opportunity to collaboratively plan, analyze standards based assessments, and share research based strategies.

Category: Develop/Implement Professional Learning and Support

Status	Progress Notes	Created On	Created By
N/A	During these meetings, teachers disaggregate data to determine students needs. Teachers share resources and strategies to address students' needs. With the collaborative data meetings, teachers have seen progress with students' classroom performance. Teachers discuss how to make lessons relevant to student provided by the Instructional Partners.	January 21, 2015	Tammy George

Activity - Collaborative/Response to Instruction (RTI) Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in collaborative planning meetings.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	all faculty

(shared) Strategy 3:

Extended Day Tutoring - Offer extended learning opportunities for identified students of need.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer tutoring to identified students.	Tutoring	08/10/2016	06/02/2017	\$24000	Title I Part A, Title I Part A	Title I Facilitator, administrator, selected teachers

(shared) Strategy 4:

Employ Intervention Teacher - Collins-Rhodes will employ an intervention teacher who utilizes Stride Academy, Reading Eggs, and teacher created technological resources to provide intervention to students.

Category: Develop/Implement Learning Supports

Activity - Employ Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The intervention teacher will provide intervention utilizing Reading Eggs for phonics instruction, Stride Academy, and teacher created technological resources to prepare third-fifth grade students to take the ACT ASPIRE.	Academic Support Program	08/10/2016	06/02/2017	\$44610	Title I Part A	intervention teacher

Strategy 5:

Professional Development - Teachers will participate in professional development to build content knowledge, align resources to CCRS, become acclimated to the structured reading block, attend side-by-side coaching with the Reading Instructional Partner, and attend job-embedded training with the Reading Instructional Partner.

Category: Develop/Implement College and Career Ready Standards

Status	Progress Notes	Created On	Created By
N/A	Teachers participated in training to implement Wonders, Sonday System, Math Close Ready and all district initiatives. Training records are on file. Select teachers attend AMSTI Math and Science training in which they provide turnaround training to grade level peers.	February 17, 2017	Tammy George

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to build content knowledge, align resources to the CCRS, implement the structured reading block, provide tiered instruction to meet the needs of students, disaggregate data and use data to drive instruction.	Academic Support Program	08/10/2016	06/02/2017	\$25000	Title I Part A	All K-5 teachers

Activity - Instructional Partner Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers and the administrators will participate in Key Leaders Network, Powerful Conversation Network, and Instructional Partner Network with Alabama Best Practices to improve culture/climate of the school and develop a common vision in which teachers will buy-in and align resources to meet the common vision.	Professional Learning	08/10/2016	06/02/2017	\$4102	Title I Part A	Instructional Partners, administrators, teachers

Status	Progress Notes	Created On	Created By
In Progress	Reading Instructional Partner, Math Instructional Partner, and administrator(s) participated in Instructional Partner Training. The team utilizes goal setting resources and collaborative coaching methods to improve students' academic performance. The team also learned to create success criteria for academic standard tasks to ensure that all teachers understand the objectives and what proficient looks like for a specific task. The team also worked with looking at collective efficacy and the 1.5 impact it has on student achievement. The team is working to develop a plan to increase and collective efficacy so every teacher will work together for a common goal of high student achievement.	February 17, 2017	Tammy George

(shared) Strategy 6:

Technological Intervention - Students will participate in Reading Eggs and Stride Academy to address deficits with phonological awareness, phonics, vocabulary, comprehension, math computation, critical thinking, and problem solving.

Category: Develop/Implement College and Career Ready Standards

Activity - Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Collins-Rhodes Elementary

Students in grades k-5 will use Stride Academy to improve performance on Reading and Math standards	Technology, Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	all k-5 teachers
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Activity - Reading Eggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-3 teachers will utilize Reading Eggs to reteach/enrich phonics instruction.	Technology, Academic Support Program	08/10/2016	06/02/2017	\$2600	Other	K-3 teachers

Measurable Objective 2:

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Ready Category in Mathematics by 06/02/2017 as measured by ACTASPIRE.

Status	Progress Notes	Created On	Created By
Met	from 43% in 14-15 to 54% to 15-16	July 20, 2016	Tammy George
Met	Fall STAR Math Screening showed 35% students performed in the Exceed and Ready Category. Winter STAR Math Screening shows 37% of students performing in the Ready and Exceed Category.	February 03, 2016	Tammy George
Met	Mid Year STAR Math data showed a 2% increase of students benchmarking. End of Year STAR Math was not administered due to ACT Aspire Testing.	June 03, 2015	Tammy George
Met	Mid Year data showed 2% increase which means data moving towards end of year goal of 5%. End of year STAR not administered due to month window of ACT Aspire Interim and Summative Assessments.	June 03, 2015	Tammy George
Met	Mid Year data showed that there was a 2% increase of students benchmarking on STAR Math.	June 03, 2015	Tammy George

(shared) Strategy 1:

Collaborative/Response to Instruction (RTI) Data Meetings - The principal will provide a common planning period to provide teachers with the opportunity to collaboratively plan, analyze standards based assessments, and share research based strategies.

Category: Develop/Implement Professional Learning and Support

Status	Progress Notes	Created On	Created By
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N/A	During these meetings, teachers disaggregate data to determine students needs. Teachers share resources and strategies to address students' needs. With the collaborative data meetings, teachers have seen progress with students' classroom performance. Teachers discuss how to make lessons relevant to student provided by the Instructional Partners.	January 21, 2015	Tammy George
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Activity - Collaborative/Response to Instruction (RTI) Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in collaborative planning meetings.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	all faculty

Strategy 2:

Math Professional Development - Teachers will receive support from AMSTI through side-by-side coaching, math community collaboration meetings, and math content knowledge trainings to research math standards and evaluate tasks in efforts of improving students' performance in math. Lead Teachers will attend training in then provide job-embedded turnaround training to equip teachers with resources and strategies

Category: Develop/Implement College and Career Ready Standards

Status	Progress Notes	Created On	Created By
N/A	The Math Instructional Partner attends AMSTI Coaching Cycle Training and then conducts turnaround training with the Math PLT. The Team creates quarterly academic pacing; assessment calendars, tests, retests, aligned resources.	January 21, 2015	Tammy George

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development to receive training on how to effectively implement common core objectives, Math Design Meeting, close reading, build content knowledge, align resources to objectives, provide tiered instruction to meet the needs of students, and use assessment data to drive instruction.	Professional Learning	08/10/2016	06/02/2017	\$13250	Title I Part A	all faculty

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be offered professional development on Math Common Core.	Professional Learning	08/10/2016	06/02/2017	\$8000	Title I Part A	all faculty
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Status	Progress Notes	Created On	Created By
In Progress	Professional Development was offered during the Summer to help teachers understand grade level requirements and objectives. Professional Development is also offered during extended planning period and at the beginning of each quarter to prepare for instruction.	January 21, 2015	Tammy George

Activity - Alabama Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers and administrators will participate in Key Leaders Network, Powerful Conversation Network, and Instructional Partner Network through Alabama Best Practices to develop a common vision for the school through developing a positive culture/climate in which stakeholders buy-in and align resources to meet the common vision. The networks will give the participants an avenue to collaborate with administrators, instructional partners, and teachers throughout Alabama and explore best practices to meet the needs of the school.	Professional Learning	08/10/2016	06/02/2017	\$4100	Title I Part A	Instructional Partners, administrators, teachers

Strategy 3:

Structured Block - K-5 teachers will be provided a two hour math block. During this time teachers will provide whole group direct, daily fact fluency instruction, daily writing reflection, explicit instruction; small group instruction for second delivery; tier 3 intensive intervention, reflection journals, math minutes for spiral review, and daily problem solving activities. These all are district Initiatives.

Category:

Activity - Structured Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement daily routines of Calendar Math, Math Minutes, Problem Solving Journal and whole group instruction followed by small group for second delivery of instruction.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	all faculty and staff

(shared) Strategy 4:

Extended Day Tutoring - Offer extended learning opportunities for identified students of need.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer tutoring to identified students.	Tutoring	08/10/2016	06/02/2017	\$24000	Title I Part A, Title I Part A	Title I Facilitator, administrator, selected teachers

(shared) Strategy 5:

Employ Intervention Teacher - Collins-Rhodes will employ an intervention teacher who utilizes Stride Academy, Reading Eggs, and teacher created technological resources to provide intervention to students.

Category: Develop/Implement Learning Supports

Activity - Employ Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The intervention teacher will provide intervention utilizing Reading Eggs for phonics instruction, Stride Academy, and teacher created technological resources to prepare third-fifth grade students to take the ACT ASPIRE.	Academic Support Program	08/10/2016	06/02/2017	\$44610	Title I Part A	intervention teacher

(shared) Strategy 6:

Technological Intervention - Students will participate in Reading Eggs and Stride Academy to address deficits with phonological awareness, phonics, vocabulary, comprehension, math computation, critical thinking, and problem solving.

Category: Develop/Implement College and Career Ready Standards

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Activity - Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades k-5 will use Stride Academy to improve performance on Reading and Math standards	Technology, Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	all k-5 teachers

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-3 teachers will utilize Reading Eggs to reteach/enrich phonics instruction.	Technology, Academic Support Program	08/10/2016	06/02/2017	\$2600	Other	K-3 teachers

Measurable Objective 3:

15% of Third, Fourth and Fifth grade students will achieve college and career readiness on the Science ACT Aspire in Science by 06/02/2017 as measured by Spring 2017 ACT Aspire Science.

Status	Progress Notes	Created On	Created By
N/A	Interim I assessed Oct 11-14, 2016 show 45% of 3rd, 4th & 5th (251 students) students performed in the proficiency level with fifth grade leading with 48% of their students (99 tested) proficient.	February 17, 2017	Tammy George

Strategy 1:

Science Professional Development - Teachers will attend science professional development to implement science college and career standards.

Category: Develop/Implement College and Career Ready Standards

Activity - Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to utilize close reading strategies to build background knowledge for science instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	all k-5 teachers

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Activity - AMSTI/Stemscope/Science Professional Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in AMSTI/Stemscope Training to gain content knowledge and resources to implement science CCRS standards	Academic Support Program	08/10/2016	06/02/2017	\$1200	Title I Part A	all K-5 teachers

Activity - Engaging Youth In Engineering/STEM Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collins-Rhodes will participate in after school enrichment with EYE Clubs along with the STEM Leadership Partnership with Mobile Area Education Foundation to provide additional academic support/exposure to science related topics utilizing the engineering design process to improve critical thinking and problem solving skills.	Extra Curricular, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$4800	Title I Part A	EYE Club Leaders, teachers, administrators

Measurable Objective 4:

A total of 1 English Learners students will demonstrate a proficiency English Language Learner Access Assessment in English Language Arts by 06/03/2016 as measured by Access Proficiency Assessment.

Status	Progress Notes	Created On	Created By
Not Met	ACCESS Report received.. Student was not proficient on the English proficiency test, Third quarter the student has returned to his home country to visit with his mother which resulted in multiple days absent.	February 14, 2017	Tammy George

Strategy 1:

ESL - EL teacher and regular education teacher will collaborate to provide academic support to student.

Category: Develop/Implement Learning Supports

Activity - ESL Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Student will receive ESL support from ESL teacher and regular education teacher.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	ESL teacher, regular education teacher
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Goal 2: Prepare and support teachers to graduate College and Career Ready Students

Status	Progress Notes	Created On	Created By
N/A	Teachers will participate in job-embedded professional development to build content knowledge. Teachers will participate in Math Design Collaborative Meetings and Close Reading Strategies in Math; Provide teachers with additional content knowledge through collaborative meetings and job-embedded meetings.	January 27, 2017	Tammy George
N/A	See sign in sheets/agendas/PLCIA pages of documentation noted below that occurred first quarter. --Teachers attended Summer Curriculum Training to prepare them for instruction. The sign in sheets/Agendas are provided. During collaboration meetings the Math Instructional Partner and Reading Instructional Partner equipped teachers with instructional strategies and resources for daily instruction. Teachers collaborate to plan for instruction and share instructional strategies. A select group of teachers attended in district reading training to equip teachers with strategies to effectively deliver instruction. A representative from each grade level attended AMSTI Math Training to equip teachers with strategies to teach math,	November 10, 2016	Tammy George
N/A	First Quarter End of Quarter Test Reading School wide results are as follows: Of the 583 students who were tested 71% of students passed the exam with 49% of the students scored a 70% or above on the exam. First Quarter Math End of Quarter School wide results showed that of the 582 students who were tested 74% of the students passed the math end of quarter exam while 62% scored a 70% or above on the exam.	November 10, 2016	Tammy George
N/A	Include ACTASPIRE Data to determine progress	May 26, 2016	Tammy George
N/A	Grade level collaboration PLCIA forms were submitted for documentation of collaboration.	February 03, 2016	Tammy George

Measurable Objective 1:

collaborate to increase content knowledge and evaluate online and other resources to enhance student performance in all content areas. by 06/02/2017 as measured by STAR Early Literacy, STAR Math, STAR Reading Results, and students' performance on common assessments.

Status	Progress Notes	Created On	Created By
Met	Teachers met collaboratively to plan and implement online resources into content areas.	June 03, 2015	Tammy George

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Met	Teachers worked along with the Math and Reading Instructional Partner to increase content knowledge. The Technology Resource Teacher provided professional development and lesson resources to incorporate technological resources into content areas.	June 03, 2015	Tammy George
Met	Teachers worked along with the Math and Reading Instructional Partner to increase content knowledge. The Technology Resource Teacher provided professional development and lesson resources to incorporate technological resources into content areas.	June 03, 2015	Tammy George
Met	Teachers were provided collaborative professional development to plan and implement common core standards. The professional learning communities for mathematics and reading were led by the Instructional Partners. Instructional Rounds through Alabama Best Practice Centers were conducted in April to look for evidence of implementation of professional learning. The findings showed that learning targets/tasks were common among each grade level (90%), tasks were aligned to common core reading and/or math objectives (85%); common routines (collaborative conversations, math talk moves, checking for understanding) were evident in 95% of classrooms. The overall findings showed that there is evidence of a collaborative culture.	June 03, 2015	Tammy George

Strategy 1:

Professional Development - Teachers will collaborate and participate in professional development to develop an understanding of CCRS and CCMS. Teachers will attend curriculum professional development to align resources to the ELA and Math Common Core Standards.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Garet, Michael S., et al. "What makes professional development effective? Results from a national sample of teachers." American educational research journal 38.4 (2001): 915-945.

Activity - Collaboration Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are provided a common planning time that provides opportunities to plan for instruction, research content standards, find resources, and share instructional strategies. There are extended common planning periods that provided opportunities to examine and develop a common understanding of content standards.	Professional Learning	08/10/2016	06/02/2017	\$205341	State Funds	All faculty and staff

Strategy 2:

Professional Learning Community - Teachers will participate in Professional Learning Communities in which they discuss research based strategies, practice research strategies, and provide student samples (video and written evidence) of the strategies to evaluate the impact on students' performance and increase teacher pedagogy.

Category: Develop/Implement Professional Learning and Support

Research Cited: Vescio, Vicki, Dorene Ross, and Alyson Adams. "A review of research on the impact of professional learning communities on teaching practice and student learning." Teaching and teacher education 24.1 (2008): 80-91.

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Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participate in Math, Science, and Reading Professional Learning Communities during half day sessions. The Professional Learning Communities help teachers examine their practice through such collaborative structures as sharing lessons, using protocols for decision making, and relying on systematic note taking to inform colleagues about their work. Teachers collaboration includes observing each other in the classroom, videotaping and reviewing lessons, investigating teaching problems and collectively generating new ideas for practice.	Professional Learning	08/10/2016	06/02/2017	\$396022	Title I Part A, District Funding	All faculty and staff

Strategy 3:

Mentoring - First year teachers a will participate in mentoring opportunities to build teachers' content knowledge as well as acclimate them to daily routines and school climate.

Mr. Hicks serves as the mentor to Ms. Powell; Ms. Love serves as the mentor to Ms. Aldridge; Mrs. Walker serves as the mentor to Ms. Williams.

Category: Develop/Implement Professional Learning and Support

Status	Progress Notes	Created On	Created By
N/A	PLCIA pages showed that mentors have been meeting with their mentees.	November 01, 2016	Tammy George

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a mentoring program to increase their content knowledge and acclimate them to Collins-Rhodes.	Recruitment and Retention	08/10/2016	06/02/2017	\$5000	Title I Part A	Hicks--Powell Love--- Aldridge Walker-- Williams Principal Assistant Principal

Measurable Objective 2:

collaborate to improve rigor, relevance, and engagement at Collins-Rhodes Elementary School by 06/03/2015 as measured by students' performance on STAR Reading, Math, and Early Literacy.

Status	Progress Notes	Created On	Created By
Met	<p>STAR Reading Fall Kindergarten 52%, 1st--55%, 2nd-51%, 3rd 55%, 4th-46%, 5th-52%</p> <p>STAR Math Fall District Benchmark ---Kindergarten--N/A; 1st--N/A; 2nd-72%; 3rd-80%; 4th--76%; 5th--84%</p> <p>Winter STAR Reading District Benchmark Kindergarten-84%; 1st-63%; 2nd--62%; 3rd--59%; 4th--48%; 5th--58%(All grade levels showed an increase.)</p> <p>Winter STAR Math Kindergarten--N/A; 1st-100% (probable readers); 2nd-78%; 3rd--83%; 4th--86%; 5th--77% (fifth grade showed a decline of 7%; all other grade levels increased.)</p>	February 03, 2016	Tammy George
Met		June 03, 2015	Tammy George
Met	Collaborative planning was led by the Mathematics and Reading Instructional Partners. Resources binders were constructed with rigorous tasks to ensure lessons were relevant and engaging. Teachers worked with the instructional partners to evaluate tasks and collaboratively plan lessons.	June 03, 2015	Tammy George
Not Met	Select teachers, Johnson and Taylor, are participating in Scholastic Coaching focusing on rigor, relevance, and engagement. The principal introduced the Daggett System with the four quadrants to ensure that lessons are rigorous, engagement, and relevant. School wide focus is rigorous instruction and assessments. Common assessments are reviewed by the administration to ensure rigor.	January 21, 2015	Tammy George

Strategy 1:

Collaborative Instructional Response Model - The administrator with the support from coaching visits, will partner with two teachers for learning on rigor, relevance, and engagement.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: N/A

Activity - Collaborative Coaching Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will provide training on how to incorporate rigor, relevance, and engagement during classroom instruction.	Professional Learning	08/10/2016	06/02/2017	\$13840	Title I Part A	School Administrator, two teachers

Strategy 2:

Targeted Support - The administrator will collaborate with teachers to develop a plan to increase rigor and relevance in efforts of improving the reading and mathematics failure rate.

Category: Develop/Implement Teacher Effectiveness Plan

Status	Progress Notes	Created On	Created By
N/A	Powell and Williams will participate in Comp Training.	January 27, 2017	Tammy George
N/A	Babb, Aldridge, and Keeby have been assigned to attend Classroom Organization and Management Program Training.	November 01, 2016	Tammy George

Activity - Targeted Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will provide coaching professional development to address rigor and relevance in efforts to improve the reading and failure rate and EQT scores.	Professional Learning	08/10/2016	06/02/2017	\$0	Other	administrator, targeted teachers with failure rate of 25% and higher and EQT passing rate that is less than 50%.

Goal 3: Prepare and support students through student support services

Status	Progress Notes	Created On	Created By
N/A	Second Quarter Average Daily Attendance is 95%.	January 27, 2017	Tammy George
N/A	Anti-bullying Ambassadors visited Collins-Rhodes on November 10, 2016 to provide support to students who are being bullied or who are doing bullying. The ambassadors are high school students from local schools who are equipped with strategies to help build a positive school community.	November 10, 2016	Tammy George
N/A	Incorporate community resources to provide support for teachers who need additional counseling/therapy. Mrs. Reynolds works with several teachers as well as parents to reduce the number of bullying incidences.	November 04, 2016	Tammy George
N/A	ADA for first and second quarters is 96%. Discipline referrals at 170 for mid year. Goal is 262 discipline referral for this year. Review strategies to address behavior goal.	February 03, 2016	Tammy George

Measurable Objective 1:

collaborate to create a positive school climate by 06/02/2017 as measured by data, attendance rate, discipline referrals, and other school climate data.

Status	Progress Notes	Created On	Created By
Met	Teachers and administrators participated in a 2.5 day training of Capturing Kids' Heart. The purpose of the training was to build a positive school culture in which teachers and students work together to meet the school wide goals.	November 10, 2016	Tammy George
Met	We met 2 out of the 3 strategies for this goal. The strategy not met was positive behavior support. This summer teachers will participate in Capturing Kids Heart Training as well as a Behavior Committee will meet this summer to address this area of concern.	May 26, 2016	Tammy George

Strategy 1:

Maintain Attendance Rate - All faculty and staff will encourage school attendance by recognizing students who have perfect attendance through quarterly incentives. The Problem Solving Team will review student attendance data and coordinate with the Attendance officer to encourage attendance and address students who demonstrate irregular school attendance or excessive school absences.

Category: Implement Community Based Support and Intervention System

Research Cited: Roby, Douglas E. "Research On School Attendance And Student Achievement: A Study Of Ohio Schools." Educational Research Quarterly 28.1 (2004): 3-16.

Status	Progress Notes	Created On	Created By
N/A	Attendance report dated 5/5/2016 shows 95% ADA of 656 students.	May 13, 2016	Tammy George
N/A	End of year Average Daily Attendance was 95% which is 2% below the end of year goal of 97%.	June 03, 2015	Tammy George
N/A	08/06 to 12/18 our ADA was 96%; Goal is 97%; Incentives Pizza Program; Honor Certificates Recognition.	January 21, 2015	Tammy George

Activity - Attendance Plan of Action	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor Student attendance through monthly attendance reports; award students with perfect attendance; communicate with Attendance Officer for students with attendance issues.	Other	08/10/2016	06/02/2017	\$0	No Funding Required	All faculty and staff, Attendance Officer, Registrar

Status	Progress Notes	Created On	Created By
In Progress	PST work closely with the Attendance Officer to target habitual attendance issues. Teachers notify administrator for support. Administrator continuously stays in contact with parents to assist with this.	January 21, 2015	Tammy George

Strategy 2:

Positive Behavior Support - Reduce the number of office referrals by 20%. Last year's discipline referrals were 343. This year's goal is 274 or less referrals. Goal for 2015 was 262 discipline referrals. Discipline referrals have tremendously increased from 2014 to 2015. Teachers will attend Capturing Kids' Heart Training to build relationships with students in efforts to reduce discipline referral. Teach School wide Behavior Plan. Provide school handbook to all parents to enhance their support of the School wide Behavior Plan. Provide group and one-on-one counseling sessions to encourage positive behavior. Communicate with parents and provide additional parental support through parent meetings and resources from other agencies. Provide incentives for positive school behavior. Participate in Big Brother, Big Sister Program to provide mentors for targeted students. Complete Review 360 for students who have difficulty following school wide behavior plan.

Category: Implement Community Based Support and Intervention System

Research Cited: Horner, R. H., et al. "School-wide positive behavior support." Individualized supports for students with problem behaviors: Designing positive behavior plans (2005): 359-390.

Status	Progress Notes	Created On	Created By
N/A	Office referrals for first and second quarter are 287 referrals; Targeted teachers are receiving assistance in the classroom to address discipline issues.	January 27, 2017	Tammy George
N/A	Discipline Statistics Report from period 08/10/2016-12/16/2016 reports 287 office referrals for first semester.	January 10, 2017	Tammy George
N/A	Goal not met 276 office referrals which is 40% of the student population.	June 03, 2015	Tammy George
N/A	Goal is 123; Currently 110 referrals mid year. Too many office referrals. Counselor discussed school transitions with new teachers --one new teacher in October; two new teachers started in January 2015.	January 21, 2015	Tammy George

Activity - School Wide Behavior Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement School wide Behavior Plan documenting interventions and next steps. Provide individualized counseling for students with repeated behavior problems. Incorporate Review 360 plans to address targeted behaviors.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Other	Counselor, Administrator s, All teachers

Status	Progress Notes	Created On	Created By
Completed	Goal was not met. Goal was to have 123 or fewer office referrals. The end of the year data showed 276 office referrals which is 40% of the school population.	June 03, 2015	Tammy George
In Progress	In Progress	January 21, 2015	Tammy George

Activity - Small Group Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will hold small group sessions focusing on anger management/decision-making/consequences with identified students.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Counselor

Status	Progress Notes	Created On	Created By
In Progress	Counselor is working with small group counseling on self-esteem.	January 21, 2015	Tammy George

Activity - Individual Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will provide individual counseling for students who continue to be referred for discipline infractions.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Counselor

Status	Progress Notes	Created On	Created By
In Progress	Collins-Rhodes participates in Big Brother, Big Sister . There is a tremendous improvement with behavior.	January 21, 2015	Tammy George

Activity - Olewus Bullying Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collins-Rhodes will implement a schoolwide bullying prevention program.	Behavioral Support Program	08/10/2016	06/02/2017	\$8000	Title I Part A	All teachers, bullying committee members

Strategy 3:

Parental Involvement - Conduct parenting meetings at varying times to accommodate parent's work schedule. Conduct Annual Title I Meeting to encourage parents' participation in the Continuous Improvement Plan, the Parental Advisory Board, and development of the Parent Compact, and other school related policies.

Category: Develop/Implement Student and School Culture Program

Research Cited: Hoover-Dempsey, Kathleen, and Howard Sander. "Parental involvement in children's education: Why does it make a difference." The Teachers College Record 97.2 (1995): 310-331.

Status	Progress Notes	Created On	Created By
N/A	Love for Literacy Night was held February 13, 2017. Parents worked collaboratively with their child to enhance their skills in providing literacy support at home. Parents were provided books and resources to support reading at home.	February 17, 2017	Tammy George
N/A	Open House was held on September 13, 2016. There was a general meeting in the gym before parents visited classrooms. The meeting discussed Title I and parental involvement. After the meeting in the gym parents visited classrooms to become acclimated to the academic requirements for each discipline. Teachers shared strategies that parents can do to assist their children with their school work.	November 10, 2016	Tammy George
N/A	The Annual Title I Parent Meeting was held on September 7, 2016. There was a morning and afternoon session to accommodate parents' schedules. The meeting discussed what it means to be a Title I school, how can parents be involved in the decision making process, and other pertinent Title I information. There was not a huge turnout so Title I will be revisited during Open House that is scheduled September 13, 2016.	November 10, 2016	Tammy George
N/A	Meet the Teacher was held on August 10, 2016. This gave the parents and students an opportunity to meet our awesome staff and work to build a relationship to ensure students' success.	November 10, 2016	Tammy George
N/A	Held a STEM+Literacy Day on April 23, 2016 to provide teachers with information and materials for summer reading and mathematics enrichment and interaction with students with hands-on literacy, mathematics, and science activities	May 13, 2016	Tammy George

Activity - Parental Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parenting Liaison schedules and conducts committee meetings to discuss the Continuous Improvement Plan, and parents' concerns.	Parent Involvement	08/10/2016	08/10/2017	\$3988	Title I Part A	Parenting liaison, administrator, counselor

Activity - Home/School Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and Staff will provide school wide newsletters, website postings, phone messages, classroom newsletters, and marquee postings to communicate information to parents. Students will be provided a communication folder to carry newsletters home. Students will be provided school handbooks and planners to help parents stay abreast of school policies and important dates.	Parent Involvement	08/10/2016	06/02/2017	\$3988	Title I Part A	all faculty and staff

Status	Progress Notes	Created On	Created By
In Progress	Ms. Reese will work with targeted teachers to improve home/school communication.	January 21, 2015	Tammy George

Goal 4: 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	Purchased 30 desktops to create a lab for students for ACT Aspire Testing; provided 30 tablets	January 27, 2017	Tammy George
N/A	Teachers are incorporating Stride Academy and Reading Eggs to assist with Reading and Math Intervention & Diagnostic Support. Students are utilizing Learning.com to become aware of appropriate use of technology.	November 04, 2016	Tammy George
N/A	New laptops purchased for all K-5 teachers. Teachers attended digital literacy conference and presented strategies to the faculty. Students receive technology services in the computer lab.	February 03, 2016	Tammy George

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator have access to technological tools by 05/30/2015 as measured by Transform 2020 Survey Results, students' portfolio samples and completion of Moodle lessons..

Status	Progress Notes	Created On	Created By
Met		May 26, 2016	Tammy George
Met	The technology resource teacher led professional development on how to implement technology into the classroom. A team of teachers along with the administrator, technology resource teacher, and media specialist created Digital Literacy Portfolios through the Digital Literacy Project and shared their learning with the faculty. Several Digital Literacy workshops were presented to the faculty so that technology resources are used in daily instruction.	June 03, 2015	Tammy George

Strategy 1:

Technology Professional Development - Teachers will participate in professional development in order to move from static, text-based resources to effective, dynamic, interactive, adaptive multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways..

Category:

Research Cited: Plan 2020, p. 26, 29-30. 58-59, 78-90

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology teacher will work collaboratively with teachers to plan and implement technology based lessons. effectively incorporate technology in their daily lessons. Teachers will learn how to incorporate online textbooks, use tablets & iPads, use Big Universe, Smart Notebook lessons, virtual manipulatives, Reading Eggs, Stride Academy and Moodle Sessions to increase student engagement.	Technology	08/10/2015	06/03/2016	\$38000	Title I Part A	Technology teacher, administrator, media specialist, all teachers

Strategy 2:

Legal and Ethical Technology Use - Technology resource teacher will provide a learning module that teachers and assesses appropriate digital citizenship.

Category:

Research Cited: NETS-S 5, CCRS Literacy Standards; Plan 2020 p. 14, 54

Activity - Ethical Use of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Learning.com to learn how to responsibly use technological resources.	Technology	08/10/2016	06/02/2017	\$0	No Funding Required	Technology Resource Teacher, Administrator s, Media Specialist, Classroom Teachers

Goal 5: By June 2017, increase the percentage of students performing in the At/Above Proficiency level on STAR Math Renaissance Place Assessment Proficiency Report from the 2015-2016 rate of 60% to 65% by June 2017

Status	Progress Notes	Created On	Created By
N/A	Winter STAR Math Proficiency shows 65% of students At/Above Proficiency Level.	January 27, 2017	Tammy George
N/A	December's STAR Math Proficiency Report shows that 66% of fifth grade students (105 students) performed at the At/Above Proficiency Level.	December 05, 2016	Tammy George

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Collins-Rhodes Elementary

N/A	According to the Fall 2 STAR MATH Assessment Proficiency Report, 67% of fifth grade students are performing in the at/above 50% proficiency category.	November 10, 2016	Tammy George
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Measurable Objective 1:

65% of Fifth grade students will demonstrate a proficiency of At/Above 65% Proficiency level in Mathematics by 06/01/2017 as measured by Renaissance Place Assessment Proficiency Report.

Strategy 1:

Professional Development - Teachers will participate in Math Collaborative Meetings, will incorporate close reading strategies in mathematics, will AMSTI Training/Turnaround Training/Collaborative Planning to enhance mathematics instruction and provide aligned resources to improve students' performance on summative assessments.

Category: Develop/Implement College and Career Ready Standards

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in training to provide tiered instruction to meet the needs of all students and align resources to the Alabama Course of Study. This includes content knowledge training with AMSTI, Mobile County Lead Teacher Training, and side-by-side training through AMSTI.	Professional Learning	08/10/2016	06/02/2017	\$2500	Title I Part A	Fifth Grade Teachers, Math Intervention Teacher, Principal, Assistant Principal

Strategy 2:

Structured Math Block - Teachers will implement a structured math block. The math block will consist of the following:

Calendar Math to pre-teach objectives

Minute Math as a daily spiral review

Tier I Instruction following the cycle of instruction: Bell Ringer, Model, Guided, Independent using Ready Common Core, Engage, Learn Zillion, Math in Focus, Georgia Standards, Achieve the Core, PARCC resources

Tier II Instruction

Exit Ticket Journal to check for understanding

Problem Solving Journals to improve students' problem solving abilities

School wide intervention for Tier III Instruction

Category: Develop/Implement College and Career Ready Standards

Research Cited: VanDerHeyden, A. RTI and Math Instruction:Using RTI to Improve Learning in Mathematics. Retrieved from <http://www.rtinetwork.org/learn/what/rtiandmath>.

Activity - Implement Lesson Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ready Common Core Resources will be purchased to use during Tier 1, II & Tier III instruction. Calendar Math Kits will be refurbished so teachers can continue implementing this activity	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	K-5 teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individual Counseling	The counselor will provide individual counseling for students who continue to be referred for discipline infractions.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Counselor
Implement Lesson Resources	Ready Common Core Resources will be purchased to use during Tier 1, II & Tier III instruction. Calendar Math Kits will be refurbished so teachers can continue implementing this activity	Direct Instruction	08/10/2016	06/02/2017	\$0	K-5 teachers
Attendance Plan of Action	Monitor Student attendance through monthly attendance reports; award students with perfect attendance; communicate with Attendance Officer for students with attendance issues.	Other	08/10/2016	06/02/2017	\$0	All faculty and staff, Attendance Officer, Registrar
Ethical Use of Technology	Students will utilize Learning.com to learn how to responsibly use technological resources.	Technology	08/10/2016	06/02/2017	\$0	Technology Resource Teacher, Administrators, Media Specialist, Classroom Teachers
Stride Academy	Students in grades k-5 will use Stride Academy to improve performance on Reading and Math standards	Technology, Academic Support Program	08/10/2016	06/02/2017	\$0	all k-5 teachers
Structured Block	Teachers will implement daily routines of Calendar Math, Math Minutes, Problem Solving Journal and whole group instruction followed by small group for second delivery of instruction.	Academic Support Program	08/10/2016	06/02/2017	\$0	all faculty and staff
Small Group Counseling	The counselor will hold small group sessions focusing on anger management/decision-making/consequences with identified students.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Counselor
Collaborative/Response to Instruction (RTI) Data Meetings	Teachers will participate in collaborative planning meetings.	Academic Support Program	08/10/2016	06/02/2017	\$0	all faculty

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Collins-Rhodes Elementary

ESL Support	Student will receive ESL support from ESL teacher and regular education teacher.	Academic Support Program	08/10/2016	06/02/2017	\$0	ESL teacher, regular education teacher
Close Reading Strategies	Teachers will participate in professional development to utilize close reading strategies to build background knowledge for science instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0	all k-5 teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Teacher Support	Administrator will provide coaching professional development to address rigor and relevance in efforts to improve the reading and failure rate and EQT scores.	Professional Learning	08/10/2016	06/02/2017	\$0	administrator, targeted teachers with failure rate of 25% and higher and EQT passing rate that is less than 50%.
Reading Eggs	All K-3 teachers will utilize Reading Eggs to reteach/enrich phonics instruction.	Technology, Academic Support Program	08/10/2016	06/02/2017	\$2600	K-3 teachers
School Wide Behavior Plan	Implement School wide Behavior Plan documenting interventions and next steps. Provide individualized counseling for students with repeated behavior problems. Incorporate Review 360 plans to address targeted behaviors.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Counselor, Administrators, All teachers
Total					\$2600	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Collins-Rhodes Elementary

Professional Learning Community	Teachers participate in Math, Science, and Reading Professional Learning Communities during half day sessions. The Professional Learning Communities help teachers examine their practice through such collaborative structures as sharing lessons, using protocols for decision making, and relying on systematic note taking to inform colleagues about their work. Teachers collaboration includes observing each other in the classroom, videotaping and reviewing lessons, investigating teaching problems and collectively generating new ideas for practice.	Professional Learning	08/10/2016	06/02/2017	\$388022	All faculty and staff
Total					\$388022	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration Meetings	Teachers are provided a common planning time that provides opportunities to plan for instruction, research content standards, find resources, and share instructional strategies. There are extended common planning periods that provided opportunities to examine and develop a common understanding of content standards.	Professional Learning	08/10/2016	06/02/2017	\$205341	All faculty and staff
Total					\$205341	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Teachers will participate in training to provide tiered instruction to meet the needs of all students and align resources to the Alabama Course of Study. This includes content knowledge training with AMSTI, Mobile County Lead Teacher Training, and side-by-side training through AMSTI.	Professional Learning	08/10/2016	06/02/2017	\$2500	Fifth Grade Teachers, Math Intervention Teacher, Principal, Assistant Principal
Technology Professional Development	Technology teacher will work collaboratively with teachers to plan and implement technology based lessons. effectively incorporate technology in their daily lessons. Teachers will learn how to incorporate online textbooks, use tablets & iPads, use Big Universe, Smart Notebook lessons, virtual manipulatives, Reading Eggs, Stride Academy and Moodle Sessions to increase student engagement.	Technology	08/10/2015	06/03/2016	\$38000	Technology teacher, administrator, media specialist, all teachers

Stuctured Reading Block	The reading block is a three hour language arts instructional block utilizing research based strategies. Close Reading lessons will be incorporated in daily instruction. Students will receive daily leveled small group instruction with leveled science and social studies readers. Daily phonics instruction with Soday System will be implemented to ensure that students develop the skills to become independent readers. Students will receive daily vocabulary instruction to increase their vocabulary. Students will participate in Accelerated Reading to read books on their level thus increasing their vocabulary, fluency, and comprehension.	Direct Instruction	08/10/2016	06/02/2017	\$4000	All faculty and staff
Professional Development	Teachers will be offered professional development on Math Common Core.	Professional Learning	08/10/2016	06/02/2017	\$8000	all faculty
AMSTI/Stemscope/Science Professional Communities	Teachers will participate in AMSTI/Stemscope Training to gain content knowledge and resources to implement science CCRS standards	Academic Support Program	08/10/2016	06/02/2017	\$1200	all K-5 teachers
Professional Development	Teachers will participate in professional development to build content knowledge, align resources to the CCRS,implement the structured reading block, provide tiered instruction to meet the needs of students, disaggregate data and use data to drive instruction.	Academic Support Program	08/10/2016	06/02/2017	\$25000	All K-5 teachers
Professional Learning Community	Teachers participate in Math, Science, and Reading Professional Learning Communities during half day sessions. The Professional Learning Communities help teachers examine their practice through such collaborative structures as sharing lessons, using protocols for decision making, and relying on systematic note taking to inform colleagues about their work. Teachers collaboration includes observing each other in the classroom, videotaping and reviewing lessons, investigating teaching problems and collectively generating new ideas for practice.	Professional Learning	08/10/2016	06/02/2017	\$8000	All faculty and staff
Mentoring	Teachers will participate in a mentoring program to increase their content knowledge and acclimate them to Collins-Rhodes.	Recruitment and Retention	08/10/2016	06/02/2017	\$5000	Hicks--Powell Love---Aldridge Walker--Williams Principal Assistant Principal
Olewis Bullying Prevention	Collins-Rhodes will implement a schoolwide bullying prevention program.	Behavioral Support Program	08/10/2016	06/02/2017	\$8000	All teachers, bullying committee members
Extended Day Tutoring	Offer tutoring to identified students.	Tutoring	08/10/2016	06/02/2017	\$4000	Title I Facilitator, administrator, selected teachers

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Collins-Rhodes Elementary

Parental Advisory Committee	Parenting Liaison schedules and conducts committee meetings to discuss the Continuous Improvement Plan, and parents' concerns.	Parent Involvement	08/10/2016	08/10/2017	\$3988	Parenting liaison, administrator, counselor
Home/School Communication	Faculty and Staff will provide school wide newsletters, website postings, phone messages, classroom newsletters, and marquee postings to communicate information to parents. Students will be provided a communication folder to carry newsletters home. Students will be provided school handbooks and planners to help parents stay abreast of school policies and important dates.	Parent Involvement	08/10/2016	06/02/2017	\$3988	all faculty and staff
Engaging Youth In Engineering/STEM Leadership	Collins-Rhodes will participate in after school enrichment with EYE Clubs along with the STEM Leadership Partnership with Mobile Area Education Foundation to provide additional academic support/exposure to science related topics utilizing the engineering design process to improve critical thinking and problem solving skills.	Extra Curricular, Academic Support Program, Professional Learning	08/10/2016	06/02/2017	\$4800	EYE Club Leaders, teachers, administrators
Extended Day Tutoring	Offer tutoring to identified students.	Tutoring	08/10/2016	06/02/2017	\$20000	Title I Facilitator, administrator, selected teachers
Professional Development	Teachers will attend professional development to receive training on how to effectively implement common core objectives, Math Design Meeting, close reading, build content knowledge, align resources to objectives, provide tiered instruction to meet the needs of students, and use assessment data to drive instruction.	Professional Learning	08/10/2016	06/02/2017	\$13250	all faculty
Alabama Best Practices	Select teachers and administrators will participate in Key Leaders Network, Powerful Conversation Network, and Instructional Partner Network through Alabama Best Practices to develop a common vision for the school through developing a positive culture/climate in which stakeholders buy-in and align resources to meet the common vision. The networks will give the participants an avenue to collaborate with administrators, instructional partners, and teachers throughout Alabama and explore best practices to meet the needs of the school.	Professional Learning	08/10/2016	06/02/2017	\$4100	Instructional Partners, administrators, teachers
Collaborative Coaching Cycle	The principal will provide training on how to incorporate rigor, relevance, and engagement during classroom instruction.	Professional Learning	08/10/2016	06/02/2017	\$13840	School Administrator, two teachers
Employ Intervention Teacher	The intervention teacher will provide intervention utilizing Reading Eggs for phonics instruction, Stride Academy, and teacher created technological resources to prepare third-fifth grade students to take the ACT ASPIRE.	Academic Support Program	08/10/2016	06/02/2017	\$44610	intervention teacher

ACIP

Collins-Rhodes Elementary

Instructional Partner Training	Select teachers and the administrators will participate in Key Leaders Network, Powerful Conversation Network, and Instructional Partner Network with Alabama Best Practices to improve culture/climate of the school and develop a common vision in which teachers will buy-in and align resources to meet the common vision.	Professional Learning	08/10/2016	06/02/2017	\$4102	Instructional Partners, administrators, teachers
Total					\$216378	

DRAFT

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.

DRAFT

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Collins Rhodes k-2 student Survey_Response_Count... Collins Rhodes 3-5 student Survey_Response_Count... Collins Rhodes STAFF Survey_Response_Count_Summ... 2016 Collins Stakeholder's Feedback

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

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Areas of Notable Achievement

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

The Early Elementary Student Survey shows that the highest level of satisfaction was in the area of "My teacher wants me to learn and I learn new things in school."

The highest area on the staff survey was "our school's purpose statement is clearly focused on student success."

The highest area on the student elementary survey was "In my school my principal and teachers want every student to learn."

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

The area showing a trend toward increasing stakeholder satisfaction is the following for each survey:

Student Survey (Elementary) "In my school I am learning new things that will help me."

Student Survey (Early Elementary) " My teacher is fair to me."

Staff Survey "Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body."

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

All findings of staff surveys, elementary surveys, and early elementary surveys are consistent among the three instruments.

Areas in Need of Improvement

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

The lowest area of satisfaction for each survey are as follows:

Staff survey---"Our school's leaders support an innovative and collaborative culture."

Student survey Early Elementary-"My family likes to come to my school."

Student survey--"In my school students treat adults with respect."

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

Staff survey --"Our school's leaders hold themselves accountable for student learning."

Student survey Elementary--"My teachers tell my family how I am doing in school."

Student survey Early Elementary--My family knows how I do in school."

What are the implications for these stakeholder perceptions?

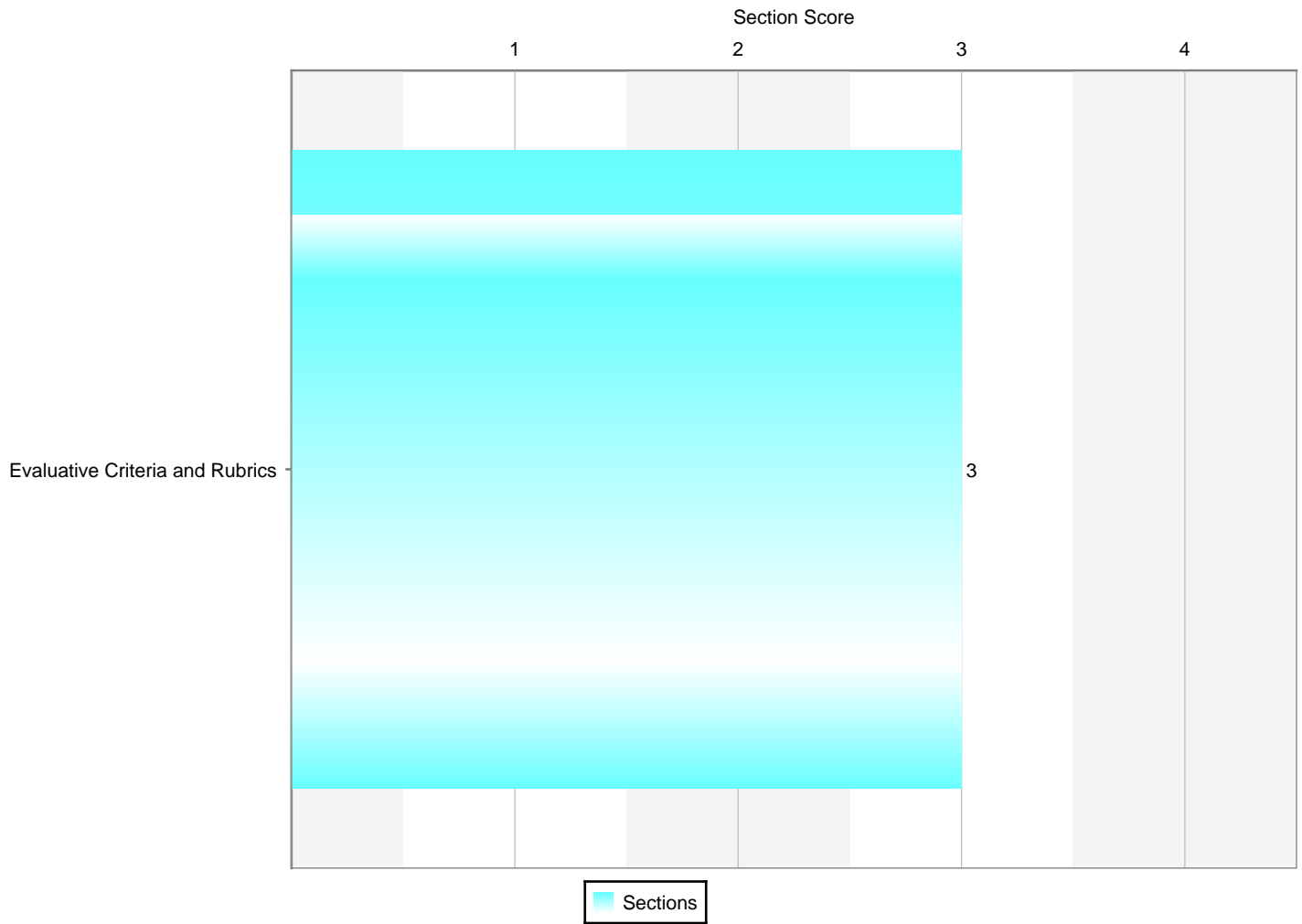
All stakeholders are involved in purpose and direction of the school, governance and leadership of the school, and use results for continuous improvement.

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

All of the findings are consistent among all three instruments.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

DRAFT

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).

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The CIP committee consists of a grade level representative from each grade level, as well as a SPED representative, media specialist, intervention teachers, principal, librarian, assistant principal, and the school counselor. The committee met to review testing data. The committee broke into content area subcommittees to review testing data (ACT Aspire results, End of Quarter Tests, Quarter Grades and Universal Screening) and additional data sources (attendance, suspension, survey results) from previous years. Subcommittees reported their findings to the entire CIP committee. The committee then identified strengths and weaknesses according to data to include in the CIPS Needs Assessment. The CIP committee will share their findings with the school faculty during a faculty meeting. Professional Learning Teams (PLTs) will review Common Core Readiness Standards to determine the best way to address needs. PLTs will determine strategies that can be implemented to improve our areas of greatest need.

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

The ACT Aspire that was given in Spring 2016 indicated that 23% of all students performed in Ready Category in Reading. Fifth grade had 28% of students in Ready on Reading; fourth grade had 22% of students in Ready Category and third grade was 18%.

Math Spring ACT Aspire data was 54% of all students performed in the Ready Category. There were 38% of fifth grade students in the Ready on Reading; 60% of fourth grade students, and 64% of third grade students.

21% of students tested performed in the Ready Category on the Science Spring 2016 ACT Aspire: 15% of fifth grade students performed in the Ready Category; 9% of fourth grade students; 12% of third grade students.

The STAR Universal Screening for the beginning of the 2016-2017 school year showed that 37% of students were on level in Kindergarten, 48% in first grade, and 32% on second grade on the STAR Early Literacy. STAR Reading ACT Aspire Screening Report for the beginning of the year screening showed that 17% of third grade students were on level to perform in the Ready Category, 13% of fourth grade students, and 11% of fifth grade students. STAR Math ACT Aspire Screening Report for the beginning of the year screening showed 44% of third grade students were on level to perform in the Ready Category, 34% of fourth grade students, and 48% of fifth grade students.

Average Daily Attendance Reports for 2015-2016 school year showed that 96% average daily attendance was maintained during the school year.

The discipline data showed that there were 373 office referral with 62 out of school suspensions. The office referrals exceeded the goal of 262.

3. What conclusions were drawn from the results?

The ACT Aspire data showed a positive trend in both reading and math. There was a 4% overall increase in Reading on ACT Aspire from Spring 2015 to Spring 2016. There was a 9% overall increase in Math on ACT Aspire from Spring 2015 to Spring 2016.

STAR Early Literacy results showed that less than 50% of students performed in the Ready Category.

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

Multiple data sources align with students' outcome on ACT Aspire. The perception data is directly aligned to the data results. The school programs with using common assessments results and end of quarter assessments results align directly to how students performed on ACT Aspire. The STAR ACT Aspire Screening Results are on target with meeting end of year school wide goals with the implementation of Core and Tiered instruction.

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

Our school goals were created based on needs identified from academic data and school climate survey results.

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

The CIP goals address the need for all students by incorporating strategies and activities that reach all learners. Goals were developed based on the following data sources: ACT Aspire, STAR Reading, STAR Math, Attendance Data, Behavior Data, School Climate Survey Results, and Demographic Data.

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

The CIP addresses the needs of all students by incorporating strategies/activities for all learners.

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:

English Learners in Mobile County Public School System will increase in Language Proficiency

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency on ELL assessments in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 55% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide direct instruction with the assistance of an ELL teacher to meet the needs of English Learners.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrator, EL Coordinator

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

Goal 1:

English Learners in Mobile County Public School System will increase in Language Proficiency

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency on ELL assessments in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 55% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide direct instruction with the assistance of an ELL teacher to meet the needs of English Learners.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrator, EL Coordinator

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 high quality instruction aligned to College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

15% of Third, Fourth and Fifth grade students will achieve college and career readiness on the Science ACT Aspire in Science by 06/02/2017 as measured by Spring 2017 ACT Aspire Science.

Strategy1:

Science Professional Development - Teachers will attend science professional development to implement science college and career standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Engaging Youth In Engineering/STEM Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collins-Rhodes will participate in after school enrichment with EYE Clubs along with the STEM Leadership Partnership with Mobile Area Education Foundation to provide additional academic support/exposure to science related topics utilizing the engineering design process to improve critical thinking and problem solving skills.	Academic Support Program Extra Curricular Professional Learning	08/10/2016	06/02/2017	\$4800 - Title I Part A	EYE Club Leaders, teachers, administrators

Activity - Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to utilize close reading strategies to build background knowledge for science instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	all k-5 teachers

ACIP

Collins-Rhodes Elementary

Activity - AMSTI/Stemscope/Science Professional Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in AMSTI/Stemscope Training to gain content knowledge and resources to implement science CCRS standards	Academic Support Program	08/10/2016	06/02/2017	\$1200 - Title I Part A	all K-5 teachers

Measurable Objective 2:

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Ready Category in Mathematics by 06/02/2017 as measured by ACTASPIRE.

Strategy1:

Structured Block - K-5 teachers will be provided a two hour math block. During this time teachers will provide whole group direct, daily fact fluency instruction, daily writing reflection, explicit instruction; small group instruction for second delivery; tier 3 intensive intervention, reflection journals, math minutes for spiral review, and daily problem solving activities. These all are district Initiatives.

Category:

Research Cited:

Activity - Structured Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily routines of Calendar Math, Math Minutes, Problem Solving Journal and whole group instruction followed by small group for second delivery of instruction.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	all faculty and staff

Strategy2:

Employ Intervention Teacher - Collins-Rhodes will employ an intervention teacher who utilizes Stride Academy, Reading Eggs, and teacher created technological resources to provide intervention to students.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Employ Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention teacher will provide intervention utilizing Reading Eggs for phonics instruction, Stride Academy, and teacher created technological resources to prepare third-fifth grade students to take the ACT ASPIRE.	Academic Support Program	08/10/2016	06/02/2017	\$44610 - Title I Part A	intervention teacher

Strategy3:

Technological Intervention - Students will participate in Reading Eggs and Stride Academy to address deficits with phonological awareness, phonics, vocabulary, comprehension, math computation, critical thinking, and problem solving.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

ACIP

Collins-Rhodes Elementary

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades k-5 will use Stride Academy to improve performance on Reading and Math standards	Academic Support Program Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	all k-5 teachers

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-3 teachers will utilize Reading Eggs to reteach/enrich phonics instruction.	Technology Academic Support Program	08/10/2016	06/02/2017	\$2600 - Other	K-3 teachers

Strategy4:

Math Professional Development - Teachers will receive support from AMSTI through side-by-side coaching, math community collaboration meetings, and math content knowledge trainings to research math standards and evaluate tasks in efforts of improving students' performance in math. Lead Teachers will attend training in then provide job-embedded turnaround training to equip teachers with resources and strategies

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered professional development on Math Common Core.	Professional Learning	08/10/2016	06/02/2017	\$8000 - Title I Part A	all faculty

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development to receive training on how to effectively implement common core objectives, build content knowledge, align resources to objectives, provide tiered instruction to meet the needs of students, and use assessment data to drive instruction.	Professional Learning	08/10/2016	06/02/2017	\$13250 - Title I Part A	all faculty

Activity - Alabama Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers and administrators will participate in Key Leaders Network, Powerful Conversation Network, and Instructional Partner Network through Alabama Best Practices to develop a common vision for the school through developing a positive culture/climate in which stakeholders buy-in and align resources to meet the common vision. The networks will give the participants an avenue to collaborate with administrators, instructional partners, and teachers throughout Alabama and explore best practices to meet the needs of the school.	Professional Learning	08/10/2016	06/02/2017	\$4100 - Title I Part A	Instructional Partners, administrators, teachers

Strategy5:

SY 2016-2017

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Collins-Rhodes Elementary

Collaborative/Response to Instruction (RTI) Data Meetings - The principal will provide a common planning period to provide teachers with the opportunity to collaboratively plan, analyze standards based assessments, and share research based strategies.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Collaborative/Response to Instruction (RTI) Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in collaborative planning meetings.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	all faculty

Strategy6:

Extended Day Tutoring - Offer extended learning opportunities for identified students of need.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer tutoring to identified students.	Tutoring	08/10/2016	06/02/2017	\$20000 - Title I Part A	Title I Facilitator, administrator, selected teachers

Measurable Objective 3:

26% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Ready Category in Reading by 06/02/2017 as measured by ACTASPIRE.

Strategy1:

Direct, Explicit Reading Instruction - Collins-Rhodes encompasses Alabama College and Career Standards that are relevant to real world, reflecting on both knowledge and skills that young people need for success in college and career. The reading block is a three hour language arts instructional block utilizing research based strategies. The three hour block will consist of Reading Tier 3 focusing on Souday Phonics, Whole Group Souday System, Read Aloud, Reading Tier 1 Close Reading lessons, Reading Tier 2 small group using leveled readers, the 6+1 Trait Writing Process, and a Reflective Daily Writing Process.. Students will receive daily leveled small group instruction with leveled science and social studies readers as well as Souday System focusing on phonics. All grade levels will incorporate phonics daily using the Souday System to develop the skills to become independent readers. Students will receive daily vocabulary instruction to increase their vocabulary. Students will participate in Accelerated Reading to read books on their level thus increasing their vocabulary, fluency, and comprehension.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative & Common Core Reading

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Collins-Rhodes Elementary

Activity - Structured Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading block is a three hour language arts instructional block utilizing research based strategies. Close Reading lessons will be incorporated in daily instruction. Students will receive daily leveled small group instruction with leveled science and social studies readers. Daily phonics instruction with Soudy System will be implemented to ensure that students develop the skills to become independent readers. Students will receive daily vocabulary instruction to increase their vocabulary. Students will participate in Accelerated Reading to read books on their level thus increasing their vocabulary, fluency, and comprehension.	Direct Instruction	08/10/2016	06/02/2017	\$4000 - Title I Part A	All faculty and staff

Strategy2:

Professional Development - Teachers will participate in professional development to build content knowledge, align resources to CCRS, become acclimated to the structured reading block, attend side-by-side coaching with the Reading Instructional Partner, and attend job-embedded training with the Reading Instructional Partner.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Instructional Partner Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers and the administrators will participate in Key Leaders Network, Powerful Conversation Network, and Instructional Partner Network with Alabama Best Practices to improve culture/climate of the school and develop a common vision in which teachers will buy-in and align resources to meet the common vision.	Professional Learning	08/10/2016	06/02/2017	\$4102 - Title I Part A	Instructional Partners, administrators, teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to build content knowledge, align resources to the CCRS, implement the structured reading block, provide tiered instruction to meet the needs of students, disaggregate data and use data to drive instruction.	Academic Support Program	08/10/2016	06/02/2017	\$20000 - Title I Part A	All K-5 teachers

Strategy3:

Extended Day Tutoring - Offer extended learning opportunities for identified students of need.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer tutoring to identified students.	Tutoring	08/10/2016	06/02/2017	\$20000 - Title I Part A	Title I Facilitator, administrator, selected teachers

Strategy4:

Collaborative/Response to Instruction (RTI) Data Meetings - The principal will provide a common planning period to provide teachers with the opportunity to collaboratively plan, analyze standards based assessments, and share research based strategies.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Collaborative/Response to Instruction (RTI) Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in collaborative planning meetings.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	all faculty

Strategy5:

Technological Intervention - Students will participate in Reading Eggs and Stride Academy to address deficits with phonological awareness, phonics, vocabulary, comprehension, math computation, critical thinking, and problem solving.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-3 teachers will utilize Reading Eggs to reteach/enrich phonics instruction.	Academic Support Program Technology	08/10/2016	06/02/2017	\$2600 - Other	K-3 teachers

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades k-5 will use Stride Academy to improve performance on Reading and Math standards	Technology Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	all k-5 teachers

Strategy6:

Employ Intervention Teacher - Collins-Rhodes will employ an intervention teacher who utilizes Stride Academy, Reading Eggs, and teacher created technological resources to provide intervention to students.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Employ Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention teacher will provide intervention utilizing Reading Eggs for phonics instruction, Stride Academy, and teacher created technological resources to prepare third-fifth grade students to take the ACT ASPIRE.	Academic Support Program	08/10/2016	06/02/2017	\$44610 - Title I Part A	intervention teacher

Goal 2:

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 ensure that every student, teacher, and administrator have access to technological tools by 05/30/2015 as measured by Transform 2020 Survey Results, students' portfolio samples and completion of Moodle lessons..

Strategy1:

Legal and Ethical Technology Use - Technology resource teacher will provide a learning module that teachers and assesses appropriate digital citizenship.

Category:

Research Cited: NETS-S 5, CCRS Literacy Standards; Plan 2020 p. 14, 54

Activity - Ethical Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Learning.com to learn how to responsibly use technological resources.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Resource Teacher, Administrators, Media Specialist, Classroom Teachers

Strategy2:

Technology Professional Development - Teachers will participate in professional development in order to move from static, text-based resources to effective, dynamic, interactive, adaptive multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways..

Category:

Research Cited: Plan 2020, p. 26, 29-30. 58-59, 78-90

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology teacher will work collaboratively with teachers to plan and implement technology based lessons. effectively incorporate technology in their daily lessons. Teachers will learn how to incorporate online textbooks, use tablets & iPads, use Big Universe, Smart Notebook lessons, virtual manipulatives, Reading Eggs, Stride Academy and Moodle Sessions to increase student engagement.	Technology	08/10/2015	06/03/2016	\$0 - No Funding Required	Technology teacher, administrator, media specialist, all teachers

Goal 3:

By June 2017, increase the percentage of students performing in the At/Above Proficiency level on STAR Math Renaissance Place Assessment Proficiency Report from the 2015-2016 rate of 60% to 65% by June 2017

Measurable Objective 1:

65% of Fifth grade students will demonstrate a proficiency of At/Above 65% Proficiency level in Mathematics by 06/01/2017 as measured by Renaissance Place Assessment Proficiency Report.

Strategy1:

Professional Development - Teachers will participate in AMSTI Training/Turnaround Training/Collaborative Planning to enhance mathematics instruction and provide aligned resources to improve students' performance on summative assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training to provide tiered instruction to meet the needs of all students and align resources to the Alabama Course of Study. This includes content knowledge training with AMSTI, Mobile County Lead Teacher Training, and side-by-side training through AMSTI.	Professional Learning	08/10/2016	06/02/2017	\$2500 - Title I Part A	Fifth Grade Teachers, Math Intervention Teacher, Principal, Assistant Principal

Strategy2:

Structured Math Block - Teachers will implement a structured math block. The math block will consist of the following:

Calendar Math to pre-teach objectives

Minute Math as a daily spiral review

Tier I Instruction following the cycle of instruction: Bell Ringer, Model, Guided, Independent using Ready Common Core, Engage, Learn Zillion, Math in Focus, Georgia Standards, Achieve the Core, PARCC resources

Tier II Instruction

Exit Ticket Journal to check for understanding

Problem Solving Journals to improve students' problem solving abilities

School wide intervention for Tier III Instruction

Category: Develop/Implement College and Career Ready Standards

Research Cited: VanDerHeyden, A. RTI and Math Instruction:Using RTI to Improve Learning in Mathematics. Retrieved from <http://www.rtinetwork.org/learn/what/rtiandmath>.

Activity - Implement Lesson Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ready Common Core Resources will be purchased to use during Tier 1, II & Tier III instruction. Calendar Math Kits will be refurbished so teachers can continue implementing this activity	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	K-5 teachers

Goal 4:

English Learners in Mobile County Public School System will increase in Language Proficiency

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency on ELL assessments in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 55% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide direct instruction with the assistance of an ELL teacher to meet the needs of English Learners.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrator, EL Coordinator

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 high quality instruction aligned to College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

26% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Ready Category in Reading by 06/02/2017 as measured by ACTASPIRE.

Strategy1:

Extended Day Tutoring - Offer extended learning opportunities for identified students of need.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer tutoring to identified students.	Tutoring	08/10/2016	06/02/2017	\$20000 - Title I Part A	Title I Facilitator, administrator, selected teachers

Strategy2:

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Collins-Rhodes Elementary

Employ Intervention Teacher - Collins-Rhodes will employ an intervention teacher who utilizes Stride Academy, Reading Eggs, and teacher created technological resources to provide intervention to students.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Employ Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention teacher will provide intervention utilizing Reading Eggs for phonics instruction, Stride Academy, and teacher created technological resources to prepare third-fifth grade students to take the ACT ASPIRE.	Academic Support Program	08/10/2016	06/02/2017	\$44610 - Title I Part A	intervention teacher

Strategy3:

Professional Development - Teachers will participate in professional development to build content knowledge, align resources to CCRS, become acclimated to the structured reading block, attend side-by-side coaching with the Reading Instructional Partner, and attend job-embedded training with the Reading Instructional Partner.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to build content knowledge, align resources to the CCRS, implement the structured reading block, provide tiered instruction to meet the needs of students, disaggregate data and use data to drive instruction.	Academic Support Program	08/10/2016	06/02/2017	\$20000 - Title I Part A	All K-5 teachers

Activity - Instructional Partner Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers and the administrators will participate in Key Leaders Network, Powerful Conversation Network, and Instructional Partner Network with Alabama Best Practices to improve culture/climate of the school and develop a common vision in which teachers will buy-in and align resources to meet the common vision.	Professional Learning	08/10/2016	06/02/2017	\$4102 - Title I Part A	Instructional Partners, administrators, teachers

Strategy4:

Collaborative/Response to Instruction (RTI) Data Meetings - The principal will provide a common planning period to provide teachers with the opportunity to collaboratively plan, analyze standards based assessments, and share research based strategies.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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Collins-Rhodes Elementary

Activity - Collaborative/Response to Instruction (RTI) Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in collaborative planning meetings.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	all faculty

Strategy5:

Technological Intervention - Students will participate in Reading Eggs and Stride Academy to address deficits with phonological awareness, phonics, vocabulary, comprehension, math computation, critical thinking, and problem solving.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-3 teachers will utilize Reading Eggs to reteach/enrich phonics instruction.	Technology Academic Support Program	08/10/2016	06/02/2017	\$2600 - Other	K-3 teachers

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades k-5 will use Stride Academy to improve performance on Reading and Math standards	Technology Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	all k-5 teachers

Strategy6:

Direct, Explicit Reading Instruction - Collins-Rhodes encompasses Alabama College and Career Standards that are relevant to real world, reflecting on both knowledge and skills that young people need for success in college and career. The reading block is a three hour language arts instructional block utilizing research based strategies. The three hour block will consist of Reading Tier 3 focusing on Sounding Out, Whole Group Sounding Out System, Read Aloud, Reading Tier 1 Close Reading lessons, Reading Tier 2 small group using leveled readers, the 6+1 Trait Writing Process, and a Reflective Daily Writing Process.. Students will receive daily leveled small group instruction with leveled science and social studies readers as well as Sounding Out System focusing on phonics. All grade levels will incorporate phonics daily using the Sounding Out System to develop the skills to become independent readers. Students will receive daily vocabulary instruction to increase their vocabulary. Students will participate in Accelerated Reading to read books on their level thus increasing their vocabulary, fluency, and comprehension.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative & Common Core Reading

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Collins-Rhodes Elementary

Activity - Structured Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading block is a three hour language arts instructional block utilizing research based strategies. Close Reading lessons will be incorporated in daily instruction. Students will receive daily leveled small group instruction with leveled science and social studies readers. Daily phonics instruction with Souday System will be implemented to ensure that students develop the skills to become independent readers. Students will receive daily vocabulary instruction to increase their vocabulary. Students will participate in Accelerated Reading to read books on their level thus increasing their vocabulary, fluency, and comprehension.	Direct Instruction	08/10/2016	06/02/2017	\$4000 - Title I Part A	All faculty and staff

Measurable Objective 2:

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Ready Category in Mathematics by 06/02/2017 as measured by ACTASPIRE.

Strategy1:

Structured Block - K-5 teachers will be provided a two hour math block. During this time teachers will provide whole group direct, daily fact fluency instruction, daily writing reflection, explicit instruction; small group instruction for second delivery; tier 3 intensive intervention, reflection journals, math minutes for spiral review, and daily problem solving activities. These all are district Initiatives.

Category:

Research Cited:

Activity - Structured Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily routines of Calendar Math, Math Minutes, Problem Solving Journal and whole group instruction followed by small group for second delivery of instruction.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	all faculty and staff

Strategy2:

Collaborative/Response to Instruction (RTI) Data Meetings - The principal will provide a common planning period to provide teachers with the opportunity to collaboratively plan, analyze standards based assessments, and share research based strategies.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Collaborative/Response to Instruction (RTI) Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in collaborative planning meetings.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	all faculty

Strategy3:

Technological Intervention - Students will participate in Reading Eggs and Stride Academy to address deficits with phonological awareness, phonics, vocabulary, comprehension, math computation, critical thinking, and problem solving.

Category: Develop/Implement College and Career Ready Standards

SY 2016-2017

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Research Cited:

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-3 teachers will utilize Reading Eggs to reteach/enrich phonics instruction.	Technology Academic Support Program	08/10/2016	06/02/2017	\$2600 - Other	K-3 teachers

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades k-5 will use Stride Academy to improve performance on Reading and Math standards	Academic Support Program Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	all k-5 teachers

Strategy4:

Math Professional Development - Teachers will receive support from AMSTI through side-by-side coaching, math community collaboration meetings, and math content knowledge trainings to research math standards and evaluate tasks in efforts of improving students' performance in math. Lead Teachers will attend training in then provide job-embedded turnaround training to equip teachers with resources and strategies

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development to receive training on how to effectively implement common core objectives, build content knowledge, align resources to objectives, provide tiered instruction to meet the needs of students, and use assessment data to drive instruction.	Professional Learning	08/10/2016	06/02/2017	\$13250 - Title I Part A	all faculty

Activity - Alabama Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers and administrators will participate in Key Leaders Network, Powerful Conversation Network, and Instructional Partner Network through Alabama Best Practices to develop a common vision for the school through developing a positive culture/climate in which stakeholders buy-in and align resources to meet the common vision. The networks will give the participants an avenue to collaborate with administrators, instructional partners, and teachers throughout Alabama and explore best practices to meet the needs of the school.	Professional Learning	08/10/2016	06/02/2017	\$4100 - Title I Part A	Instructional Partners, administrators, teachers

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Collins-Rhodes Elementary

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered professional development on Math Common Core.	Professional Learning	08/10/2016	06/02/2017	\$8000 - Title I Part A	all faculty

Strategy5:

Extended Day Tutoring - Offer extended learning opportunities for identified students of need.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer tutoring to identified students.	Tutoring	08/10/2016	06/02/2017	\$20000 - Title I Part A	Title I Facilitator, administrator, selected teachers

Strategy6:

Employ Intervention Teacher - Collins-Rhodes will employ an intervention teacher who utilizes Stride Academy, Reading Eggs, and teacher created technological resources to provide intervention to students.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Employ Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention teacher will provide intervention utilizing Reading Eggs for phonics instruction, Stride Academy, and teacher created technological resources to prepare third-fifth grade students to take the ACT ASPIRE.	Academic Support Program	08/10/2016	06/02/2017	\$44610 - Title I Part A	intervention teacher

Measurable Objective 3:

15% of Third, Fourth and Fifth grade students will achieve college and career readiness on the Science ACT Aspire in Science by 06/02/2017 as measured by Spring 2017 ACT Aspire Science.

Strategy1:

Science Professional Development - Teachers will attend science professional development to implement science college and career standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to utilize close reading strategies to build background knowledge for science instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	all k-5 teachers

Activity - Engaging Youth In Engineering/STEM Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collins-Rhodes will participate in after school enrichment with EYE Clubs along with the STEM Leadership Partnership with Mobile Area Education Foundation to provide additional academic support/exposure to science related topics utilizing the engineering design process to improve critical thinking and problem solving skills.	Extra Curricular Academic Support Program Professional Learning	08/10/2016	06/02/2017	\$4800 - Title I Part A	EYE Club Leaders, teachers, administrators

Activity - AMSTI/Stemscope/Science Professional Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in AMSTI/Stemscope Training to gain content knowledge and resources to implement science CCRS standards	Academic Support Program	08/10/2016	06/02/2017	\$1200 - Title I Part A	all K-5 teachers

Goal 2:

Prepare and support teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to improve rigor, relevance, and engagement at Collins-Rhodes Elementary School by 06/03/2015 as measured by students' performance on STAR Reading, Math, and Early Literacy.

Strategy1:

Targeted Support - The administrator will collaborate with teachers to develop a plan to increase rigor and relevance in efforts of improving the reading and mathematics failure rate.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Targeted Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrator will provide coaching professional development to address rigor and relevance in efforts to improve the reading and failure rate and EQT scores.	Professional Learning	08/10/2016	06/02/2017	\$0 - Other	administrator, targeted teachers with failure rate of 25% and higher and EQT passing rate that is less than 50%.

Strategy2:

Collaborative Instructional Response Model - The administrator with the support from coaching visits, will partner with two teachers for learning on rigor, relevance, and engagement.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: N/A

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Collins-Rhodes Elementary

Activity - Collaborative Coaching Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will provide training on how to incorporate rigor, relevance, and engagement during classroom instruction.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	School Administrator, two teachers

Measurable Objective 2:

collaborate to increase content knowledge and evaluate online and other resources to enhance student performance in all content areas. by 06/02/2017 as measured by STAR Early Literacy, STAR Math, STAR Reading Results, and students' performance on common assessments.

Strategy1:

Professional Development - Teachers will collaborate and participate in professional development to develop an understanding of CCRS and CCMS. Teachers will attend curriculum professional development to align resources to the ELA and Math Common Core Standards.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Garet, Michael S., et al. "What makes professional development effective? Results from a national sample of teachers."

American educational research journal 38.4 (2001): 915-945.

Activity - Collaboration Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are provided a common planning time that provides opportunities to plan for instruction, research content standards, find resources, and share instructional strategies. There are extended common planning periods that provided opportunities to examine and develop a common understanding of content standards.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	All faculty and staff

Strategy2:

Mentoring - First year teachers a will participate in mentoring opportunities to build teachers' content knowledge as well as acclimate them to daily routines and school climate.

Mr. Hicks serves as the mentor to Ms. Powell; Ms. Love serves as the mentor to Ms. Aldridge; Mrs. Walker serves as the mentor to Ms. Williams.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a mentoring program to increase their content knowledge and acclimate them to Collins-Rhodes.	Recruitment and Retention	08/10/2016	06/02/2017	\$2000 - Title I Part A	Hicks--Powell Love---Aldridge Walker--Williams Principal Assistant Principal

Strategy3:

Professional Learning Community - Teachers will participate in Professional Learning Communities in which they discuss research based strategies, practice research strategies, and provide student samples (video and written evidence) of the strategies to evaluate the impact on

students' performance and increase teacher pedagogy.

Category: Develop/Implement Professional Learning and Support

Research Cited: Vescio, Vicki, Dorene Ross, and Alyson Adams. "A review of research on the impact of professional learning communities on teaching practice and student learning." Teaching and teacher education 24.1 (2008): 80-91.

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Math, Science, and Reading Professional Learning Communities during half day sessions. The Professional Learning Communities help teachers examine their practice through such collaborative structures as sharing lessons, using protocols for decision making, and relying on systematic note taking to inform colleagues about their work. Teachers collaboration includes observing each other in the classroom, videotaping and reviewing lessons, investigating teaching problems and collectively generating new ideas for practice.	Professional Learning	08/10/2016	06/02/2017	\$4000 - Title I Part A	All faculty and staff

Goal 3:

Prepare and support students through student support services

Measurable Objective 1:

collaborate to create a positive school climate by 06/02/2017 as measured by data, attendance rate, discipline referrals, and other school climate data.

Strategy1:

Maintain Attendance Rate - All faculty and staff will encourage school attendance by recognizing students who have perfect attendance through quarterly incentives. The Problem Solving Team will review student attendance data and coordinate with the Attendance officer to encourage attendance and address students who demonstrate irregular school attendance or excessive school absences.

Category: Implement Community Based Support and Intervention System

Research Cited: Roby, Douglas E. "Research On School Attendance And Student Achievement: A Study Of Ohio Schools." Educational Research Quarterly 28.1 (2004): 3-16.

Activity - Attendance Plan of Action	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Student attendance through monthly attendance reports; award students with perfect attendance; communicate with Attendance Officer for students with attendance issues.	Other	08/10/2016	06/02/2017	\$0 - No Funding Required	All faculty and staff, Attendance Officer, Registrar

Strategy2:

Parental Involvement - Conduct parenting meetings at varying times to accommodate parent's work schedule. Conduct Annual Title I Meeting to encourage parents' participation in the Continuous Improvement Plan, the Parental Advisory Board, and development of the Parent Compact, and other school related policies.

Category: Develop/Implement Student and School Culture Program

Research Cited: Hoover-Dempsey, Kathleen, and Howard Sander. "Parental involvement in children's education: Why does it make a difference." The Teachers College Record 97.2 (1995): 310-331.

Activity - Home/School Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and Staff will provide school wide newsletters, website postings, phone messages, classroom newsletters, and marquee postings to communicate information to parents. Students will be provided a communication folder to carry newsletters home. Students will be provided school handbooks and planners to help parents stay abreast of school policies and important dates.	Parent Involvement	08/10/2016	06/02/2017	\$3988 - Title I Part A	all faculty and staff

Activity - Parental Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parenting Liaison schedules and conducts committee meetings to discuss the Continuous Improvement Plan, and parents' concerns.	Parent Involvement	08/10/2016	08/10/2017	\$3988 - Title I Part A	Parenting liaison, administrator, counselor

Strategy3:

Positive Behavior Support - Reduce the number of office referrals by 20%. Last year's discipline referrals were 343. This year's goal is 274 or less referrals. Goal for 2015 was 262 discipline referrals. Discipline referrals have tremendously increased from 2014 to 2015. Teachers will attend Capturing Kids' Heart Training to build relationships with students in efforts to reduce discipline referral. Teach School wide Behavior Plan. Provide school handbook to all parents to enhance their support of the School wide Behavior Plan. Provide group and one-on-one counseling sessions to encourage positive behavior. Communicate with parents and provide additional parental support through parent meetings and resources from other agencies. Provide incentives for positive school behavior. Participate in Big Brother, Big Sister Program to provide mentors for targeted students. Complete Review 360 for students who have difficulty following school wide behavior plan.

Category: Implement Community Based Support and Intervention System

Research Cited: Horner, R. H., et al. "School-wide positive behavior support." Individualized supports for students with problem behaviors: Designing positive behavior plans (2005): 359-390.

Activity - School Wide Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement School wide Behavior Plan documenting interventions and next steps. Provide individualized counseling for students with repeated behavior problems. Incorporate Review 360 plans to address targeted behaviors.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - Other	Counselor, Administrators, All teachers

Activity - Small Group Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will hold small group sessions focusing on anger management/decision-making/consequences with identified students.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselor

Activity - Individual Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will provide individual counseling for students who continue to be referred for discipline infractions.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselor

Goal 4:

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 ensure that every student, teacher, and administrator have access to technological tools by 05/30/2015 as measured by Transform 2020 Survey Results, students' portfolio samples and completion of Moodle lessons..

Strategy1:

Legal and Ethical Technology Use - Technology resource teacher will provide a learning module that teachers and assesses appropriate digital citizenship.

Category:

Research Cited: NETS-S 5, CCRS Literacy Standards; Plan 2020 p. 14, 54

Activity - Ethical Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Learning.com to learn how to responsibly use technological resources.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Resource Teacher, Administrators, Media Specialist, Classroom Teachers

Strategy2:

Technology Professional Development - Teachers will participate in professional development in order to move from static, text-based resources to effective, dynamic, interactive, adaptive multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways..

Category:

Research Cited: Plan 2020, p. 26, 29-30. 58-59, 78-90

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology teacher will work collaboratively with teachers to plan and implement technology based lessons. effectively incorporate technology in their daily lessons. Teachers will learn how to incorporate online textbooks, use tablets & iPads, use Big Universe, Smart Notebook lessons, virtual manipulatives, Reading Eggs, Stride Academy and Moodle Sessions to increase student engagement.	Technology	08/10/2015	06/03/2016	\$0 - No Funding Required	Technology teacher, administrator, media specialist, all teachers

Goal 5:

By June 2017, increase the percentage of students performing in the At/Above Proficiency level on STAR Math Renaissance Place Assessment Proficiency Report from the 2015-2016 rate of 60% to 65% by June 2017

Measurable Objective 1:

65% of Fifth grade students will demonstrate a proficiency of At/Above 65% Proficiency level in Mathematics by 06/01/2017 as measured by Renaissance Place Assessment Proficiency Report.

Strategy1:

Structured Math Block - Teachers will implement a structured math block. The math block will consist of the following:

Calendar Math to pre-teach objectives

Minute Math as a daily spiral review

Tier I Instruction following the cycle of instruction: Bell Ringer, Model, Guided, Independent using Ready Common Core, Engage, Learn Zillion, Math in Focus, Georgia Standards, Achieve the Core, PARCC resources

Tier II Instruction

Exit Ticket Journal to check for understanding

Problem Solving Journals to improve students' problem solving abilities

School wide intervention for Tier III Instruction

Category: Develop/Implement College and Career Ready Standards

Research Cited: VanDerHeyden, A. RTI and Math Instruction: Using RTI to Improve Learning in Mathematics. Retrieved from <http://www.rtinetwork.org/learn/what/rtiandmath>.

Activity - Implement Lesson Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ready Common Core Resources will be purchased to use during Tier 1, II & Tier III instruction. Calendar Math Kits will be refurbished so teachers can continue implementing this activity	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	K-5 teachers

Strategy2:

Professional Development - Teachers will participate in AMSTI Training/Turnaround Training/Collaborative Planning to enhance mathematics instruction and provide aligned resources to improve students' performance on summative assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

ACIP

Collins-Rhodes Elementary

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training to provide tiered instruction to meet the needs of all students and align resources to the Alabama Course of Study. This includes content knowledge training with AMSTI, Mobile County Lead Teacher Training, and side-by-side training through AMSTI.	Professional Learning	08/10/2016	06/02/2017	\$2500 - Title I Part A	Fifth Grade Teachers, Math Intervention Teacher, Principal, Assistant Principal

Goal 6:

English Learners in Mobile County Public School System will increase in Language Proficiency

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency on ELL assessments in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 55% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide direct instruction with the assistance of an ELL teacher to meet the needs of English Learners.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrator, EL Coordinator

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 high quality instruction aligned to College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Ready Category in Mathematics by 06/02/2017 as measured by ACTASPIRE.

Strategy1:

Extended Day Tutoring - Offer extended learning opportunities for identified students of need.

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Collins-Rhodes Elementary

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer tutoring to identified students.	Tutoring	08/10/2016	06/02/2017	\$20000 - Title I Part A	Title I Facilitator, administrator, selected teachers

Strategy2:

Collaborative/Response to Instruction (RTI) Data Meetings - The principal will provide a common planning period to provide teachers with the opportunity to collaboratively plan, analyze standards based assessments, and share research based strategies.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Collaborative/Response to Instruction (RTI) Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in collaborative planning meetings.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	all faculty

Measurable Objective 2:

26% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Ready Category in Reading by 06/02/2017 as measured by ACTASPIRE.

Strategy1:

Extended Day Tutoring - Offer extended learning opportunities for identified students of need.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer tutoring to identified students.	Tutoring	08/10/2016	06/02/2017	\$20000 - Title I Part A	Title I Facilitator, administrator, selected teachers

Strategy2:

Employ Intervention Teacher - Collins-Rhodes will employ an intervention teacher who utilizes Stride Academy, Reading Eggs, and teacher created technological resources to provide intervention to students.

Category: Develop/Implement Learning Supports

Research Cited:

ACIP

Collins-Rhodes Elementary

Activity - Employ Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention teacher will provide intervention utilizing Reading Eggs for phonics instruction, Stride Academy, and teacher created technological resources to prepare third-fifth grade students to take the ACT ASPIRE.	Academic Support Program	08/10/2016	06/02/2017	\$44610 - Title I Part A	intervention teacher

Strategy3:

Collaborative/Response to Instruction (RTI) Data Meetings - The principal will provide a common planning period to provide teachers with the opportunity to collaboratively plan, analyze standards based assessments, and share research based strategies.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Collaborative/Response to Instruction (RTI) Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in collaborative planning meetings.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	all faculty

Goal 2:

Prepare and support students through student support services

Measurable Objective 1:

collaborate to create a positive school climate by 06/02/2017 as measured by data, attendance rate, discipline referrals, and other school climate data.

Strategy1:

Positive Behavior Support - Reduce the number of office referrals by 20%. Last year's discipline referrals were 343. This year's goal is 274 or less referrals. Goal for 2015 was 262 discipline referrals. Discipline referrals have tremendously increased from 2014 to 2015. Teachers will attend Capturing Kids' Heart Training to build relationships with students in efforts to reduce discipline referral. Teach School wide Behavior Plan. Provide school handbook to all parents to enhance their support of the School wide Behavior Plan. Provide group and one-on-one counseling sessions to encourage positive behavior. Communicate with parents and provide additional parental support through parent meetings and resources from other agencies. Provide incentives for positive school behavior. Participate in Big Brother, Big Sister Program to provide mentors for targeted students. Complete Review 360 for students who have difficulty following school wide behavior plan.

Category: Implement Community Based Support and Intervention System

Research Cited: Horner, R. H., et al. "School-wide positive behavior support." Individualized supports for students with problem behaviors: Designing positive behavior plans (2005): 359-390.

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Collins-Rhodes Elementary

Activity - School Wide Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement School wide Behavior Plan documenting interventions and next steps. Provide individualized counseling for students with repeated behavior problems. Incorporate Review 360 plans to address targeted behaviors.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - Other	Counselor, Administrators, All teachers

Activity - Small Group Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will hold small group sessions focusing on anger management/decision-making/consequences with identified students.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselor

Activity - Individual Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will provide individual counseling for students who continue to be referred for discipline infractions.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselor

Goal 3:

English Learners in Mobile County Public School System will increase in Language Proficiency

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency on ELL assessments in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 55% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide direct instruction with the assistance of an ELL teacher to meet the needs of English Learners.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrator, EL Coordinator

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

English Learners in Mobile County Public School System will increase in Language Proficiency

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency on ELL assessments in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 55% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will provide direct instruction with the assistance of an ELL teacher to meet the needs of English Learners.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrator, EL Coordinator

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 high quality instruction aligned to College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

26% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Ready Category in Reading by 06/02/2017 as measured by ACTASPIRE.

Strategy1:

Professional Development - Teachers will participate in professional development to build content knowledge, align resources to CCRS, become acclimated to the structured reading block, attend side-by-side coaching with the Reading Instructional Partner, and attend job-embedded training with the Reading Instructional Partner.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

ACIP

Collins-Rhodes Elementary

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to build content knowledge, align resources to the CCRS, implement the structured reading block, provide tiered instruction to meet the needs of students, disaggregate data and use data to drive instruction.	Academic Support Program	08/10/2016	06/02/2017	\$20000 - Title I Part A	All K-5 teachers

Strategy2:

Employ Intervention Teacher - Collins-Rhodes will employ an intervention teacher who utilizes Stride Academy, Reading Eggs, and teacher created technological resources to provide intervention to students.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Employ Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention teacher will provide intervention utilizing Reading Eggs for phonics instruction, Stride Academy, and teacher created technological resources to prepare third-fifth grade students to take the ACT ASPIRE.	Academic Support Program	08/10/2016	06/02/2017	\$44610 - Title I Part A	intervention teacher

Strategy3:

Collaborative/Response to Instruction (RTI) Data Meetings - The principal will provide a common planning period to provide teachers with the opportunity to collaboratively plan, analyze standards based assessments, and share research based strategies.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Collaborative/Response to Instruction (RTI) Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in collaborative planning meetings.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	all faculty

Strategy4:

Extended Day Tutoring - Offer extended learning opportunities for identified students of need.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer tutoring to identified students.	Tutoring	08/10/2016	06/02/2017	\$20000 - Title I Part A	Title I Facilitator, administrator, selected teachers

Strategy5:

Direct, Explicit Reading Instruction - Collins-Rhodes encompasses Alabama College and Career Standards that are relevant to real world,

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reflecting on both knowledge and skills that young people need for success in college and career. The reading block is a three hour language arts instructional block utilizing research based strategies. The three hour block will consist of Reading Tier 3 focusing on Sunday Phonics, Whole Group Sunday System, Read Aloud, Reading Tier 1 Close Reading lessons, Reading Tier 2 small group using leveled readers, the 6+1 Trait Writing Process, and a Reflective Daily Writing Process.. Students will receive daily leveled small group instruction with leveled science and social studies readers as well as Sunday System focusing on phonics. All grade levels will incorporate phonics daily using the Sunday System to develop the skills to become independent readers. Students will receive daily vocabulary instruction to increase their vocabulary. Students will participate in Accelerated Reading to read books on their level thus increasing their vocabulary, fluency, and comprehension.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative & Common Core Reading

Activity - Structured Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading block is a three hour language arts instructional block utilizing research based strategies. Close Reading lessons will be incorporated in daily instruction. Students will receive daily leveled small group instruction with leveled science and social studies readers. Daily phonics instruction with Sunday System will be implemented to ensure that students develop the skills to become independent readers. Students will receive daily vocabulary instruction to increase their vocabulary. Students will participate in Accelerated Reading to read books on their level thus increasing their vocabulary, fluency, and comprehension.	Direct Instruction	08/10/2016	06/02/2017	\$4000 - Title I Part A	All faculty and staff

Measurable Objective 2:

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Ready Category in Mathematics by 06/02/2017 as measured by ACTASPIRE.

Strategy1:

Extended Day Tutoring - Offer extended learning opportunities for identified students of need.

Category: Develop/Implement Learning Supports

Research Cited: N/A

Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer tutoring to identified students.	Tutoring	08/10/2016	06/02/2017	\$20000 - Title I Part A	Title I Facilitator, administrator, selected teachers

Strategy2:

Structured Block - K-5 teachers will be provided a two hour math block. During this time teachers will provide whole group direct, daily fact fluency instruction, daily writing reflection, explicit instruction; small group instruction for second delivery; tier 3 intensive intervention, reflection journals, math minutes for spiral review, and daily problem solving activities. These all are district Initiatives.

Category:

Research Cited:

Activity - Structured Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily routines of Calendar Math, Math Minutes, Problem Solving Journal and whole group instruction followed by small group for second delivery of instruction.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	all faculty and staff

Strategy3:

Collaborative/Response to Instruction (RTI) Data Meetings - The principal will provide a common planning period to provide teachers with the opportunity to collaboratively plan, analyze standards based assessments, and share research based strategies.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Collaborative/Response to Instruction (RTI) Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in collaborative planning meetings.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	all faculty

Strategy4:

Math Professional Development - Teachers will receive support from AMSTI through side-by-side coaching, math community collaboration meetings, and math content knowledge trainings to research math standards and evaluate tasks in efforts of improving students' performance in math. Lead Teachers will attend training in then provide job-embedded turnaround training to equip teachers with resources and strategies

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development to receive training on how to effectively implement common core objectives, build content knowledge, align resources to objectives, provide tiered instruction to meet the needs of students, and use assessment data to drive instruction.	Professional Learning	08/10/2016	06/02/2017	\$13250 - Title I Part A	all faculty

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered professional development on Math Common Core.	Professional Learning	08/10/2016	06/02/2017	\$8000 - Title I Part A	all faculty

Measurable Objective 3:

15% of Third, Fourth and Fifth grade students will achieve college and career readiness on the Science ACT Aspire in Science by 06/02/2017 as measured by Spring 2017 ACT Aspire Science.

Strategy1:

Science Professional Development - Teachers will attend science professional development to implement science college and career standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Engaging Youth In Engineering/STEM Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collins-Rhodes will participate in after school enrichment with EYE Clubs along with the STEM Leadership Partnership with Mobile Area Education Foundation to provide additional academic support/exposure to science related topics utilizing the engineering design process to improve critical thinking and problem solving skills.	Academic Support Program Extra Curricular Professional Learning	08/10/2016	06/02/2017	\$4800 - Title I Part A	EYE Club Leaders, teachers, administrators

Activity - AMSTI/Stemscope/Science Professional Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in AMSTI/Stemscope Training to gain content knowledge and resources to implement science CCRS standards	Academic Support Program	08/10/2016	06/02/2017	\$1200 - Title I Part A	all K-5 teachers

Activity - Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to utilize close reading strategies to build background knowledge for science instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	all k-5 teachers

Goal 2:

Prepare and support students through student support services

Measurable Objective 1:

collaborate to create a positive school climate by 06/02/2017 as measured by data, attendance rate, discipline referrals, and other school climate data.

Strategy1:

Positive Behavior Support - Reduce the number of office referrals by 20%. Last year's discipline referrals were 343. This year's goal is 274 or less referrals. Goal for 2015 was 262 discipline referrals. Discipline referrals have tremendously increased from 2014 to 2015. Teachers will attend Capturing Kids' Heart Training to build relationships with students in efforts to reduce discipline referral. Teach School wide Behavior Plan. Provide school handbook to all parents to enhance their support of the School wide Behavior Plan. Provide group and one-on-one counseling sessions to encourage positive behavior. Communicate with parents and provide additional parental support through parent meetings and resources from other agencies. Provide incentives for positive school behavior. Participate in Big Brother, Big Sister

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Collins-Rhodes Elementary

Program to provide mentors for targeted students. Complete Review 360 for students who have difficulty following school wide behavior plan.

Category: Implement Community Based Support and Intervention System

Research Cited: Horner, R. H., et al. "School-wide positive behavior support." Individualized supports for students with problem behaviors: Designing positive behavior plans (2005): 359-390.

Activity - Small Group Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will hold small group sessions focusing on anger management/decision-making/consequences with identified students.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselor

Activity - Individual Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will provide individual counseling for students who continue to be referred for discipline infractions.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselor

Activity - Olewus Bullying Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collins-Rhodes will implement a schoolwide bullying prevention program.	Behavioral Support Program	08/10/2016	06/02/2017	\$8000 - Title I Part A	All teachers, bullying committee members

Activity - School Wide Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement School wide Behavior Plan documenting interventions and next steps. Provide individualized counseling for students with repeated behavior problems. Incorporate Review 360 plans to address targeted behaviors.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - Other	Counselor, Administrators, All teachers

Strategy2:

Parental Involvement - Conduct parenting meetings at varying times to accommodate parent's work schedule. Conduct Annual Title I Meeting to encourage parents' participation in the Continuous Improvement Plan, the Parental Advisory Board, and development of the Parent Compact, and other school related policies.

Category: Develop/Implement Student and School Culture Program

Research Cited: Hoover-Dempsey, Kathleen, and Howard Sander. "Parental involvement in children's education: Why does it make a difference." The Teachers College Record 97.2 (1995): 310-331.

Activity - Parental Advisory Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parenting Liaison schedules and conducts committee meetings to discuss the Continuous Improvement Plan, and parents' concerns.	Parent Involvement	08/10/2016	08/10/2017	\$3988 - Title I Part A	Parenting liaison, administrator, counselor

Activity - Home/School Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and Staff will provide school wide newsletters, website postings, phone messages, classroom newsletters, and marquee postings to communicate information to parents. Students will be provided a communication folder to carry newsletters home. Students will be provided school handbooks and planners to help parents stay abreast of school policies and important dates.	Parent Involvement	08/10/2016	06/02/2017	\$3988 - Title I Part A	all faculty and staff

Strategy3:

Maintain Attendance Rate - All faculty and staff will encourage school attendance by recognizing students who have perfect attendance through quarterly incentives. The Problem Solving Team will review student attendance data and coordinate with the Attendance officer to encourage attendance and address students who demonstrate irregular school attendance or excessive school absences.

Category: Implement Community Based Support and Intervention System

Research Cited: Roby, Douglas E. "Research On School Attendance And Student Achievement: A Study Of Ohio Schools." Educational Research Quarterly 28.1 (2004): 3-16.

Activity - Attendance Plan of Action	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Student attendance through monthly attendance reports; award students with perfect attendance; communicate with Attendance Officer for students with attendance issues.	Other	08/10/2016	06/02/2017	\$0 - No Funding Required	All faculty and staff, Attendance Officer, Registrar

Goal 3:

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 ensure that every student, teacher, and administrator have access to technological tools by 05/30/2015 as measured by Transform 2020 Survey Results, students' portfolio samples and completion of Moodle lessons..

Strategy1:

Technology Professional Development - Teachers will participate in professional development in order to move from static, text-based resources to effective, dynamic, interactive, adaptive multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways..

Category:

Research Cited: Plan 2020, p. 26, 29-30. 58-59, 78-90

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Collins-Rhodes Elementary

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology teacher will work collaboratively with teachers to plan and implement technology based lessons. effectively incorporate technology in their daily lessons. Teachers will learn how to incorporate online textbooks, use tablets & iPads, use Big Universe, Smart Notebook lessons, virtual manipulatives, Reading Eggs, Stride Academy and Moodle Sessions to increase student engagement.	Technology	08/10/2015	06/03/2016	\$0 - No Funding Required	Technology teacher, administrator, media specialist, all teachers

Strategy2:

Legal and Ethical Technology Use - Technology resource teacher will provide a learning module that teachers and assesses appropriate digital citizenship.

Category:

Research Cited: NETS-S 5, CCRS Literacy Standards; Plan 2020 p. 14, 54

Activity - Ethical Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Learning.com to learn how to responsibly use technological resources.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	Technology Resource Teacher, Administrators, Media Specialist, Classroom Teachers

Component 3: Instruction by Qualified Staff

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

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

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

All teachers at Collins-Rhodes are highly qualified. Teachers are screened by central office to ensure that they meet hiring requirements. Teachers participate in Professional Learning Communities, Professional Development, and Collaboratively Planning Meetings to design and implement lessons that are College and Career Ready Standards and the Alabama Course of Study. Through grade level collaboration teachers develop lessons that are relevant, rigorous, and engaging. Administrators conduct regular walk-throughs and observations to check for meaningful, high quality instruction.

Component 4: Strategies to Attract Qualified Teachers

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

The teacher turnover rate is 31% (11 of 36 teachers).

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

There are 11 teachers new to Collins-Rhodes this year. There are 3 first year teachers, 8 non-tenured teachers, and the other 12 teachers are tenured.

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

Each grade level has a common planning period to allow for collaborative planning and support. Special education teachers and paraprofessionals work with grade specific teachers to help make transition easier. Teachers are provided support from a Reading Instructional Partner, Math Instructional Partner, and through ongoing professional development opportunities and Professional Learning Teams. New teachers are assigned mentors to assist them with professional duties.

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?

Capturing Kids' Heart
Math Curriculum Training
Reading Curriculum Training
AMSTI Training
CFA Training
STEM Scope Training
Collaborative Learning Communities

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

Math Curriculum Training
Reading Curriculum Training
STEM Scope Training
AMSTI Training
ARI Support
Capturing Kids' Heart Training
Bullying Prevention Training
Open House
Annual Title I Meeting
Parenting Day
Quarterly Parenting Meetings
Math Night
Literacy Night

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.

Mentors are assigned to each new teacher at the beginning of the year. The mentors will work closely with the new teachers and offer help, advice, and support in any ways needed

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

There are three Professional Learning Teams: Mathematics, English/Language Arts, and Science. These teams meet 4 times a year to
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collaborate and discuss research-based strategies to improve student achievement

DRAFT

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.

Bridges

Summer Enrichment Program

Summer Reading List

Summer Math Packets

The counselor collaborate with middle school counselors to provide parents with transition information

Open House

DRAFT

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers meet weekly for an extended planning meeting to disaggregate and discuss academic data. During school faculty meetings statewide data results are discussed. Teachers actively participate in the disaggregation of data to make instructional decisions

DRAFT

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 STAR is used as a universal screening for all students. Students who score in the "Intervention" and "Urgent Intervention" categories are identified as needing additional support. Students who are not proficient on common assessments receive Tier 2 and Tier 3 assistance and are monitored by the PST committee.

ACT Aspire data identifies students who are in the close and in need of support categories. These students receive tiered instruction in the classroom and extended learning through tutoring.

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

Teachers provide daily small group intervention to address students who are experiencing difficulty.

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

Teachers differentiate lessons in order to meet the needs of all students. Small group instruction is provided in all classrooms for both English Language Arts and Mathematics Instruction.

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.

Collins-Rhodes offer Extended Learning Opportunities for targeted students in grades 1st-5th in Reading and Mathematics. Students receive instruction from HQ teachers. Sessions are held on Wednesday and Thursday. Students are selected based on the STAR Universal Screening, report card grades, End of Quarter Test scores, and ACT Aspire scores. Teachers collaborate weekly with the parent and the classroom teacher by reviewing and submitting a Collaboration Form. All information is shared with stakeholders through the school website

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.

Special Population are identified during registration through Home Language Surveys. A list of identified students is on file by the registrar. Mobile County School Board provides resource personnel for homeless, migratory, delinquent, neglected, \$ LEP students have access to the same free and appropriate Alabama education. ELL training is provided to teachers to ensure students receive an appropriate education.

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

n/a

DRAFT

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 programs are aligned to achieve the goals as written in the CIP. Funding and all resources support the desired outcomes.

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.

Universal Screening--STAR Early Literacy, STAR Reading, STAR Math---District initiatives used to identify at-risk students in reading and math. College and Career Ready Standards--Implemented to fidelity to ensure rigor and success on the ACT Aspire

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.

All students receive free breakfast and lunch this school year.

DRAFT

Component 10: Evaluation

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

A quarterly and mid-year review are conducted to collect data, analyze data, and evaluate the CIP goals. Revisions to the CIP are made based on the data. The review is communicated to faculty members and parents.

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?

The CIP Team examines the school's summative data. Upon disaggregation of the data, a determination is made as to the effectiveness of the CIP's strategies. The data is presented to the faculty during faculty meetings. Teachers revisit performance goals and strategies

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?

Summative data is collected and examined by each subgroup, student, and core skills/standards. This data determines the effectiveness of the school's instructional plan

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 the data is collected, analyzed, and evaluated by the CIP committee and faculty, a plan of action is created to ensure continuous improvement. The CIP committee revises the plan to ensure students' success

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

Yes, The ACT Aspire Reading Goal is to increase the number of students performing in ready on ACT Aspire by 3%. Collins-Rhodes continues to strive to prepare more students to become college and career ready. The Reading ACT Aspire has shown an increase of 4% each year from Spring 2014(15% students were ready) to Spring 2015(19% of students were ready) and Spring 2016 (23% of students were ready).

The Act Aspire Math Goal is to increase the number of students performing in ready on ACT Aspire by 3%. The Math ACT Aspire has shown an increase of 18% from 2014 (36% of students performed in the ready/exceed category) to 2016 (54% of students performed in the ready/exceed category). Collins-Rhodes' goal this year is for the number of students performing in the ready/exceed categories to increase.

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

Spring 2016 ACT ASPIRE performance in math and reading have been changed to reflect a positive trend. This is the end of year summative data.

DRAFT

Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

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

DRAFT

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	38.69	40.25	1,790,163.00
Administrator Units	1.00	1.00	91,171.00
Assistant Principal	0.50	0.50	34,502.00
Counselor	1.00	1.00	54,808.00
Librarian	1.00	1.00	52,232.00
Career and Technical Education Administrator	0.00	0.00	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0.00	7,310.00
Professional Development	0.00	0	2,751.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	17,458.00
Library Enhancement	0.00	0	946.00
Totals			2,051,341.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	216378.0

Provide a brief explanation and breakdown of expenses.

Intervention Teacher \$62,998.17
Professional development Substitutes \$7,600.14
Professional Development Stipends \$18,000
Bridges \$2000
PD. Stipends \$20,000
Extended Day Bus Drivers \$3,000
Extended Day Salaries \$16,000
Computers \$32,100
IPADS \$11,970
Parenting \$3,988
Materials and Supplies \$6,077.23
Contracts-EYE \$1,400
Xerox Copier \$20,000
Extended Bus Mileage \$1,400
STEM \$1,000
Travel Expenses\$3,102.40

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.	0.0

Provide a brief explanation and a breakdown of expenses.

.NA

DRAFT

Title III

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

Provide a brief explanation and a breakdown of expenses.

Teachers with the assistance of an English Learner Coordinator will provide direct instruction for English Learners.

DRAFT

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

Title VI

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

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

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.

NA

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

Provide a brief explanation and breakdown of expenses.

n/a

DRAFT

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	388022.0

Provide a brief explanation and breakdown of expenses

Teacher (1) \$44,020.00
Aide (4) \$85,071.00
Department Heads \$1,000
Benefits \$73,628.00
waste Disposal \$1,371.00
Utilities (electricity) \$182,932.00
Maintenance/Operation \$752.33

DRAFT

Strategies to Increase Parental Involvement

DRAFT

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.

DRAFT

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.

Collins-Rhodes' Annual Title I Meeting will be offered at two different times in September (morning and afternoon session) to accommodate parents' schedules. During the meeting the following questions will be addressed:

What does it mean to be a Title I school?

What is the 1% Set-Aside for parental involvement?

What is the LEA Title I Plan?

What is the LEA Parental Involvement Plan?

What is a ACIP?

What is the School-Parent Compact?

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.

Collins-Rhodes makes every effort to meet the needs of the students and parents we serve. Two parent sessions are offered for the Annual Title I Meeting. Collins-Rhodes conducts monthly parenting meetings to encourage parental input and participation in the school's decision making process. The Parenting Advisory Board conducts monthly meetings to discuss parenting concerns. Parents were provided with a school compact to explain the teacher, administrator, parent, and student's role, in efforts to ensure students success. Pre-k through fifth grade teachers conduct partnership conferences to discuss students' performance. Monthly newsletters are sent home school wide to make sure parents are notified of school news. Parenting funds are used to prepare the monthly newsletters, provides communication folders, and other resources needed to ensure communication to parents.

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.

Collins-Rhodes provides a monthly newsletter to parents as well as an electronic copy on the school's website. The school utilizes daily communication folders to send flyers and notices homes. Collins-Rhodes also has a school planner that contains the school's history, principal's philosophy on education, Mobile County Discipline Plan, dismissal and arrival procedures, school calendar of event for the year the uniform policy, and other pertinent school information. Pre-k through fifth grade teachers provide a classroom newsletter to inform parents of skills for the week and upcoming events. School messenger/Remind is also used to inform parents of meetings and other school wide events. Open house is conducted at the beginning of the school year to provide parents with a preview of what is expected at their child's grade level. DIBELS, ACT Aspire, and End of Quarter Test Meetings are held to ensure that parents are familiar with the testing requirements. Literacy Night and Math and Science Night are conducted to keep parents abreast of curriculum. Collins-Rhodes also offer

meetings based on recommendations from the Parenting Advisory Committee

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

The School-Parent compact is reviewed by the Parental Advisory Board each Spring for the upcoming school year. Parents are invited to develop the compact. The compacts discussed and distributed to all parents and students at the beginning of the school year through the daily communication folders and planners and at the annual Title I Meeting. All parents are asked to sign the compact signifying their commitment to working in partnership with the school in ensuring that their child is successful in school. Teachers and students will discuss the compacts and sign them demonstrating their respective roles in the educational process. All compacts will be housed in the classrooms to be used as a working document during conferencing; an additional copy will be kept with the Parenting Liaison. At the end of the year, all parents will have the opportunity to participate in decision making activities to determine whether revisions are needed in the current compacts.

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

Collins-Rhodes Elementary School will meet the 4th Monday of each month with the CIP team to discuss progress and any changes or revisions that may need to be made to the current plan. There are two parents on the Committee who represent the parents of the school. If any changes are made during the review process, all parents will be notified through notices sent home in our parent communication folders. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library, the parent center, on line, and the 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 school, and the school will submit their concerns to the central office at the same time that the CIP is submitted.

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)

Collins-Rhodes Elementary provides parent training sessions throughout the year. These sessions focus on academic content and achievement standards, assessments, Title I laws, as well as how to be an active participant in their child's education. Sessions are also held to inform parents of the school's extra services, and referral program to community services outside of the school, community resources and to provide assistance as needed on individual basis. During Open House teachers explain when progress reports will be sent home, how to access students' grades on INOW, and how to monitor students' progress on Accelerated Reader. During the Annual Title I Meeting parents are informed of the Title I requirements. Parent Meetings are held throughout the school year to discuss state and local academic

assessments. Mobile County designates a day for Parenting Day in October. Collins-Rhodes conducts workshops during this day as well focusing on resources parents can use to help their child, safe internet usage, community resources, and parenting tips. Collins-Rhodes also holds a Family Night for Math and Science and for Reading to help parents understand the Common Core Standards

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)

Collins-Rhodes works diligently to ensure that all materials and training are accessible to all parents. The library has a designated area which houses materials for parents to check out to learn about how parents can help their child succeed. Throughout the school year, parenting classes are held on topics that address identified school goals. Specific topics include reading with your child, creating a home learning environment, and working as a partner with your child's teacher.

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)

To further develop the understanding and importance of parental involvement, Collins-Rhodes faculty, staff, and administrators will participate in professional development, faculty meetings, and grade-level meetings. During these meetings strategies to promote a positive home-school environment will be discussed. The Continuous Improvement Plan Committee as well as the Parental Advisory Committee will review parental data to ensure a positive home-school environment. The school staff will offer opportunities for parents to participate in school events.

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)

Parents are informed of every aspect of our school day at Collins-Rhodes. Our Extended Day Program is offered to students who do not meet proficiency standards. Through a series of letters and phone calls, parents are given the opportunity to participate in school meetings and functions. Collins-Rhodes Parent Resource Center is easily accessible to all parents. Literature, materials, computer use, and parent training are available to parents.

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)

All information concerning Collins-Rhodes Elementary School is communicated through communicator folders that are sent home on a daily basis, weekly classroom newsletters, and the monthly school newsletters. Progress reports are sent how twice a quarter. Report cards are picked up first and third quarter, sent home second quarter, and mailed fourth quarter. Translations of both oral and written communication are available to parents of ELL students as needed to ensure that all parents have the opportunity to participate in the school program and in the education of their child

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)

Collins-Rhodes makes every effort to accommodate parents' needs and requests as related to their involvement in their child's education. Once the school is made aware of a concern or request action steps are made to address these concerns in a timely manner

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.

Parents of ELL students and special education students are provided with the same opportunities as those in the regular school programs. Oral and written communications are translated when needed, resource teachers are mindful of documentation that is required by law. Outside resources are provided to help parents who experience hardships. Home visits are also made available for parents who are disabled or are in need of transportation