



ACIP

Pike County Elementary School

Pike County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Pike County Elementary School Demographics:

STUDENT DEMOGRAPHICS:

Students enrolled 402

Males 210, Females 192

278 Black/African American students, 69 White/Caucasian Students, 33 Hispanic Students, 3 American Indian Students, 19 Multi-racial Students

Black(African American) Males 142, Black(African American) Females 136, White(Caucasian) Males 40, White(Caucasian) Females 29, Hispanic Males 20, Hispanic Females 13, American Indian Males 2, American Indian Females 1, Multi-racial Males 6, Multi-racial Females 13.

STAFF/FACULTY DEMOGRAPHICS:

22 General Education Teachers; including 4 Kindergarten, 4 First Grade, 3 Second Grade, 4 Third Grade, 3 Fourth Grade, 2 Fifth Grade, 2 Sixth Grade Instructors.

2 Special Education Teachers

2 Administrators

5 Cafeteria Staff Members

1 Physical Education Teacher, 1 Physical Education Aide

1 School Counselor, 1 School Administrative Assistant, 1 Bookkeeper, 1 English Language Learner Instructor, 3 Janitorial Staff Members, 1 Reading Coach, 1 Media Specialist, 1 Music/Art Teacher, 1 Indian Education Teacher and 1 Computer Aide

21 White (Caucasian) Faculty/Staff Members, 23 Black (African American) Faculty/Staff Members

39 Females, 5 Males

COMMUNITY (BRUNDIDGE) DEMOGRAPHICS:

Population of Brundidge, Alabama as of the 2012 census: 2,074

62.91% Black 34.10% White 2.99% Hispanic as of the 2011 census

Brundidge is considered the second largest city in Pike County; although it covers an area of only 9.7 square miles. Brundidge is considered to be a 100% rural location according to citydata.com. Brundidge is also considered the second most populous community in Pike County due to the fact that it contains 6.31% of the total population of Pike County. (according to the 2010 Census)

CHALLENGES:

Environmental Disadvantages: limited experiential background, irregular attendance (absent at least 23% of the time in a grading period), transience in elementary school years (at least 2 moves in a single school year), home responsibilities interfering with learning activities (caring for siblings or other major responsibilities), lack of adequate stimulation (conversation with adults, exposure to books, etc., reading with adults)

Cultural Disadvantages: limited experiences in majority based culture (child does not participate in scouts, clubs, other organizations and activities with members of dominant culture), geographic location

Economic Disadvantages: residence in depressed economic area, qualifies for free/reduced lunch. Pike County Elementary, located in Brundidge, Alabama, faces challenges associated with low socioeconomic status resulting in free lunch for 385 out of 402 students. Reduced
SY 2013-2014

ACIP

Pike County Elementary School

lunch is available to 17 out of the 402 students enrolled.

Another challenge associated with the community/school system is the increased enrollment of non-English speaking students.

School's Purpose

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

The purpose of Pike County Elementary School is to provide a comprehensive and quality education with high expectations in a safe and nurturing environment.

Vision:

The vision of Pike County Elementary School is for each child to experience success.

Mission:

The mission of Pike County Elementary School is for all school decisions to be based on individual student learning needs. We strive to achieve 100% literacy and provide a safe, child-centered learning environment.

Beliefs:

The faculty and staff of Pike County Elementary School believe the following to be true:

- All children can learn when given a variety of instructional approaches to support their learning.
- Students are valued individuals with unique physical, social, emotional, and intellectual needs.
- A student's self esteem is enhanced by positive relationships between students and staff.
- A variety of assessments should be used to meet each individual learning style and foster academic growth.
- Students learn to make appropriate decisions given a supportive and challenging learning environment.
- Students learn best when they are actively engaged in the learning process.
- Students need to use their knowledge of basic skills to solve problems and produce quality work.
- We, the faculty of PCES, are committed to continuous improvement to enable students to become confident, self-directed, lifelong learners.

Pike County Elementary School core curriculum is research based. The school participates in the Alabama Reading Initiative and Alabama Math, Science, and Technology Initiative. Instruction is provided in technology rich environments. The school system is well prepared to accommodate the needs of all students including those with disabilities. Response to Instruction (RTI) is provided for all students with an emphasis on Tiered instruction for those in need. Counseling services are provided for students and are offered for families. Safety is always our first consideration. We have a safety plan for our school and conduct drills for our faculty, staff and students.

The mission of Pike County Elementary School is for all school decisions to be based on individual students learning needs. We strive to achieve 100% literacy and provide a safe, child-centered learning environment. These objectives are mastered through several programs that are implemented routinely. Examples of these programs are listed as follows: The No Bullying Campaign, Red Ribbon Week Activities, Indian Education, Music Arts, daily character education, ongoing counseling classes, both group and individual, and WAY to a Healthier Alabama. These programs allow the students the opportunity to become successful in and outside of the classroom, preparing them to become more productive members of society. Instructionally, everything taught in the classroom is data driven and taught using research-based materials. All professional developmental trainings are geared towards helping teachers acquire the necessary 21st century skills in

order to prepare students to be successful for college and/or career readiness. The combination of these programs allows Pike County Elementary to give our students a more meaningful education.

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.

Over the past three years, our ARMT/ARMT+ Reading data has improved/maintained about the same. For example, in the spring of 2013, 3rd grade scored 82% accuracy in Standard 2: "Demonstrating reading vocabulary knowledge." Attendance rates have increased and remained high over the past three years.

Parental Involvement has increased tremendously over the last three years for a number of reasons: PTO meetings, student programs/performances, Grandparent's Day, Parent Days, Holiday luncheons, fundraisers, Fall Festival, Parent Expo, Report Card Conferences, Math Night, Stage Productions, etc.

Community Involvement has also increased. Through the Brundidge Business Association the students are invited to participate in the annual parades in town. They also recognize the local school Teacher of the year at their Annual Banquet. The City of Brundidge provides a day for Kindergarten to learn about all the service vehicles in town (ambulance, fire truck, police car, utility truck, etc., and to visit town hall. The Brundidge Rotary Club assisted with purchasing new stage curtains for the auditorium. They also provide dictionaries for our third grade students each year. The City of Brundidge Maintenance Department volunteered to build and install basketball poles and goals for our outdoor basketball court. Walmart Distribution Center workers along with some local church members volunteered to help paint two classroom buildings this summer (14 classrooms and two hallways). Local church members volunteer time in the classroom to read and to provide needed items in our school. We have a local community member who provides school supplies to all students in the school. One local bank provided supplies to teachers. Hardees collected two pallets of supplies for our students.

We now have a full time music/art teacher for the second consecutive year. Last year we had our first stage production "Annie, Jr." and it was a success. We also have a full time EL (English Language Learner teacher) who works well with our EL students and their families.

Although our school has made Annual Yearly Progress (AYP) for the past seven years, we see the need for greater improvement. Math scores in all grade levels need to increase over the next few years. We would also like to see our reading scores to continue to rise. We are pleased that our WIDA scores were good this year and will strive to show even greater improvement over the next three years in this area. Although special education scores have seen growth there is still a need for focus in this area.

Additional Information

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

Although our parental involvement has improved, we would like to see a more pro-active approach to parental involvement. Studies have indicated that children whose parents and/or other significant adults share in their formal education tend to do better in school. Some benefits that have been identified that measure parental involvement in education include:

- Higher grades and test scores
- Long term academic achievement
- Positive attitudes and behavior
- More successful programs
- More effective schools.

All parents want their children to become successful, caring adults. Similarly, many parents want to be involved with the formal education of their children. Sometimes, however, they don't know where to start, when to find the time, or how to go about making positive connections with the school.

At the most basic level, parents can begin encouraging the education of their children by showing that they truly value education themselves.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Different members of the CIP Leadership Team met throughout the months of July, August, and September of 2013 to discuss and make revision plans for the CIP. Faculty members met to disaggregate school and student data and to determine strengths and weaknesses. Parent surveys were sent home in the spring and summarized for parental involvement concerns. Discipline, attendance, and professional development concerns and needs were identified. Stakeholders were provided the opportunity to contribute their ideas and concerns to the leadership team. In September and October, members of the leadership team worked on different assigned parts of the CIP and then met to finalize goals and strategies. The plan will be reviewed by the district in October and by all stakeholders. All suggestions made by the district will be reviewed by the CIP team. Any corrections and additions will be made to the final document. The finalized copy will be submitted for approval. The Annual Parent Meeting on Title I was held on September 19, 2013.

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

The main participants in the development of the improvement plan were from the school staff. We concentrated on the disaggregation of school data and determining school needs. We then worked as a team to determine goals and strategies. Parents reviewed our School-Parent Compact during the summer and determined there was no reason for changes to the current document. Community stakeholders look forward to our continued involvement in city activities, events and parades. They continued their offers of support to our school.

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

The final improvement plan will be printed and presented to each member of the committee. All faculty and staff members will receive an electronic copy of the CIP. In addition, a copy of the improvement plan will be located on the Pike County Elementary School web site. A printed copy will be located in a binder at the Pike County Board of Education. Additional printed copies will be kept in the principal's office and in the media center for distribution.

All stakeholders will be notified of changes or updates to the CIP quarterly if needed through newsletter, website, School Messenger, or Notify Me.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	School created data document.	PCES Student Performance Data2

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

4th grade ARMT+ reading improved from 84% in 2012 to 86% proficient in 2013.

5th grade ARMT+ reading improved from 76% in 2012 to 92% proficient in 2013.

5th grade ARMT+ math improved from 76% to 86% proficient in 2013.

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

4th grade ARMT+ Reading scores remained at the same level proficient (84%) for three years then began a positive trend 3rd grade ARMT+ Reading scores showed a positive trend up for three years in a row. Last year there was a slight drop.

Which area(s) indicate the overall highest performance?

5th grade ARMT+ Reading 92% proficient

5th grade ARMT+ Math 86% proficient

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

Special Education Math

Free and Reduced Reading and Math

Between which subgroups is the achievement gap closing?

Special Education Reading

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

The Subgroup finding that special education students are showing gaps in both reading and math is consistent with findings from DIBELS data and the new GLOBAL Scholar data although we did not feel we could use GLOBAL scholar data this year as we had nothing to compare to.

Areas in Need of Improvement

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

6th Grade ARMT+ Reading dropped from 86% to 71% proficiency
6th Grade ARMT+ Math dropped from 64% to 51% proficiency
4th Grade ARMT+ Math dropped from 72% to 60% proficiency
3rd Grade ARMT+ Math dropped from 92 % to 89% proficiency

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

6th Grade Math ARMT+ dropped two years in a row from 76% in 2011 to 51% proficiency in 2013.

Which area(s) indicate the overall lowest performance?

6th grade math with an ARMT+ proficiency of 51%
4th grade math with an ARMT+ proficiency of 60%

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

Free/reduced Reading
Special Education Reading
All Students Reading

Between which subgroups is the achievement gap becoming greater?

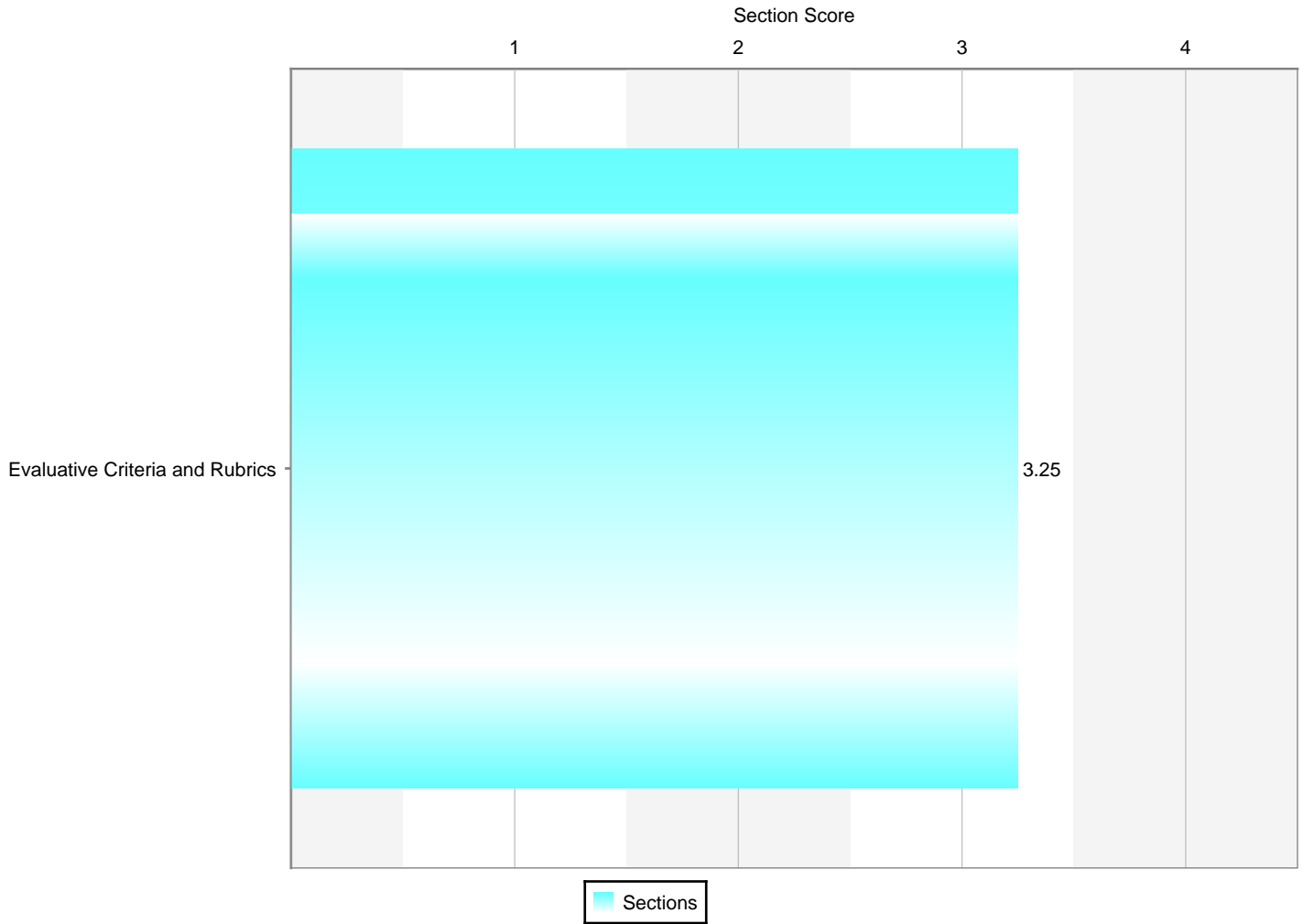
All Students Reading and Special Education Reading

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

The subgroup data is consistent with DIBELS and GLOBAL Scholar data sources. We did not, however, use Global Scholar as a data source this year as we had nothing to compare to.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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		Non-Discrimination Policy

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	Dr. Mark Head Pike County Board of Education 101 W. Love Street Troy, Alabama 36081 334-566-1850	

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		PCES Parental Involvement Plan 2013-14

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		School-Parent Compact 2013-14

PCES ACIP Goals 2013-14

Overview

Plan Name

PCES ACIP Goals 2013-14

Plan Description

ACIP

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Pike County Elementary School will become proficient in reading.	Objectives: 1 Strategies: 5 Activities: 5	Academic	\$0
2	55% of ELL students at PCES will demonstrate progress towards becoming proficient in English to increase the number of language minority students who obtain a composite score of 4.8 on ACCESS for ELLs in order to reach or exceed the AMAOs requirements.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
3	Improve the climate and culture at Pike County Elementary School	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$550
4	All students at Pike County Elementary School will become proficient in math.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
5	All 5th grade students who will be scored as proficient on the Alabama Science Assessment.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
6	65% of all special education students at PCES will demonstrate progress towards becoming proficient in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Pike County Elementary School will become proficient in reading.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in using strategies to comprehend literary/recreational materials, in reading vocabulary knowledge, in using strategies to comprehend functional and textual/informational materials, and recognize literary elements and devices from various text formats. in Reading by 05/29/2014 as measured by ASPIRE, DIBELS, Program Benchmarks, Global Scholar, and STAR Reading..

Strategy 1:

Reading Street - Teachers will explicitly teach and use the Reading Street program

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction	08/19/2013	05/29/2014	\$0	Other	Principal, assistant principal, and instructional coach.

Strategy 2:

Teachers will utilize "Strategic Teaching" strategies in Reading, Science, and Social Studies. - Teachers will employ before, during, and after strategies for reading ALL materials.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction	08/19/2013	05/29/2014	\$0	Other	Principal, assistant principal, and instructional coach.

Strategy 3:

RTI - Tiered instructional will take place in all classrooms. Tier I and Tier II will be addressed in the classroom using program pieces. Tier III will be addressed outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pike County Elementary School

Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using Reading Street materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	05/29/2014	\$0	Other	Principal, assistant principal, and instructional coach.
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Strategy 4:

There will be a concentrated focus on fluency in grades K-2. - Teachers will instruct on fluency using the Reading Street program. Teachers will progress monitor students using Reading Street passages and DIBELS passages. Fluency will be addressed instructionally in whole and small group.

Research Cited: Reading Street, DIBELS

Activity - Monitor fluency instruction and progress monitoring.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor instruction of fluency and implementation of progress monitoring in kindergarten, first, and second grades.	Direct Instruction	10/01/2013	05/29/2014	\$0	Other	Principal, assistant principal, and instructional coach.

Strategy 5:

Accelerated Reader - Teachers and students will participate in the Accelerated Reader program.

Research Cited: Accelerated Reader - Renaissance Enterprises

Activity - Monitor Implementation of Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will participate in the Accelerated Reader program to promote all reading standards and to promote fluency.	Academic Support Program	08/19/2013	05/29/2014	\$0	Other	Principal, assistant principal, Media Specialist, and teachers.

Goal 2: 55% of ELL students at PCES will demonstrate progress towards becoming proficient in English to increase the number of language minority students who obtain a composite score of 4.8 on ACCESS for ELLs in order to reach or exceed the AMAOs requirements.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in English language to be able to function in general education classes and meet or exceed the AMAOs requirements in English Language Arts by 05/30/2014 as measured by ACCESS for ELLs Spring 2014 results.

Strategy 1:

Improve Literacy Skills - Implement the WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to reading and writing in order to improve the writing and literacy of the ELs.

Research Cited: WIDA's 2012 Amplification of the English Language Development Standards, Kindergarten – Grade 12 & WIDA Performance Definitions, Board of Regents of University of Wisconsin System, WIDA Consortium

Activity - Individualized English Learner Plans (I-ELPs)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize WIDA's English Language Proficiency Standards and CAN DO Performance Rubrics to draft and implement each ELL's I-ELP, including their accommodations checklist. Teachers will maintain documentation of the accommodations made. The EL Teacher will monitor student progress and goal completion quarterly.	Academic Support Program	10/01/2013	05/30/2014	\$0	Title I Part A	Limited English Committee; EL Teacher; General Education Teachers; Principal

Activity - Develop Writing Skills Using Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement writing as part of the curriculum by giving quality writing assignments (anywhere from a paragraph or summary to an essay) to ELLs at least once a week and teaching them how to plan their writing assignments using graphic organizers.	Direct Instruction	10/01/2013	05/30/2014	\$0	Title I Part A	General Education Teachers; EL Teacher; Reading Coach; Administrative Staff

Activity - Instructional Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Rosetta Stone software to accelerate English language acquisition in all language domains. All instructional software will be incorporated during the EL instructional pull –out period along with any intervention that is recommended. The EL Teacher will coordinate and monitor implementation of the instructional software utilized with ELs.	Academic Support Program	08/26/2013	05/30/2014	\$0	Title I Part A	EL Teacher

Activity - Utilize Bilingual Materials (Reading Street ELL Handbook)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The EL Teacher in collaboration with classroom teachers will use Scott Foresman's Reading Street ELL Handbook to provide support through sustained sheltered techniques during EL instructional pull-out at all proficiency levels. The ELL Handbook includes phonics and grammar transition lessons, comprehension skill practice, vocabulary word cards, study guides for ELL readers, and multilingual selection summaries and vocabulary charts. Instructional level fiction and nonfiction books will also be available to relate to weekly concepts and offer students opportunities to practice target skills and strategies.	Academic Support Program	09/23/2013	05/30/2014	\$0	Title I Part A	EL Teacher and General Education Teachers
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Goal 3: Improve the climate and culture at Pike County Elementary School

Measurable Objective 1:

demonstrate a behavior in the following: Reduce the number of disobedience/defiance of authority discipline referrals and increase teacher attendance by 05/29/2014 as measured by The number of office referrals for students and Kelly's Educational Staffing Attendance reports for teachers..

Strategy 1:

Positive Behavior Support - Administrators, Counselors, and Faculty will provide positive behavior support (PBS) to students. This will include effective interventions for challenging behaviors such as: Counseling referrals to the school counselor as well as the local Care Team from East Central Mental Health, incentives each nine weeks for students will no office referrals, and individual classroom incentives from homeroom teachers.

Activity - The administration at Pike County Elementary School will provide incentives for students.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with no discipline referrals will receive incentives each nine-week period.	Behavioral Support Program	10/18/2013	05/29/2014	\$250	General Fund	Principal and Assistant Principal

Activity - Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to decrease discipline referrals, students will be referred to counseling as needed with the school counselor and care team.	Behavioral Support Program	08/19/2013	05/29/2014	\$0	No Funding Required	Principal, assistant principal, counselor, teachers, and care team members.

Strategy 2:

Positive Faculty Climate Support - Activities are proposed to increase teacher morale and attendance.

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

Pike County Elementary School

The principal will provide monthly incentives to teachers with high attendance.	Behavioral Support Program	08/19/2013	05/29/2014	\$300	Other	Principal
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Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to increase teacher morale and the attendance, the faculty will participate in a book study "What Great Teachers Do Differently" by Todd Whitaker.	Behavioral Support Program	10/22/2013	12/20/2013	\$0	Title I School Improvement (ISI)	Principal, assistant principal, and teachers.

Goal 4: All students at Pike County Elementary School will become proficient in math.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in all math standards in Mathematics by 05/29/2014 as measured by ASPIRE, Global Scholar, Program Benchmarks, and STAR Math..

Strategy 1:

GoMath - Teachers will explicitly instruct students using the GoMath program.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction	08/19/2013	05/29/2014	\$0	Other	Principal, assistant principal, and instructional coach.

Strategy 2:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using GoMath materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using NumberWorlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	05/29/2014	\$0	No Funding Required	Principal, assistant principal, and instructional coach.

Strategy 3:

Accelerated Math - Teachers will use Accelerated Math to individualize and differentiate math instruction to meet all students' needs.

Research Cited: Accelerated Math - Renaissance Enterprises

Activity - Monitor Implementation and Use of Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will allow students opportunities to engage in Accelerated Math for individualized and differentiated practice in the math standards.	Direct Instruction	08/19/2013	05/29/2014	\$0	No Funding Required	Principal, assistant principal, and teachers.

Strategy 4:

Teachers will utilize "Strategic Teaching" strategies. - Teachers will employ before, during, and after strategies as they have been trained in "Strategic Teaching".

Research Cited: Strategic Teaching

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction	08/19/2013	05/29/2014	\$0	No Funding Required	Principal, assistant principal, instructional coach.

Goal 5: All 5th grade students who will be scored as proficient on the Alabama Science Assessment.

Measurable Objective 1:

95% of Fifth grade students will demonstrate a proficiency in physical science, life science, earth science, and space science standards in Science by 05/29/2014 as measured by The Alabama Science Assessment.

Strategy 1:

Content Emphasis - The 5th grade science teacher will spend more time emphasizing ALL of the science standards.

Research Cited: Alabama Science COS

Activity - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The 5th grade science teacher will enrich core knowledge in the content area of these standards by using the AMSTI units as a teaching aid and guide to place increased emphasis on these standards along with regular curriculum.	Academic Support Program	08/19/2013	05/29/2014	\$0	No Funding Required	Principal , assistant principal, and teacher.
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Strategy 2:

Strategic Teaching - The 5th grade science teacher will employ "Strategic Teaching" strategies on which she has been trained.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ before, during, and after strategies to aid in comprehension of the science material presented to students. Students will participate in the strategies.	Direct Instruction	08/19/2013	05/29/2014	\$0	No Funding Required	Principal, assistant principal, teacher, and instructional coach.

Goal 6: 65% of all special education students at PCES will demonstrate progress towards becoming proficient in math.

Measurable Objective 1:

65% of Students with Disabilities students will demonstrate a proficiency in all math standards in Mathematics in Mathematics by 05/29/2014 as measured by ASPIRE, Global Scholar, Program Benchmarks, and STAR Math..

Strategy 1:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor Implementation RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using GoMath materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using Number Worlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	10/29/2013	\$0	No Funding Required	Principal, assistant principal, and instructional coach.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilize Bilingual Materials (Reading Street ELL Handbook)	The EL Teacher in collaboration with classroom teachers will use Scott Foresman's Reading Street ELL Handbook to provide support through sustained sheltered techniques during EL instructional pull-out at all proficiency levels. The ELL Handbook includes phonics and grammar transition lessons, comprehension skill practice, vocabulary word cards, study guides for ELL readers, and multilingual selection summaries and vocabulary charts. Instructional level fiction and nonfiction books will also be available to relate to weekly concepts and offer students opportunities to practice target skills and strategies.	Academic Support Program	09/23/2013	05/30/2014	\$0	EL Teacher and General Education Teachers
Individualized English Learner Plans (I-ELPs)	Utilize WIDA's English Language Proficiency Standards and CAN DO Performance Rubrics to draft and implement each ELL's I-ELP, including their accommodations checklist. Teachers will maintain documentation of the accommodations made. The EL Teacher will monitor student progress and goal completion quarterly.	Academic Support Program	10/01/2013	05/30/2014	\$0	Limited English Committee; EL Teacher; General Education Teachers; Principal
Instructional Software	Utilize Rosetta Stone software to accelerate English language acquisition in all language domains. All instructional software will be incorporated during the EL instructional pull –out period along with any intervention that is recommended. The EL Teacher will coordinate and monitor implementation of the instructional software utilized with ELs.	Academic Support Program	08/26/2013	05/30/2014	\$0	EL Teacher
Develop Writing Skills Using Graphic Organizers	Implement writing as part of the curriculum by giving quality writing assignments (anywhere from a paragraph or summary to an essay) to ELLs at least once a week and teaching them how to plan their writing assignments using graphic organizers.	Direct Instruction	10/01/2013	05/30/2014	\$0	General Education Teachers; EL Teacher; Reading Coach; Administrative Staff
Total					\$0	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	In an effort to increase teacher morale and the attendance, the faculty will participate in a book study "What Great Teachers Do Differently" by Todd Whitaker.	Behavioral Support Program	10/22/2013	12/20/2013	\$0	Principal, assistant principal, and teachers.
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of GoMath	Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction	08/19/2013	05/29/2014	\$0	Principal, assistant principal, and instructional coach.
Monitor Implementation of Accelerated Reader	Teachers and students will participate in the Accelerated Reader program to promote all reading standards and to promote fluency.	Academic Support Program	08/19/2013	05/29/2014	\$0	Principal, assistant principal, Media Specialist, and teachers.
Monitor fluency instruction and progress monitoring.	Monitor instruction of fluency and implementation of progress monitoring in kindergarten, first, and second grades.	Direct Instruction	10/01/2013	05/29/2014	\$0	Principal, assistant principal, and instructional coach.
Monitor Implementation of Reading Street	Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction	08/19/2013	05/29/2014	\$0	Principal, assistant principal, and instructional coach.
Monitor Implementation of RTI	Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using Reading Street materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	05/29/2014	\$0	Principal, assistant principal, and instructional coach.
Monitor Implementation of "Strategic Teaching" strategies.	Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction	08/19/2013	05/29/2014	\$0	Principal, assistant principal, and instructional coach.

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Teacher Incentives	The principal will provide monthly incentives to teachers with high attendance.	Behavioral Support Program	08/19/2013	05/29/2014	\$300	Principal
Total					\$300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation RTI	Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using GoMath materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using Number Worlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	10/29/2013	\$0	Principal, assistant principal, and instructional coach.
Monitor Implementation and Use of Accelerated Math	Teachers will allow students opportunities to engage in Accelerated Math for individualized and differentiated practice in the math standards.	Direct Instruction	08/19/2013	05/29/2014	\$0	Principal, assistant principal, and teachers.
Monitor Implementation of Strategic Teaching	Teachers will employ before, during, and after strategies to aid in comprehension of the science material presented to students. Students will participate in the strategies.	Direct Instruction	08/19/2013	05/29/2014	\$0	Principal, assistant principal, teacher, and instructional coach.
AMSTI	The 5th grade science teacher will enrich core knowledge in the content area of these standards by using the AMSTI units as a teaching aid and guide to place increased emphasis on these standards along with regular curriculum.	Academic Support Program	08/19/2013	05/29/2014	\$0	Principal , assistant principal, and teacher.
Counseling	In an effort to decrease discipline referrals, students will be referred to counseling as needed with the school counselor and care team.	Behavioral Support Program	08/19/2013	05/29/2014	\$0	Principal, assistant principal, counselor, teachers, and care team members.
Monitor the Implementation of RTI	Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using GoMath materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using NumberWorlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	05/29/2014	\$0	Principal, assistant principal, and instructional coach.
Monitor Implementation of "Strategic Teaching" strategies.	Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction	08/19/2013	05/29/2014	\$0	Principal, assistant principal, instructional coach.

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Total

\$0

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
The administration at Pike County Elementary School will provide incentives for students.	Students with no discipline referrals will receive incentives each nine-week period.	Behavioral Support Program	10/18/2013	05/29/2014	\$250	Principal and Assistant Principal
Total					\$250	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

How was the comprehensive needs assessment conducted?

The CIP Committee members met to review and analyze test data to include ARMT+, AAA, ACCESS, DIBELS, and Alabama Science Assessment. In addition, teachers also met by grade level to discuss test data. The principal analyzed data on attendance and discipline. Teacher information from EDUCATEAlabama was also analyzed by the principal. Strengths and weaknesses were identified to establish goals/strategies for improvement with input from the CIP Committee and faculty members. The results of the Faculty Needs Assessment were also considered when determining professional development needs. A Parent Needs Survey was administered during the month of May to assist in identifying parental needs/concerns. The principal met with parents and community members of the CIP Committee to discuss parental/community involvement and the contents of the CIP. All information was submitted to the principal for review and inclusion in the CIP.

What were the results of the comprehensive needs assessment?

The results of the comprehensive needs assessment are reported as follows:

Alabama Reading and Mathematics Plus (ARMT+):

Reading Strengths:

3rd Grade-89% Proficient; 4th Grade-86% Proficient; 5th Grade-92% Proficient; 6th Grade-81% Proficient

Reading Weaknesses:

3rd Grade-11% Partially Proficient; Third grade students showed a weakness on Standard 3: Use strategies to comprehend literary/recreational materials - 55% correct.

4th Grade-14% Partially Proficient; Fourth grade students showed a weakness on Standard 3: Use strategies to comprehend literary/recreational materials - 57% correct.

5th Grade-8% Partially Proficient; Fifth grade students showed the greatest weakness on Standard 3: Recognize literary elements and devices from various text formats at 64% correct.

6th Grade-18% Partially Proficient; Sixth grade students showed weakness on Standard 2: Interpret literary elements and devices - 58% correct.

Math Strengths:

5th Grade-86% Proficient

Math Weaknesses:

3rd Grade-18% Partially Proficient and 4% Non-Proficient; Third grade students demonstrated the greatest weakness in Geometry Standards and specifically on Standard 8: Identify points, lines, perpendicular lines, parallel lines, angles, and rays - 44% correct.

Third grade students demonstrated weaknesses in Standard 13: Determine the likelihood of different outcomes of simple events - 54% correct.

4th Grade-36% Partially Proficient and 4% Non-Proficient; Fourth Grade students demonstrated weakness in Number and Operations Standards and specifically on Standard 3: Rename improper fractions as mixed numbers and mixed numbers as improper fractions - 39% Correct.

Fourth Grade students demonstrated weakness on Standard 13: Calculate elapsed time in hours and minutes - 26% correct and Standards 15/17 Represent categorical and numerical data using tables and graphs - 42% correct.

5th Grade-14% Partially Proficient; Fifth Grade students demonstrated weakness in Data Analysis and Probability Standards and specifically
SY 2013-2014

on Standard 15: Use fractions to represent the probability of events - 33% correct. Fifth Grade students also showed weakness in Measurement Standards and specifically on Standard 11: Estimate perimeter and area of irregular shapes - 40% correct. In Number and Operations Standards, the most problematic area for Fifth Grade was Standard 2: Solve problems involving basic operations on whole numbers - 48% correct.

6th Grade-49% Partially Proficient; Sixth Grade students showed weakness in Number and Operations Standards with the greatest weakness in Standard 2: Solve problems involving decimals, percents, fractions, and proportions - 37% correct. Sixth Grade students also showed weakness in Data Analysis and Probability Standards and specifically with Standard 11: Find the probability of a simple event - 36% correct. Also Sixth Grade showed weakness in Measurement Standards with the greatest difficulty in Standard 7: Solve problems involving perimeter and area of parallelograms and rectangles - 24% correct.

Alabama Alternate Assessment (AAA)

Strengths: Four students were assessed by completing AAA in the 2012-13 school year. In Mathematics: Three of the four students scored a level three and one student scored a level four. In Reading: Two students scored a level three and one student scored a level four.

Weaknesses: One student scored a level two in Math.

ACCESS

Strengths: - 48% of EL students at Pike County Elementary School achieved a score of 4.8 or higher on the 2013 ACCESS for ELLs English Language Proficiency Test and were exited from the ELL Program;

- 100% of EL students in Grades 1, 2, 4, 5, and 6 scored in the 5th proficiency level or higher in listening, reading, and speaking;

- 100% of EL students in Grades 4, 5, and 6 scored in the 4th proficiency level in writing;

- 70% of students in Kindergarten scored in the 6th proficiency level in listening;

- 67% of EL students in Grade 3 scored in the 5th proficiency level or higher in all four language domains - listening, reading, writing and speaking;

- 50% of EL students in Kindergarten scored in the 5th proficiency level in speaking and reading.

Weaknesses: - 52% of our ELL Students scored below a 4.8 on the 2013 ACCESS for ELLs English Language Proficiency Test with overall scores ranging from 2.4 to 4.7;

- 50% of EL students in Kindergarten scored below a level 4 in reading and speaking;

- 67% of EL students in Grade 1 scored in the 3rd proficiency level in writing;

- 75% of EL students in Grade 2 scored in the 3rd proficiency level in writing;

- The proficiency scores in writing in Grades 1-6 ranged between 3.3 and 5.3. Although we have increased significantly in writing skills, it remains one of the lowest areas for our ELL students.

DIEBELS:

Strengths: - In Kindergarten, the number of students scoring "low risk" in Letter Naming increased 6%, and the number of students at "some risk" decreased 9%.

- In First Grade, the number of students scoring "low risk" in Phoneme Segmentation increased from ninety-two percent in 2012 to ninety-five percent, and the number of students scoring "some risk" decreased from five percent to three percent, and the number scoring "high risk" decreased from three percent to two percent in 2013.

- In Sixth Grade, the number of students scoring "low risk" in oral reading fluency increased from fifty-two percent in 2012 to 53% in 2013. The number of students scoring "some risk" in 2012 decreased from twenty-eight percent to sixteen percent in 2013.

Weaknesses: - In Second Grade, the number of students scoring "low risk" on oral fluency decreased from seventy-seven percent to sixty-six percent in 2013. The number of students scoring "at risk" increased from four percent to sixteen percent.

- In Third Grade, the number of students scoring "low risk" decreased from sixty-eight percent to fifty-five percent, and the number of students scoring "some risk" increased from nineteen percent to thirty-three percent.

- In Fourth Grade, the number of students scoring "low risk" decreased from sixty percent to fifty-five percent, and the number of students scoring "some risk" increased from nineteen percent to twenty-four percent, and the number of "at risk" students increased from twenty-one percent to twenty-two percent.

- In Sixth Grade, the number of at risk students increased from twenty percent in 2012 to 31 percent in 2013.

Alabama Science Assessment

Strengths: The percentage of fifth grade students scoring proficient increased from fifty percent in 2012 to sixty-three percent in 2013.

Weaknesses: Thirty-seven percent of the students tested scored at Levels 1 or 2. Scores indicate a weakness in all science standards.

There has been no one to score Level 4 in the past three years.

What conclusions were drawn from the results?

Strengths and weaknesses have been identified per the ARMT, AAA, ACCESS, DIBELS, Alabama Science Assessment and other data.

This information was used to develop goals in different subject areas.

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

School Perception

Strengths: Overall, the parent and community perception of the school is highly favorable according to parent surveys which include representation from all ethnic groups. Ninety-seven percent of parents surveyed feel welcome in their child's school. Ninety-eight percent of parents surveyed feel the teachers are interested in their students and are cooperative with parents. Most parents surveyed had no concerns regarding the Title I Program or Parental Involvement Program.

Weaknesses: Parents are interested in more information on how to help their children in school.

Parents felt meetings were held at inconvenient times and requested more evening meetings.

The majority of parents surveyed felt a monthly calendar of events and one-week reminders before events are needed. There is an inability to communicate with parents through telephone, e-mail, and STI-Home due to frequent changes in phone numbers and/or email addresses.

Student Achievement

Strengths: Students have maintained or improved scores in the area of Reading. With the implementation of the Reciprocal Teaching strategy in Grades 4-6, test scores have increased in Reading. All ARMT+ tested grade levels scored at proficient levels of III or IV, ranging from 81-92%. Fifth grade had an 86% percent proficiency rate in Math. ACCESS results show EL students continue to show improvement in language acquisition/execution and exit the program.

Weaknesses: We are disconcerted regarding Math scores as indicated on the ARMT+ with Third Grade performing at 78% proficiency.

Particularly egregious are the Fourth and Sixth Grade results at 60% and 51% respectively.

SCHOOL PROGRAMS/PROCESS: In the past we have been able to provide an Afterschool Tutoring Program and a six week Summer School Program through the assistance of the City of Brundige and The Pike County Board of Education. We hope to be able to do so this year.

Demographic Data

On a positive note, teacher turnover remains low with one non-renewal, one resignation, and only one new hire. Teacher attendance remains an area in need of improvement.

School attendance rate continues to remain at 95% or higher. The only area of concern is the rate of tardies.

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

All school goals are directly related to and driven by the data results provided through the completion of the comprehensive needs assessment. The goals specifically address the weaknesses as indicated by the needs assessment and per the collective efforts of the faculty and CIP committee.

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

Schoolwide goals have been established based upon the analyzation of a variety of data to include both academic and non-academic.

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

Goals have been established to address not only the academic needs of students in grades 3-6 as indicated by summative data but also for the whole school population in that the climate/culture is considered, and a goal has been created to target the needs of our special population.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

All students at Pike County Elementary School will become proficient in reading.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in using strategies to comprehend literary/recreational materials, in reading vocabulary knowledge, in using strategies to comprehend functional and textual/informational materials, and recognize literary elements and devices from various text formats. in Reading by 05/29/2014 as measured by ASPIRE, DIBELS, Program Benchmarks, Global Scholar, and STAR Reading..

Strategy1:

Reading Street - Teachers will explicitly teach and use the Reading Street program

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Teachers will utilize "Strategic Teaching" strategies in Reading, Science, and Social Studies. - Teachers will employ before, during, and after strategies for reading ALL materials.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Accelerated Reader - Teachers and students will participate in the Accelerated Reader program.

Research Cited: Accelerated Reader - Renaissance Enterprises

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Activity - Monitor Implementation of Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will participate in the Accelerated Reader program to promote all reading standards and to promote fluency.	Academic Support Program	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy4:

RTI - Tiered instructional will take place in all classrooms. Tier I and Tier II will be addressed in the classroom using program pieces. Tier III will be addressed outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using Reading Street materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Goal 2:

Improve the climate and culture at Pike County Elementary School

Measurable Objective 1:

demonstrate a behavior in the following: Reduce the number of disobedience/defiance of authority discipline referrals and increase teacher attendance by 05/29/2014 as measured by The number of office referrals for students and Kelly's Educational Staffing Attendance reports for teachers..

Strategy1:

Positive Behavior Support - Administrators, Counselors, and Faculty will provide positive behavior support (PBS) to students. This will include effective interventions for challenging behaviors such as: Counseling referrals to the school counselor as well as the local Care Team from East Central Mental Health, incentives each nine weeks for students with no office referrals, and individual classroom incentives from homeroom teachers.

Research Cited:

Activity - The administration at Pike County Elementary School will provide incentives for students.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with no discipline referrals will receive incentives each nine-week period.	Behavioral Support Program	10/18/2013	05/29/2014	\$250 - General Fund	Principal and Assistant Principal

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Activity - Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to decrease discipline referrals, students will be referred to counseling as needed with the school counselor and care team.	Behavioral Support Program	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, counselor, teachers, and care team members.

Goal 3:

All students at Pike County Elementary School will become proficient in math.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in all math standards in Mathematics by 05/29/2014 as measured by ASPIRE, Global Scholar, Program Benchmarks, and STAR Math..

Strategy1:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using GoMath materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using NumberWorlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy2:

GoMath - Teachers will explicitly instruct students using the GoMath program.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Teachers will utilize "Strategic Teaching" strategies. - Teachers will employ before, during, and after strategies as they have been trained in "Strategic Teaching".

Research Cited: Strategic Teaching

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Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, instructional coach.

Goal 4:

Provide opportunities for high-quality professional development activities for teachers, principals, paraprofessionals, and other staff.

Measurable Objective 1:

complete a portfolio or performance attend conferences/meetings which will provide continuous updates in school programs. by 08/20/2014 as measured by Usefulness of the information turned around to the faculty and staff..

Strategy1:

CLAS Leadership Conferences - The 2013-2014 Leadership Institute Series includes six seminars hosted in north, central, and south Alabama locations. An unlimited number of employees within the subscribing system may attend any or all of the Leadership Institutes in a given year.

Research Cited:

Activity - Leadership Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Six trainings are offered throughout the year. An unlimited number of employees may attend. Although we may not attend all meetings. Some meetings may be attended by several.	Professional Learning	09/02/2013	10/14/2013	\$350 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy2:

Media Specialist Meetings - Media specialist will attend the Lamp Library Meeting in Montgomery and the Harvest Book Festival in Pell City.

Research Cited:

Activity - Media Specialist Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend Media Specialist Meeting and Book Festival to obtain books for our school.	Academic Support Program	09/02/2013	10/14/2013	\$110 - Title I Part A	Media Specialist, Janet Dempsey

Strategy3:

Mentoring/Departmental Meetings - Teachers will visit other teachers classrooms to observe best practices in their field.

They will be able to ask questions of the teachers after the classes about their methods.

In addition, new teachers are assigned teacher mentors to assist with procedures and questions.

Research Cited:

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Activity - Training Substitutes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning from Peer Teachers, CCRS Training, Go Math Training, Reading Street Training, Problem Solving Team Meetings, DIBELS Testing	Professional Learning	09/02/2013	05/29/2014	\$2788 - Title I Part A	Academic Coach, Cathy Lott Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy4:

Mega Conference - Principal and Assistant Principal will both attend a portion of the MEGA conference to obtain updates on education, special education, education laws, and information on teaching strategies.

Research Cited:

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend conference for updates on education, special education, education laws, and information on teaching strategies that can be used for turn around training for faculty and staff.	Professional Learning	07/14/2014	07/18/2014	\$2050 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy5:

Alabama Counselor's Conference - School Counselor will attend the conference for updates on school counseling issues.

Research Cited:

Activity - Counselor training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will receive training on issues facing children of all ages and how to deal with the issues.	Professional Learning	11/20/2013	11/22/2013	\$486 - Title I Part A	Counselor, Christine Wheeler

Strategy6:

CLAS Law Conference - Principal or Assistant Principal will attend training.

Research Cited:

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learn about the challenging legal issues that school administrators routinely face with the annual CLAS Law Conference. As an effective administrator you must know how to accomplish the numerous tasks at hand while minimizing the possibility of legal dilemmas. Attend this conference and learn from some of the most respected legal experts in school law at the state and federal levels.	Professional Learning	02/19/2014	02/19/2014	\$290 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy7:

Assistant Principal's Conference - Assistant Principal will attend the two day conference in Prattville, AL.

Research Cited:

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Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This two-day conference is designed for assistant principals, and is developed by a panel of their peers from across the state. Assistant principals will participate in roundtable discussions on current issues, and hear updates on legislative and legal situations. Past concurrent session topics have included: Tech-Friendly School Environment, Creating Positive School Spirit, and Walk-Through Teacher Evaluations.	Professional Learning	02/11/2014	02/12/2014	\$230 - Title I Part A	Assistant Principal, Shantell Rouse

Strategy8:

Fall Instructional Leadership Conference - Principal will attend the conference and will return with information to share with the faculty.

Research Cited:

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Changes, Challenges, and Connections" Presented by the Alabama Association of Elementary School Administrators and the Alabama Association of Supervision and Curriculum Development: the changes, challenges and connections associated with the Alabama College- & Career-Ready Standards. Experienced and knowledgeable speakers will present content that allows for increased understanding and interaction while showcasing best practices for enhancing student achievement. Tentative topics include Common Core State Standards, SDE Updates, Assessment and Accountability, Creating a Culture of Achievement, Supporting Special Populations with Rtl, and Instructional Strategies from Model Schools.	Professional Learning	11/03/2013	11/06/2013	\$622 - Title I Part A	Principal, Anita Grant

Measurable Objective 2:

collaborate to complete a book study on "Teaching the Critical Vocabulary of the Common Core" by Marilee Sprenger. by 05/29/2014 as measured by Student knowledge and appropriate use of common core vocabulary in daily use and on assessments .

Strategy1:

Book Study - Teachers will meet three days after school to complete the book study. Different groups of faculty members will present using a variety of strategic teaching methods. The strategies learned will be used to instruct students.

Research Cited:

Activity - Implementation of Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning for teachers to turn around to students which will support common core vocabulary usage.	Academic Support Program	10/28/2013	12/19/2013	\$750 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction?**Goal 1:**

All students at Pike County Elementary School will become proficient in reading.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in using strategies to comprehend literary/recreational materials, in reading vocabulary knowledge, in using strategies to comprehend functional and textual/informational materials, and recognize literary elements and devices from various text formats. in Reading by 05/29/2014 as measured by ASPIRE, DIBELS, Program Benchmarks, Global Scholar, and STAR Reading..

Strategy1:

There will be a concentrated focus on fluency in grades K-2. - Teachers will instruct on fluency using the Reading Street program. Teachers will progress monitor students using Reading Street passages and DIBELS passages. Fluency will be addressed instructionally in whole and small group.

Research Cited: Reading Street, DIBELS

Activity - Monitor fluency instruction and progress monitoring.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor instruction of fluency and implementation of progress monitoring in kindergarten, first, and second grades.	Direct Instruction	10/01/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Accelerated Reader - Teachers and students will participate in the Accelerated Reader program.

Research Cited: Accelerated Reader - Renaissance Enterprises

Activity - Monitor Implementation of Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will participate in the Accelerated Reader program to promote all reading standards and to promote fluency.	Academic Support Program	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy3:

RTI - Tiered instructional will take place in all classrooms. Tier I and Tier II will be addressed in the classroom using program pieces. Tier III will be addressed outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

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Activity - Monitor Implementation of RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using Reading Street materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

Reading Street - Teachers will explicitly teach and use the Reading Street program

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy5:

Teachers will utilize "Strategic Teaching" strategies in Reading, Science, and Social Studies. - Teachers will employ before, during, and after strategies for reading ALL materials.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Goal 2:

55% of ELL students at PCES will demonstrate progress towards becoming proficient in English to increase the number of language minority students who obtain a composite score of 4.8 on ACCESS for ELLs in order to reach or exceed the AMAOs requirements.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency in English language to be able to function in general education classes and meet or exceed the AMAOs requirements in English Language Arts by 05/30/2014 as measured by ACCESS for ELLs Spring 2014 results.

Strategy1:

Improve Literacy Skills - Implement the WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to reading and writing in order to improve the writing and literacy of the ELs.

Research Cited: WIDA's 2012 Amplification of the English Language Development Standards, Kindergarten – Grade 12 & WIDA Performance Definitions, Board of Regents of University of Wisconsin System, WIDA Consortium

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Activity - Instructional Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Rosetta Stone software to accelerate English language acquisition in all language domains. All instructional software will be incorporated during the EL instructional pull-out period along with any intervention that is recommended. The EL Teacher will coordinate and monitor implementation of the instructional software utilized with ELs.	Academic Support Program	08/26/2013	05/30/2014	\$0 - Title I Part A	EL Teacher

Activity - Develop Writing Skills Using Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement writing as part of the curriculum by giving quality writing assignments (anywhere from a paragraph or summary to an essay) to ELLs at least once a week and teaching them how to plan their writing assignments using graphic organizers.	Direct Instruction	10/01/2013	05/30/2014	\$0 - Title I Part A	General Education Teachers; EL Teacher; Reading Coach; Administrative Staff

Activity - Individualized English Learner Plans (I-ELPs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize WIDA's English Language Proficiency Standards and CAN DO Performance Rubrics to draft and implement each ELL's I-ELP, including their accommodations checklist. Teachers will maintain documentation of the accommodations made. The EL Teacher will monitor student progress and goal completion quarterly.	Academic Support Program	10/01/2013	05/30/2014	\$0 - Title I Part A	Limited English Committee; EL Teacher; General Education Teachers; Principal

Activity - Utilize Bilingual Materials (Reading Street ELL Handbook)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL Teacher in collaboration with classroom teachers will use Scott Foresman's Reading Street ELL Handbook to provide support through sustained sheltered techniques during EL instructional pull-out at all proficiency levels. The ELL Handbook includes phonics and grammar transition lessons, comprehension skill practice, vocabulary word cards, study guides for ELL readers, and multilingual selection summaries and vocabulary charts. Instructional level fiction and nonfiction books will also be available to relate to weekly concepts and offer students opportunities to practice target skills and strategies.	Academic Support Program	09/23/2013	05/30/2014	\$0 - Title I Part A	EL Teacher and General Education Teachers

Goal 3:

Improve the climate and culture at Pike County Elementary School

Measurable Objective 1:

demonstrate a behavior in the following: Reduce the number of disobedience/defiance of authority discipline referrals and increase teacher attendance by 05/29/2014 as measured by The number of office referrals for students and Kelly's Educational Staffing Attendance reports for teachers..

Strategy1:

Positive Faculty Climate Support - Activities are proposed to increase teacher morale and attendance.

Research Cited:

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to increase teacher morale and the attendance, the faculty will participate in a book study "What Great Teachers Do Differently" by Todd Whitaker.	Behavioral Support Program	10/22/2013	12/20/2013	\$0 - Title I School Improvement (ISI)	Principal, assistant principal, and teachers.

Activity - Teacher Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will provide monthly incentives to teachers with high attendance.	Behavioral Support Program	08/19/2013	05/29/2014	\$300 - Other	Principal

Strategy2:

Positive Behavior Support - Administrators, Counselors, and Faculty will provide positive behavior support (PBS) to students. This will include effective interventions for challenging behaviors such as: Counseling referrals to the school counselor as well as the local Care Team from East Central Mental Health, incentives each nine weeks for students with no office referrals, and individual classroom incentives from homeroom teachers.

Research Cited:

Activity - The administration at Pike County Elementary School will provide incentives for students.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with no discipline referrals will receive incentives each nine-week period.	Behavioral Support Program	10/18/2013	05/29/2014	\$250 - General Fund	Principal and Assistant Principal

Activity - Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to decrease discipline referrals, students will be referred to counseling as needed with the school counselor and care team.	Behavioral Support Program	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, counselor, teachers, and care team members.

Goal 4:

All students at Pike County Elementary School will become proficient in math.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in all math standards in Mathematics by 05/29/2014 as measured by ASPIRE, Global Scholar, Program Benchmarks, and STAR Math..

Strategy1:

GoMath - Teachers will explicitly instruct students using the GoMath program.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using GoMath materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using NumberWorlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy3:

Accelerated Math - Teachers will use Accelerated Math to individualize and differentiate math instruction to meet all students' needs.

Research Cited: Accelerated Math - Renaissance Enterprises

Activity - Monitor Implementation and Use of Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will allow students opportunities to engage in Accelerated Math for individualized and differentiated practice in the math standards.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and teachers.

Strategy4:

Teachers will utilize "Strategic Teaching" strategies. - Teachers will employ before, during, and after strategies as they have been trained in "Strategic Teaching".

Research Cited: Strategic Teaching

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Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, instructional coach.

Goal 5:

All 5th grade students who will be scored as proficient on the Alabama Science Assessment.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in physical science, life science, earth science, and space science standards in Science by 05/29/2014 as measured by The Alabama Science Assessment.

Strategy1:

Strategic Teaching - The 5th grade science teacher will employ "Strategic Teaching" strategies on which she has been trained.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies to aid in comprehension of the science material presented to students. Students will participate in the strategies.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, teacher, and instructional coach.

Strategy2:

Content Emphasis - The 5th grade science teacher will spend more time emphasizing ALL of the science standards.

Research Cited: Alabama Science COS

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 5th grade science teacher will enrich core knowledge in the content area of these standards by using the AMSTI units as a teaching aid and guide to place increased emphasis on these standards along with regular curriculum.	Academic Support Program	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and teacher.

Goal 6:

65% of all special education students at PCES will demonstrate progress towards becoming proficient in math.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in all math standards in Mathematics in Mathematics by 05/29/2014 as measured by ASPIRE, Global Scholar, Program Benchmarks, and STAR Math..

Strategy1:

Accelerated Math - Teachers will use Accelerated Math to individualize and differentiate math instruction to meet all students' needs.

Research Cited: Accelerated Math-Renaissance Enterprises

Activity - Monitor Implementation and Use of Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will allow students opportunities to engage in Accelerated Math for individualized and differentiated practice in the math standards.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and teachers.

Strategy2:

Strategic Teaching - Teachers will utilize "Strategic Teaching" strategies.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies across the curriculum.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy3:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor Implementation RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using GoMath materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using Number Worlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	10/29/2013	\$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Goal 7:

65% of all special education students at PCES will demonstrate progress towards becoming proficient in reading

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in using strategies to comprehend literary/recreational materials, in reading vocabulary knowledge, in using strategies to comprehend functional and textual/informational materials, and recognize literary elements and devices from various text formats. in Reading by 05/29/2014 as measured by as measured by ASPIRE, DIEBELS, Program Benchmarks, Global Scholar, and STAR Reading..

Strategy1:

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Reading Street - Teachers will explicitly teach and use the Reading Street program.

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Fluency - There will be a concentrated focus on fluency in grade K-2. Teachers will instruct on fluency using the Reading Street program.

Teachers will progress monitor students using Reading Street passages and DIBELS passages. Fluency will be addressed instructionally in whole and small group.

Research Cited: DIBELS

Activity - Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor instruction of fluency and implementation of progress monitoring in kindergarten, first, and second grades.	Direct Instruction	10/01/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Strategic Teaching - Teachers will utilize "Strategic Teaching" strategies in Reading, Science, and Social Studies.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading across the curriculum.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

Accelerated Reader - Teachers and students will participate in the Accelerated Reader program.

Research Cited: Accelerated Reader-Renaissance Enterprises

Activity - Monitor Implementation and Use of Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will participate in the Accelerated Reader program to promote all reading standards and to promote fluency.	Academic Support Program	08/19/2013	05/29/2014	\$0 - Other	Principa, assistant principal, Media specialist, and teachers.

Strategy5:

RTI - Tiered instruction will take place in all classrooms. Tier I and Tier II will be addressed in the classroom using program pieces. Tier III will be addressed outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier instruction is provided by the classroom teacher in small groups, 5 days a week, using Reading Street materials. Tier III is provided to small groups, outside the regular classroom, by a certified teacher using Reading Street materials at a minimum fo 3 days per week.	Direct Instruction	09/02/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Goal 8:

Provide opportunities for high-quality professional development activities for teachers, principals, paraprofessionals, and other staff.

Measurable Objective 1:

collaborate to complete a book study on "Teaching the Critical Vocabulary of the Common Core" by Marilee Sprenger. by 05/29/2014 as measured by Student knowledge and appropriate use of common core vocabulary in daily use and on assessments .

Strategy1:

Book Study - Teachers will meet three days after school to complete the book study. Different groups of faculty members will present using a variety of strategic teaching methods. The strategies learned will be used to instruct students.

Research Cited:

Activity - Implementation of Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning for teachers to turn around to students which will support common core vocabulary usage.	Academic Support Program	10/28/2013	12/19/2013	\$750 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Measurable Objective 2:

complete a portfolio or performance attend conferences/meetings which will provide continuous updates in school programs. by 08/20/2014 as measured by Usefulness of the information turned around to the faculty and staff..

Strategy1:

Media Specialist Meetings - Media specialist will attend the Lamp Library Meeting in Montgomery and the Harvest Book Festival in Pell City.

Research Cited:

Activity - Media Specialist Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend Media Specialist Meeting and Book Festival to obtain books for our school.	Academic Support Program	09/02/2013	10/14/2013	\$110 - Title I Part A	Media Specialist, Janet Dempsey

Strategy2:

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CLAS Law Conference - Principal or Assistant Principal will attend training.

Research Cited:

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learn about the challenging legal issues that school administrators routinely face with the annual CLAS Law Conference. As an effective administrator you must know how to accomplish the numerous tasks at hand while minimizing the possibility of legal dilemmas. Attend this conference and learn from some of the most respected legal experts in school law at the state and federal levels.	Professional Learning	02/19/2014	02/19/2014	\$290 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy3:

Mentoring/Departmental Meetings - Teachers will visit other teachers classrooms to observe best practices in their field.

They will be able to ask questions of the teachers after the classes about their methods.

In addition, new teachers are assigned teacher mentors to assist with procedures and questions.

Research Cited:

Activity - Training Substitutes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning from Peer Teachers, CCRS Training, Go Math Training, Reading Street Training, Problem Solving Team Meetings, DIBELS Testing	Professional Learning	09/02/2013	05/29/2014	\$2788 - Title I Part A	Academic Coach, Cathy Lott Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy4:

Assistant Principal's Conference - Assistant Principal will attend the two day conference in Prattville, AL.

Research Cited:

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This two-day conference is designed for assistant principals, and is developed by a panel of their peers from across the state. Assistant principals will participate in roundtable discussions on current issues, and hear updates on legislative and legal situations. Past concurrent session topics have included: Tech-Friendly School Environment, Creating Positive School Spirit, and Walk-Through Teacher Evaluations.	Professional Learning	02/11/2014	02/12/2014	\$230 - Title I Part A	Assistant Principal, Shantell Rouse

Strategy5:

Alabama Counselor's Conference - School Counselor will attend the conference for updates on school counseling issues.

Research Cited:

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Activity - Counselor training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will receive training on issues facing children of all ages and how to deal with the issues.	Professional Learning	11/20/2013	11/22/2013	\$486 - Title I Part A	Counselor, Christine Wheeler

Strategy6:

Mega Conference - Principal and Assistant Principal will both attend a portion of the MEGA conference to obtain updates on education, special education, education laws, and information on teaching strategies.

Research Cited:

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend conference for updates on education, special education, education laws, and information on teaching strategies that can be used for turn around training for faculty and staff.	Professional Learning	07/14/2014	07/18/2014	\$2050 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy7:

CLAS Leadership Conferences - The 2013-2014 Leadership Institute Series includes six seminars hosted in north, central, and south Alabama locations. An unlimited number of employees within the subscribing system may attend any or all of the Leadership Institutes in a given year.

Research Cited:

Activity - Leadership Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Six trainings are offered throughout the year. An unlimited number of employees may attend. Although we may not attend all meetings. Some meetings may be attended by several.	Professional Learning	09/02/2013	10/14/2013	\$350 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy8:

Fall Instructional Leadership Conference - Principal will attend the conference and will return with information to share with the faculty.

Research Cited:

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Changes, Challenges, and Connections" Presented by the Alabama Association of Elementary School Administrators and the Alabama Association of Supervision and Curriculum Development: the changes, challenges and connections associated with the Alabama College- & Career-Ready Standards. Experienced and knowledgeable speakers will present content that allows for increased understanding and interaction while showcasing best practices for enhancing student achievement. Tentative topics include Common Core State Standards, SDE Updates, Assessment and Accountability, Creating a Culture of Achievement, Supporting Special Populations with Rtl, and Instructional Strategies from Model Schools.	Professional Learning	11/03/2013	11/06/2013	\$622 - Title I Part A	Principal, Anita Grant

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

Goal 1:

All students at Pike County Elementary School will become proficient in reading.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in using strategies to comprehend literary/recreational materials, in reading vocabulary knowledge, in using strategies to comprehend functional and textual/informational materials, and recognize literary elements and devices from various text formats. in Reading by 05/29/2014 as measured by ASPIRE, DIBELS, Program Benchmarks, Global Scholar, and STAR Reading..

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Research Cited: Reading Street, DIBELS

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Monitor instruction of fluency and implementation of progress monitoring in kindergarten, first, and second grades.	Direct Instruction	10/01/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Reading Street - Teachers will explicitly teach and use the Reading Street program

Research Cited: Reading Street

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Activity - Monitor Implementation of Reading Street	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Teachers will utilize "Strategic Teaching" strategies in Reading, Science, and Social Studies. - Teachers will employ before, during, and after strategies for reading ALL materials.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

Accelerated Reader - Teachers and students will participate in the Accelerated Reader program.

Research Cited: Accelerated Reader - Renaissance Enterprises

Activity - Monitor Implementation of Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will participate in the Accelerated Reader program to promote all reading standards and to promote fluency.	Academic Support Program	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy5:

RTI - Tiered instructional will take place in all classrooms. Tier I and Tier II will be addressed in the classroom using program pieces. Tier III will be addressed outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Goal 2:

55% of ELL students at PCES will demonstrate progress towards becoming proficient in English to increase the number of language minority students who obtain a composite score of 4.8 on ACCESS for ELLs in order to reach or exceed the AMAOs requirements.

Measurable Objective 1:

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55% of All Students will demonstrate a proficiency in English language to be able to function in general education classes and meet or exceed the AMAOs requirements in English Language Arts by 05/30/2014 as measured by ACCESS for ELLs Spring 2014 results.

Strategy1:

Improve Literacy Skills - Implement the WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to reading and writing in order to improve the writing and literacy of the ELs.

Research Cited: WIDA's 2012 Amplification of the English Language Development Standards, Kindergarten – Grade 12 & WIDA Performance Definitions, Board of Regents of University of Wisconsin System, WIDA Consortium

Activity - Individualized English Learner Plans (I-ELPs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize WIDA's English Language Proficiency Standards and CAN DO Performance Rubrics to draft and implement each ELL's I-ELP, including their accommodations checklist. Teachers will maintain documentation of the accommodations made. The EL Teacher will monitor student progress and goal completion quarterly.	Academic Support Program	10/01/2013	05/30/2014	\$0 - Title I Part A	Limited English Committee; EL Teacher; General Education Teachers; Principal

Activity - Utilize Bilingual Materials (Reading Street ELL Handbook)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL Teacher in collaboration with classroom teachers will use Scott Foresman's Reading Street ELL Handbook to provide support through sustained sheltered techniques during EL instructional pull-out at all proficiency levels. The ELL Handbook includes phonics and grammar transition lessons, comprehension skill practice, vocabulary word cards, study guides for ELL readers, and multilingual selection summaries and vocabulary charts. Instructional level fiction and nonfiction books will also be available to relate to weekly concepts and offer students opportunities to practice target skills and strategies.	Academic Support Program	09/23/2013	05/30/2014	\$0 - Title I Part A	EL Teacher and General Education Teachers

Activity - Develop Writing Skills Using Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement writing as part of the curriculum by giving quality writing assignments (anywhere from a paragraph or summary to an essay) to ELLs at least once a week and teaching them how to plan their writing assignments using graphic organizers.	Direct Instruction	10/01/2013	05/30/2014	\$0 - Title I Part A	General Education Teachers; EL Teacher; Reading Coach; Administrative Staff

Goal 3:

All students at Pike County Elementary School will become proficient in math.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in all math standards in Mathematics by 05/29/2014 as measured by ASPIRE, Global Scholar, Program Benchmarks, and STAR Math..

Strategy1:

Accelerated Math - Teachers will use Accelerated Math to individualize and differentiate math instruction to meet all students' needs.

Research Cited: Accelerated Math - Renaissance Enterprises

Activity - Monitor Implementation and Use of Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will allow students opportunities to engage in Accelerated Math for individualized and differentiated practice in the math standards.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and teachers.

Strategy2:

GoMath - Teachers will explicitly instruct students using the GoMath program.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using GoMath materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using NumberWorlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy4:

Teachers will utilize "Strategic Teaching" strategies. - Teachers will employ before, during, and after strategies as they have been trained in "Strategic Teaching".

Research Cited: Strategic Teaching

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Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, instructional coach.

Goal 4:

All 5th grade students who will be scored as proficient on the Alabama Science Assessment.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in physical science, life science, earth science, and space science standards in Science by 05/29/2014 as measured by The Alabama Science Assessment.

Strategy1:

Strategic Teaching - The 5th grade science teacher will employ "Strategic Teaching" strategies on which she has been trained.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies to aid in comprehension of the science material presented to students. Students will participate in the strategies.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, teacher, and instructional coach.

Strategy2:

Content Emphasis - The 5th grade science teacher will spend more time emphasizing ALL of the science standards.

Research Cited: Alabama Science COS

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 5th grade science teacher will enrich core knowledge in the content area of these standards by using the AMSTI units as a teaching aid and guide to place increased emphasis on these standards along with regular curriculum.	Academic Support Program	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and teacher.

Goal 5:

65% of all special education students at PCES will demonstrate progress towards becoming proficient in math.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in all math standards in Mathematics in Mathematics by 05/29/2014 as measured by ASPIRE, Global Scholar, Program Benchmarks, and STAR Math..

Strategy1:

Strategic Teaching - Teachers will utilize "Strategic Teaching" strategies.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies across the curriculum.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy2:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor Implementation RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using GoMath materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using Number Worlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	10/29/2013	\$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy3:

Accelerated Math - Teachers will use Accelerated Math to individualize and differentiate math instruction to meet all students' needs.

Research Cited: Accelerated Math-Renaissance Enterprises

Activity - Monitor Implementation and Use of Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will allow students opportunities to engage in Accelerated Math for individualized and differentiated practice in the math standards.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and teachers.

Goal 6:

65% of all special education students at PCES will demonstrate progress towards becoming proficient in reading

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in using strategies to comprehend literary/recreational materials, in reading vocabulary knowledge, in using strategies to comprehend functional and textual/informational materials, and recognize literary elements and devices from various text formats. in Reading by 05/29/2014 as measured by as measured by ASPIRE, DIEBELS, Program Benchmarks, Global Scholar, and STAR Reading..

Strategy1:

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Reading Street - Teachers will explicitly teach and use the Reading Street program.

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Strategic Teaching - Teachers will utilize "Strategic Teaching" strategies in Reading, Science, and Social Studies.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading across the curriculum.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

RTI - Tiered instruction will take place in all classrooms. Tier I and Tier II will be addressed in the classroom using program pieces. Tier III will be addressed outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier instruction is provided by the classroom teacher in small groups, 5 days a week, using Reading Street materials. Tier III is provided to small groups, outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

Fluency - There will be a concentrated focus on fluency in grade K-2. Teachers will instruct on fluency using the Reading Street program.

Teachers will progress monitor students using Reading Street passages and DIBELS passages. Fluency will be addressed instructionally in whole and small group.

Research Cited: DIBELS

Activity - Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor instruction of fluency and implementation of progress monitoring in kindergarten, first, and second grades.	Direct Instruction	10/01/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy5:

Accelerated Reader - Teachers and students will participate in the Accelerated Reader program.

Research Cited: Accelerated Reader-Renaissance Enterprises

Activity - Monitor Implementation and Use of Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will participate in the Accelerated Reader program to promote all reading standards and to promote fluency.	Academic Support Program	08/19/2013	05/29/2014	\$0 - Other	Principa, assistant principal, Media specialist, and teachers.

Identify the strategies in the schoolwide plan that provide an enriched and accelerated curriculum for select students and support progress for all students?

Goal 1:

All students at Pike County Elementary School will become proficient in reading.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in using strategies to comprehend literary/recreational materials, in reading vocabulary knowledge, in using strategies to comprehend functional and textual/informational materials, and recognize literary elements and devices from various text formats. in Reading by 05/29/2014 as measured by ASPIRE, DIBELS, Program Benchmarks, Global Scholar, and STAR Reading..

Strategy1:

Accelerated Reader - Teachers and students will participate in the Accelerated Reader program.

Research Cited: Accelerated Reader - Renaissance Enterprises

Activity - Monitor Implementation of Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will participate in the Accelerated Reader program to promote all reading standards and to promote fluency.	Academic Support Program	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy2:

Reading Street - Teachers will explicitly teach and use the Reading Street program

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Goal 2:

All students at Pike County Elementary School will become proficient in math.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in all math standards in Mathematics by 05/29/2014 as measured by ASPIRE, Global Scholar, Program Benchmarks, and STAR Math..

Strategy1:

GoMath - Teachers will explicitly instruct students using the GoMath program.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Accelerated Math - Teachers will use Accelerated Math to individualize and differentiate math instruction to meet all students' needs.

Research Cited: Accelerated Math - Renaissance Enterprises

Activity - Monitor Implementation and Use of Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will allow students opportunities to engage in Accelerated Math for individualized and differentiated practice in the math standards.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and teachers.

Goal 3:

65% of all special education students at PCES will demonstrate progress towards becoming proficient in math.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in all math standards in Mathematics in Mathematics by 05/29/2014 as measured by ASPIRE, Global Scholar, Program Benchmarks, and STAR Math..

Strategy1:

Accelerated Math - Teachers will use Accelerated Math to individualize and differentiate math instruction to meet all students' needs.

Research Cited: Accelerated Math-Renaissance Enterprises

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Activity - Monitor Implementation and Use of Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will allow students opportunities to engage in Accelerated Math for individualized and differentiated practice in the math standards.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and teachers.

Goal 4:

65% of all special education students at PCES will demonstrate progress towards becoming proficient in reading

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in using strategies to comprehend literary/recreational materials, in reading vocabulary knowledge, in using strategies to comprehend functional and textual/informational materials, and recognize literary elements and devices from various text formats. in Reading by 05/29/2014 as measured by as measured by ASPIRE, DIEBELS, Program Benchmarks, Global Scholar, and STAR Reading..

Strategy1:

Reading Street - Teachers will explicitly teach and use the Reading Street program.

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Accelerated Reader - Teachers and students will participate in the Accelerated Reader program.

Research Cited: Accelerated Reader-Renaissance Enterprises

Activity - Monitor Implementation and Use of Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will participate in the Accelerated Reader program to promote all reading standards and to promote fluency.	Academic Support Program	08/19/2013	05/29/2014	\$0 - Other	Principa, assistant principal, Media specialist, and teachers.

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

Goal 1:

All students at Pike County Elementary School will become proficient in reading.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in using strategies to comprehend literary/recreational materials, in reading vocabulary knowledge, in using strategies to comprehend functional and textual/informational materials, and recognize literary elements and devices from various text formats. in Reading by 05/29/2014 as measured by ASPIRE, DIBELS, Program Benchmarks, Global Scholar, and STAR Reading..

Strategy1:

Accelerated Reader - Teachers and students will participate in the Accelerated Reader program.

Research Cited: Accelerated Reader - Renaissance Enterprises

Activity - Monitor Implementation of Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will participate in the Accelerated Reader program to promote all reading standards and to promote fluency.	Academic Support Program	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy2:

Teachers will utilize "Strategic Teaching" strategies in Reading, Science, and Social Studies. - Teachers will employ before, during, and after strategies for reading ALL materials.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Reading Street - Teachers will explicitly teach and use the Reading Street program

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

RTI - Tiered instructional will take place in all classrooms. Tier I and Tier II will be addressed in the classroom using program pieces. Tier III will be addressed outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

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Activity - Monitor Implementation of RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using Reading Street materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Goal 2:

55% of ELL students at PCES will demonstrate progress towards becoming proficient in English to increase the number of language minority students who obtain a composite score of 4.8 on ACCESS for ELLs in order to reach or exceed the AMAOs requirements.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency in English language to be able to function in general education classes and meet or exceed the AMAOs requirements in English Language Arts by 05/30/2014 as measured by ACCESS for ELLs Spring 2014 results.

Strategy1:

Improve Literacy Skills - Implement the WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to reading and writing in order to improve the writing and literacy of the ELs.

Research Cited: WIDA's 2012 Amplification of the English Language Development Standards, Kindergarten – Grade 12 & WIDA Performance Definitions, Board of Regents of University of Wisconsin System, WIDA Consortium

Activity - Instructional Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Rosetta Stone software to accelerate English language acquisition in all language domains. All instructional software will be incorporated during the EL instructional pull –out period along with any intervention that is recommended. The EL Teacher will coordinate and monitor implementation of the instructional software utilized with ELs.	Academic Support Program	08/26/2013	05/30/2014	\$0 - Title I Part A	EL Teacher

Activity - Individualized English Learner Plans (I-ELPs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize WIDA's English Language Proficiency Standards and CAN DO Performance Rubrics to draft and implement each ELL's I-ELP, including their accommodations checklist. Teachers will maintain documentation of the accommodations made. The EL Teacher will monitor student progress and goal completion quarterly.	Academic Support Program	10/01/2013	05/30/2014	\$0 - Title I Part A	Limited English Committee; EL Teacher; General Education Teachers; Principal

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Activity - Develop Writing Skills Using Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement writing as part of the curriculum by giving quality writing assignments (anywhere from a paragraph or summary to an essay) to ELLs at least once a week and teaching them how to plan their writing assignments using graphic organizers.	Direct Instruction	10/01/2013	05/30/2014	\$0 - Title I Part A	General Education Teachers; EL Teacher; Reading Coach; Administrative Staff

Activity - Utilize Bilingual Materials (Reading Street ELL Handbook)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL Teacher in collaboration with classroom teachers will use Scott Foresman's Reading Street ELL Handbook to provide support through sustained sheltered techniques during EL instructional pull-out at all proficiency levels. The ELL Handbook includes phonics and grammar transition lessons, comprehension skill practice, vocabulary word cards, study guides for ELL readers, and multilingual selection summaries and vocabulary charts. Instructional level fiction and nonfiction books will also be available to relate to weekly concepts and offer students opportunities to practice target skills and strategies.	Academic Support Program	09/23/2013	05/30/2014	\$0 - Title I Part A	EL Teacher and General Education Teachers

Goal 3:

Improve the climate and culture at Pike County Elementary School

Measurable Objective 1:

demonstrate a behavior in the following: Reduce the number of disobedience/defiance of authority discipline referrals and increase teacher attendance by 05/29/2014 as measured by The number of office referrals for students and Kelly's Educational Staffing Attendance reports for teachers..

Strategy1:

Positive Behavior Support - Administrators, Counselors, and Faculty will provide positive behavior support (PBS) to students. This will include effective interventions for challenging behaviors such as: Counseling referrals to the school counselor as well as the local Care Team from East Central Mental Health, incentives each nine weeks for students with no office referrals, and individual classroom incentives from homeroom teachers.

Research Cited:

Activity - Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to decrease discipline referrals, students will be referred to counseling as needed with the school counselor and care team.	Behavioral Support Program	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, counselor, teachers, and care team members.

Goal 4:

All students at Pike County Elementary School will become proficient in math.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in all math standards in Mathematics by 05/29/2014 as measured by ASPIRE, Global Scholar, Program Benchmarks, and STAR Math..

Strategy1:

Teachers will utilize "Strategic Teaching" strategies. - Teachers will employ before, during, and after strategies as they have been trained in "Strategic Teaching".

Research Cited: Strategic Teaching

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy2:

Accelerated Math - Teachers will use Accelerated Math to individualize and differentiate math instruction to meet all students' needs.

Research Cited: Accelerated Math - Renaissance Enterprises

Activity - Monitor Implementation and Use of Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will allow students opportunities to engage in Accelerated Math for individualized and differentiated practice in the math standards.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and teachers.

Strategy3:

GoMath - Teachers will explicitly instruct students using the GoMath program.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

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Activity - Monitor the Implementation of RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using GoMath materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using NumberWorlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Goal 5:

All 5th grade students who will be scored as proficient on the Alabama Science Assessment.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in physical science, life science, earth science, and space science standards in Science by 05/29/2014 as measured by The Alabama Science Assessment.

Strategy1:

Content Emphasis - The 5th grade science teacher will spend more time emphasizing ALL of the science standards.

Research Cited: Alabama Science COS

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 5th grade science teacher will enrich core knowledge in the content area of these standards by using the AMSTI units as a teaching aid and guide to place increased emphasis on these standards along with regular curriculum.	Academic Support Program	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal , assistant principal, and teacher.

Strategy2:

Strategic Teaching - The 5th grade science teacher will employ "Strategic Teaching" strategies on which she has been trained.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies to aid in comprehension of the science material presented to students. Students will participate in the strategies.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, teacher, and instructional coach.

Goal 6:

65% of all special education students at PCES will demonstrate progress towards becoming proficient in math.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in all math standards in Mathematics in Mathematics by 05/29/2014 as measured by

ASPIRE, Global Scholar, Program Benchmarks, and STAR Math..

Strategy1:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor Implementation RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier II instruction is provided by the classroom teacher in small groups, 5 days a week, using GoMath materials. Tier III instruction is provided to small groups, outside the regular classroom, by a certified teacher using Number Worlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	10/29/2013	\$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy2:

Strategic Teaching - Teachers will utilize "Strategic Teaching" strategies.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies across the curriculum.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy3:

Accelerated Math - Teachers will use Accelerated Math to individualize and differentiate math instruction to meet all students' needs.

Research Cited: Accelerated Math-Renaissance Enterprises

Activity - Monitor Implementation and Use of Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will allow students opportunities to engage in Accelerated Math for individualized and differentiated practice in the math standards.	Direct Instruction	08/19/2013	05/29/2014	\$0 - No Funding Required	Principal, assistant principal, and teachers.

Goal 7:

65% of all special education students at PCES will demonstrate progress towards becoming proficient in reading

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in using strategies to comprehend literary/recreational materials, in reading vocabulary knowledge, in using strategies to comprehend functional and textual/informational materials, and recognize literary elements and devices from various text formats. in Reading by 05/29/2014 as measured by as measured by ASPIRE, DIEBELS, Program Benchmarks, Global Scholar, and STAR Reading..

Strategy1:

Fluency - There will be a concentrated focus on fluency in grade K-2. Teachers will instruct on fluency using the Reading Street program. Teachers will progress monitor students using Reading Street passages and DIBELS passages. Fluency will be addressed instructionally in whole and small group.

Research Cited: DIBELS

Activity - Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor instruction of fluency and implementation of progress monitoring in kindergarten, first, and second grades.	Direct Instruction	10/01/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

RTI - Tiered instruction will take place in all classrooms. Tier I and Tier II will be addressed in the classroom using program pieces. Tier III will be addressed outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier instruction is provided by the classroom teacher in small groups, 5 days a week, using Reading Street materials. Tier III is provided to small groups, outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction	09/02/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Strategic Teaching - Teachers will utilize "Strategic Teaching" strategies in Reading, Science, and Social Studies.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading across the curriculum.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

Reading Street - Teachers will explicitly teach and use the Reading Street program.

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Strategy5:

Accelerated Reader - Teachers and students will participate in the Accelerated Reader program.

Research Cited: Accelerated Reader-Renaissance Enterprises

Activity - Monitor Implementation and Use of Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will participate in the Accelerated Reader program to promote all reading standards and to promote fluency.	Academic Support Program	08/19/2013	05/29/2014	\$0 - Other	Principa, assistant principal, Media specialist, and teachers.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		Instructional Aide HQ Letter

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	100% of the teachers at PCES are highly qualified.	Principal Attestation

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

Only highly qualified teachers are sought for teaching positions at PCES. When deciding upon a staffing decision we look at the subject being taught, the needs of the students who will be taught, and the strengths of our staff. We attempt to align all three so that the greatest needs of the students are being met.

Component 4: Strategies to Attract Highly Qualified Teachers

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

One non-renewal, one transfer to another school within the system, one transfer to another grade level, one resignation and one new hire.

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

2- 5 years experience - 7 teachers

6-10 years experience - 5 teachers

11-15 years experience - 5 teachers

16 - 20 years experience - 5 teachers

20+ years experience - 10 teachers

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

PCES makes sure that the mentor provided for new or 1st year teachers is someone who has a welcoming personality. Basic supplies are provided for all teachers each year. Duties are divided equally among staff members. Professional development is provided.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

Pike County Schools recruit teachers through the Alabama State Department of Education "Teach in Alabama" website. Available positions are posted on the website. Administrators use the "SearchSoft" program to assist in identifying highly qualified applicants. Mentors are provided for 1st year and new teachers. High quality professional development is provided to all teachers while in the employ of Pike County Schools. Teachers are offered incentives for research activities and other notable activities that go beyond normal expectations.

If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We do not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

Goal 1:

All students at Pike County Elementary School will become proficient in reading.

Measurable Objective 1:

95% of All Students will demonstrate a proficiency in using strategies to comprehend literary/recreational materials, in reading vocabulary knowledge, in using strategies to comprehend functional and textual/informational materials, and recognize literary elements and devices from various text formats. in Reading by 05/29/2014 as measured by ASPIRE, DIBELS, Program Benchmarks, Global Scholar, and STAR Reading..

Strategy1:

Teachers will utilize "Strategic Teaching" strategies in Reading, Science, and Social Studies. - Teachers will employ before, during, and after strategies for reading ALL materials.

Research Cited: Strategic Teaching

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction	08/19/2013	05/29/2014	\$0 - Other	Principal, assistant principal, and instructional coach.

Goal 2:

Improve the climate and culture at Pike County Elementary School

Measurable Objective 1:

demonstrate a behavior in the following: Reduce the number of disobedience/defiance of authority discipline referrals and increase teacher attendance by 05/29/2014 as measured by The number of office referrals for students and Kelly's Educational Staffing Attendance reports for teachers..

Strategy1:

Positive Faculty Climate Support - Activities are proposed to increase teacher morale and attendance.

Research Cited:

ACIP

Pike County Elementary School

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to increase teacher morale and the attendance, the faculty will participate in a book study "What Great Teachers Do Differently" by Todd Whitaker.	Behavioral Support Program	10/22/2013	12/20/2013	\$0 - Title I School Improvement (ISI)	Principal, assistant principal, and teachers.

Goal 3:

Provide opportunities for high-quality professional development activities for teachers, principals, paraprofessionals, and other staff.

Measurable Objective 1:

complete a portfolio or performance attend conferences/meetings which will provide continuous updates in school programs. by 08/20/2014 as measured by Usefulness of the information turned around to the faculty and staff..

Strategy1:

Mentoring/Departmental Meetings - Teachers will visit other teachers classrooms to observe best practices in their field.

They will be able to ask questions of the teachers after the classes about their methods.

In addition, new teachers are assigned teacher mentors to assist with procedures and questions.

Research Cited:

Activity - Training Substitutes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning from Peer Teachers, CCRS Training, Go Math Training, Reading Street Training, Problem Solving Team Meetings, DIBELS Testing	Professional Learning	09/02/2013	05/29/2014	\$2788 - Title I Part A	Academic Coach, Cathy Lott Principal, Anita Grant Assistant Principal, Shantell Rouse

Measurable Objective 2:

collaborate to complete a book study on "Teaching the Critical Vocabulary of the Common Core" by Marilee Sprenger. by 05/29/2014 as measured by Student knowledge and appropriate use of common core vocabulary in daily use and on assessments .

Strategy1:

Book Study - Teachers will meet three days after school to complete the book study. Different groups of faculty members will present using a variety of strategic teaching methods. The strategies learned will be used to instruct students.

Research Cited:

Activity - Implementation of Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning for teachers to turn around to students which will support common core vocabulary usage.	Academic Support Program	10/28/2013	12/19/2013	\$750 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

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

Goal 1:

Improve the climate and culture at Pike County Elementary School

Measurable Objective 1:

demonstrate a behavior in the following: Reduce the number of disobedience/defiance of authority discipline referrals and increase teacher attendance by 05/29/2014 as measured by The number of office referrals for students and Kelly's Educational Staffing Attendance reports for teachers..

Strategy1:

Positive Faculty Climate Support - Activities are proposed to increase teacher morale and attendance.

Research Cited:

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to increase teacher morale and the attendance, the faculty will participate in a book study "What Great Teachers Do Differently" by Todd Whitaker.	Behavioral Support Program	10/22/2013	12/20/2013	\$0 - Title I School Improvement (ISI)	Principal, assistant principal, and teachers.

Goal 2:

Provide opportunities for high-quality professional development activities for teachers, principals, paraprofessionals, and other staff.

Measurable Objective 1:

complete a portfolio or performance attend conferences/meetings which will provide continuous updates in school programs. by 08/20/2014 as measured by Usefulness of the information turned around to the faculty and staff..

Strategy1:

Fall Instructional Leadership Conference - Principal will attend the conference and will return with information to share with the faculty.

Research Cited:

ACIP

Pike County Elementary School

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Changes, Challenges, and Connections" Presented by the Alabama Association of Elementary School Administrators and the Alabama Association of Supervision and Curriculum Development: the changes, challenges and connections associated with the Alabama College- & Career-Ready Standards. Experienced and knowledgeable speakers will present content that allows for increased understanding and interaction while showcasing best practices for enhancing student achievement. Tentative topics include Common Core State Standards, SDE Updates, Assessment and Accountability, Creating a Culture of Achievement, Supporting Special Populations with Rtl, and Instructional Strategies from Model Schools.	Professional Learning	11/03/2013	11/06/2013	\$622 - Title I Part A	Principal, Anita Grant

Strategy2:

Mega Conference - Principal and Assistant Principal will both attend a portion of the MEGA conference to obtain updates on education, special education, education laws, and information on teaching strategies.

Research Cited:

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend conference for updates on education, special education, education laws, and information on teaching strategies that can be used for turn around training for faculty and staff.	Professional Learning	07/14/2014	07/18/2014	\$2050 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy3:

Mentoring/Departmental Meetings - Teachers will visit other teachers classrooms to observe best practices in their field.

They will be able to ask questions of the teachers after the classes about their methods.

In addition, new teachers are assigned teacher mentors to assist with procedures and questions.

Research Cited:

Activity - Training Substitutes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning from Peer Teachers, CCRS Training, Go Math Training, Reading Street Training, Problem Solving Team Meetings, DIBELS Testing	Professional Learning	09/02/2013	05/29/2014	\$2788 - Title I Part A	Academic Coach, Cathy Lott Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy4:

Media Specialist Meetings - Media specialist will attend the Lamp Library Meeting in Montgomery and the Harvest Book Festival in Pell City.

Research Cited:

ACIP

Pike County Elementary School

Activity - Media Specialist Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend Media Specialist Meeting and Book Festival to obtain books for our school.	Academic Support Program	09/02/2013	10/14/2013	\$110 - Title I Part A	Media Specialist, Janet Dempsey

Strategy5:

CLAS Leadership Conferences - The 2013-2014 Leadership Institute Series includes six seminars hosted in north, central, and south Alabama locations. An unlimited number of employees within the subscribing system may attend any or all of the Leadership Institutes in a given year.

Research Cited:

Activity - Leadership Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Six trainings are offered throughout the year. An unlimited number of employees may attend. Although we may not attend all meetings. Some meetings may be attended by several.	Professional Learning	09/02/2013	10/14/2013	\$350 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy6:

Alabama Counselor's Conference - School Counselor will attend the conference for updates on school counseling issues.

Research Cited:

Activity - Counselor training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor will receive training on issues facing children of all ages and how to deal with the issues.	Professional Learning	11/20/2013	11/22/2013	\$486 - Title I Part A	Counselor, Christine Wheeler

Strategy7:

Assistant Principal's Conference - Assistant Principal will attend the two day conference in Prattville, AL.

Research Cited:

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This two-day conference is designed for assistant principals, and is developed by a panel of their peers from across the state. Assistant principals will participate in roundtable discussions on current issues, and hear updates on legislative and legal situations. Past concurrent session topics have included: Tech-Friendly School Environment, Creating Positive School Spirit, and Walk-Through Teacher Evaluations.	Professional Learning	02/11/2014	02/12/2014	\$230 - Title I Part A	Assistant Principal, Shantell Rouse

Strategy8:

CLAS Law Conference - Principal or Assistant Principal will attend training.

Research Cited:

ACIP

Pike County Elementary School

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learn about the challenging legal issues that school administrators routinely face with the annual CLAS Law Conference. As an effective administrator you must know how to accomplish the numerous tasks at hand while minimizing the possibility of legal dilemmas. Attend this conference and learn from some of the most respected legal experts in school law at the state and federal levels.	Professional Learning	02/19/2014	02/19/2014	\$290 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Measurable Objective 2:

collaborate to complete a book study on "Teaching the Critical Vocabulary of the Common Core" by Marilee Sprenger. by 05/29/2014 as measured by Student knowledge and appropriate use of common core vocabulary in daily use and on assessments .

Strategy1:

Book Study - Teachers will meet three days after school to complete the book study. Different groups of faculty members will present using a variety of strategic teaching methods. The strategies learned will be used to instruct students.

Research Cited:

Activity - Implementation of Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning for teachers to turn around to students which will support common core vocabulary usage.	Academic Support Program	10/28/2013	12/19/2013	\$750 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

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

Goal 1:

Provide opportunities for high-quality professional development activities for teachers, principals, paraprofessionals, and other staff.

Measurable Objective 1:

complete a portfolio or performance attend conferences/meetings which will provide continuous updates in school programs. by 08/20/2014 as measured by Usefulness of the information turned around to the faculty and staff..

Strategy1:

Mentoring/Departmental Meetings - Teachers will visit other teachers classrooms to observe best practices in their field.

They will be able to ask questions of the teachers after the classes about their methods.

In addition, new teachers are assigned teacher mentors to assist with procedures and questions.

Research Cited:

Activity - Training Substitutes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning from Peer Teachers, CCRS Training, Go Math Training, Reading Street Training, Problem Solving Team Meetings, DIBELS Testing	Professional Learning	09/02/2013	05/29/2014	\$2788 - Title I Part A	Academic Coach, Cathy Lott Principal, Anita Grant Assistant Principal, Shantell Rouse

Describe how this professional development is “sustained and ongoing.”

Professional development at PCES is ongoing throughout the school year and continues through the summer. CCRS training occurs four times during the year and is immediately turned around to our faculty. Teacher mentors provide training to our new and transfer teachers throughout the year. Data/Departmental meetings are ongoing to determine gaps in student learning in order to make adjustments in instruction. Counselor training occurs early in the year in order to identify new issues of concern to students so they may be addressed if needed. Global Scholar training through the Alabama State Department has been ongoing and turned around to the faculty to keep them updated. Administrators attend instructional leadership and law conferences in order to be updated on new mandates.

Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

During the spring of 2012-13 a parent survey was conducted to assist us in addressing concerns and needs of our parents. During the summer CIP Committee parents were asked to review the CIP and to specifically review the parental involvement section for any needed changes and to review the School-Parent Compact for needed changes. Parents were invited to the Title I Parent Meeting in September. Members of the committee were asked to help decide how the parental involvement money would be spent for the year.

How were parents involved in the implementation of the schoolwide plan?

Once the schoolwide plan is completed, we will continue to refer back to the CIP to make sure that we follow the plan in regards to our parental involvement plan. Parents will be asked to participate in the activities that we have planned for them based on our CIP.

How were parents involved in the evaluation of the schoolwide plan?

We bring parents back in at the end of the year and we ask them to evaluate our plan. We provide a survey that asks questions about particular sections of the plan and did they feel that the plan met the needs of their children. We ask for their suggestions for improvement.

Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?

yes

How is the school carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f)?

Parents are invited to attend Open House before school starts to meet their children's teacher. A general information assembly where attendance, discipline, and instruction are discussed. Parents are instructed on how to schedule parent conferences. Parents and students are then dismissed to go to homerooms. In the homerooms, teachers discuss the student schedules, grading procedures, and classroom rules. At the beginning of the year, Pike County Elementary School presents information about the Title I program meeting. The meeting was held September 19, 2013. Parents are encouraged to schedule parent-teacher conferences. A student Code of Conduct is given to each student at the beginning of the year. Additional correspondence is sent home regarding daily procedures to include check-in and check-out procedures.

Additional information regarding requests for testing and special services, a guide to 504 services, promotional requirements and attendance issues is provided. Each student is also issued

an agenda which includes the school calendar, promotional requirements by grade and a place for homework assignments and daily

communication between parents and teachers.

Progress reports and grade reports go home approximately every 4 ½ weeks. Opportunities for additional grade reports are available. Parents are encouraged to attend PTO Meetings and incentives are given out to encourage participation. Grade levels are asked to present a short program for parents.

This year at our Parent Expo, we provided parent information on the new math core standards and language arts standards. On Report Card Parent Conference night, we bring in outside agencies to provide information to parents as needed. Parents are also encouraged to volunteer in the classroom and for special programs. We continue to update our activities yearly and follow the plan as required.

How will the parent involvement component of the schoolwide plan be evaluated?

From the responses to our parental surveys.

How will the results of the evaluation be used to improve the schoolwide program?

Changes to the schoolwide program will be made based upon the results. For example, if parents prefer meetings to occur later in the evening we would make the accommodations.

How was the school-parent compact developed?

. All parents, students and teachers sign the School Compact agreement. The School Compact agreement is updated annually as needed by the Parental Involvement Committee. Parents are provided opportunities to assist in the improvement of academic achievement for students. Progress reports are sent home every 4 - 4 1/2 weeks (at least once per nine weeks) and may be sent home as often as the teacher or parent chooses. Rtl progress reports are sent home for student receiving Tier II and Tier III interventions. Parents are given opportunities for Parent teacher conferences and encouraged to attend. Parents are allowed to meet with administrators, send notes, call, or e-mail comments of dissatisfaction with the CIP and other areas of concern. Various surveys are also completed during

How is the parent compact used at elementary-level parent teacher conferences?

Teachers use it to remind parents and students of their agreed upon responsibilities.

How is the parent compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A

How does the school provide individual student academic assessment results in a language the parents can understand?

The EL instructor is able to interpret assessment results in a language the parents can understand if they are unable to understand English.

Component 7: Transition Strategies

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.

Goal 1:

Improve the climate and culture at Pike County Elementary School

Measurable Objective 1:

demonstrate a behavior in the following: Reduce the number of disobedience/defiance of authority discipline referrals and increase teacher attendance by 05/29/2014 as measured by The number of office referrals for students and Kelly's Educational Staffing Attendance reports for teachers..

Strategy1:

Positive Behavior Support - Administrators, Counselors, and Faculty will provide positive behavior support (PBS) to students. This will include effective interventions for challenging behaviors such as: Counseling referrals to the school counselor as well as the local Care Team from East Central Mental Health, incentives each nine weeks for students with no office referrals, and individual classroom incentives from homeroom teachers.

Research Cited:

Activity - Transitional Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Transition preparation for Pre-K students to attend PCES in the Fall. Students are bused to the school and are provided a tour of the campus. They are given registration packages and a goody bag. They are also provided a snack and are allowed playground time. Sixth grade students are provided transition services to the high school by first being accessed in math at PCES by high school math teachers for math placement. They are later bused to the high school for an assembly and a campus tour. They discuss classes and programs with the students and provide registration forms to them. They schedule parent night with the students so their parents may attend and finalize their registration. They also discuss extracurricular activities.	Other	05/12/2014	05/16/2014	\$0 - No Funding Required	Counselor, Christine Wheeler Counselor, Sharon Sullivan

Component 8: Teacher Participation in Making Assessment Decisions

How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers collaboratively plan by grade level at PCES to determine which assessments best meets the needs of all students. Teachers have also received training at the local school level for the assessments to ensure that programs are carried out with fidelity. The assessments include: Reading Street, GoMath, Star Reading and Math, Accelerated Reading and Math, and Global Scholar, and other core subject assessment.

How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers are responsible for analyzing their own data. They participate in data meetings and discuss how they might be able to improve individual and group data. They are coached on how to look for patterns in their data. Once strengths and weaknesses are identified, teachers are able to write goals and strategies to improve student learning. Teachers assisted with the goals and strategies of the CIP.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

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

- All students are screened using a variety of formal and informal assessments.
- STAR math and reading are diagnostic tools used to identify areas of strengths/weaknesses of all students. Assessments are given three times a year. STAR is also used to progress monitor students who are in a Tier III program. Tier III students are progress monitored about every six weeks. This program enables us to monitor growth or loss in progress.
- Global Scholar is an assessment tool that provides scaled scores, rankings of below average, low average, high average, or above average. This program is used to assess math and reading and provides three instructional objectives for each student. Global Scholar is given three times per year.
- Our Problem Solving Team receives referrals from teachers for students who are struggling in a core subject. The team meets and suggests strategies, interventions, or places the student in a Tier III program. These students' progress is monitored regularly. PST meets once a month.
- DIBELS is used as a reading diagnostic tool for grades K - 3. Teachers are able to individualize instruction and group students for Tier II and III based on these scores. This assessment is given three times per year. Tier II and III students are progress monitored using DIBELS materials regularly by the classroom teacher.
- Reading Street provides weekly assessments, as well as unit assessments to guide instruction and to aid in the adjustment of Tier II grouping within the classroom. This program also provides a cumulative end of year assessment for each grade level.
- GoMath provides several assessments for each chapter, as well as a beginning, middle, and end of year assessment.

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?

- After students have been in school for six weeks they can be referred for Tier II and Tier III instruction.
- Any child receiving Tier III instruction must also receive Tier II instruction.
- Students in Tier III are progress monitored every four to six weeks.
- STAR math and reading are used as progress monitoring tools, as well as DIBELS and Global Scholar.
- After tutoring is also available for students who need extra assistance in math and reading.
- Students receive Tier II instruction daily for 30 minutes and Tier III instruction for 30 minutes for a minimum of three days a week.
- Our school's Problem Solving Team meets monthly to review new referrals and to revisit the progress made by students in Tier II and Tier III instruction.

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

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- All teachers have been trained on and regularly use "Strategic Teaching" strategies. These strategies are used in Tier I instruction
- GoMath and Reading Street provide Tier II and Tier III instruction.
- We also have an additional Tier III math program, Number Worlds.
- Students receive Tier II instruction daily for 30 minutes.
- Students receive Tier III instruction for a minimum of three times a week for 30 minute sessions.
- Reading Street is a SBRR program that provides tiered instruction. Tiers II and III are from the Reading Street program and My Sidewalks.
- GoMath is a scientifically based research program that provides tiered instruction. Tiers II and III are from the GoMath program.
- Number Worlds is an additional scientifically based math program we use for Tier III instruction in grades 3 - 6.
- Stride Academy provides individualized instruction.
- STAR math and reading tests are used four times a year to assess student's progress and to individualize instruction. These programs also serve as a progress monitoring tools every six weeks.
- The Global Scholar assessments provide individual objectives for all students and are given three times a year to assess student progress.
- Accelerated Math is used in grades 4 - 6. This program allows students to master skills on their level, and moves them along appropriately.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

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

It takes all of our resources collectively to achieve our schoolwide goals. No one resource can fund all the activities, materials and supplies, professional development, travel, salaries, needed to make our plan successful.

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.

Title I

Title VI

Local Funds

Title I funds are used for salaries, textbooks, other instructional materials and supplies, technology, professional development, parental involvement, substitutes for mentoring/departmental meetings, renewal agreements and textbooks.

Title VI funds are used for materials and supplies.

Local Funds are used for student incentives, materials and supplies, technology, professional development, instructional field trips, and parental involvement activities.

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.

Violence prevention programs provided through the District Office are taught through our counseling program. Our school receives a fresh fruit and vegetable grant which enables our students to receive fresh fruits and/or vegetables twice a week. We believe both of these items helps us to support our schoolwide goals.

Evaluation:

How does the school evaluate at least annually the implementation of the schoolwide program?

Through surveys and review of the plan after assessment data has been analyzed to determine if the strategies were effective.

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?

If the data from the assessments show improvement in the areas focused upon in the plan we could show that our plan was successful.

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?

By comparing their data from assessments before and after the plan was put into place. Progress monitoring would also be very helpful to determine if the program was being helpful.

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?

Based on the evaluation, if the plan is found to be ineffective, new strategies will be sought in order to help ensure continuous improvement of students.

Coordination of Resources/Comprehensive Budget

Introduction

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

State Foundation Funds:

Label	Question	Value
State Foundation Funds:	Provide the total funds allocated for.	1917757.0

Label	Question	Value
1.	Provide the number of teacher assigned units.	25.71

Label	Question	Value
2.	Provide the number of classroom teachers.	25.0

Label	Question	Value
3.	Provide the total of all salaries for the teacher assigned units and classroom teachers.	1193033.0

Label	Question	Value
4.	Provide the number of Administrator units.	1.0

Label	Question	Value
5.	Provide the total funds allocated for Administrator salaries.	83336.0

Label	Question	Value
6.	Provide the number of Assistant Principal(s).	0.0

Label	Question	Value
7.	Provide the total funds allocated for Assistant Principal salaries.	51089.0

Label	Question	Value
8.	Provide the number of Counselor(s).	0.5

Label	Question	Value
9.	Provide the total funds allocated for Counselor salaries.	26896.0

Label	Question	Value
10.	Provide the number of Librarian(s).	1.0

Label	Question	Value
11.	Provide the total funds allocated for Librarian salaries.	56105.0

Label	Question	Value
12.	Provide total funds allocated for Instructional Supplies.	8463.0

Label	Question	Value
13.	Provide total funds allocated on Library Enhancement(s).	0.0

Label	Question	Value
14.	Provide total funds allocated on Technology.	0.0

Label	Question	Value
15.	Provide total funds allocated on Professional Development.	0.0

Label	Question	Value
16.	Provide total funds allocated on State ELL Funds.	0.0

Federal Funds: Title I Part A

Label	Question	Value
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	Provide the total funds allocated.	214439.12

Provide a brief explanation and breakdown of spending.

Allocation \$ 214,439.12
Less Salaries/Benefits -169,065.50
 Balance to Budget: \$ 45,373.62

Parental Involvement: \$2,671.32
Less Parent Newsletter Cost -950.00
 1,721.32

Professional Development:

 Registration/Travel \$ 4,000.00
 Teacher Book Study 1,500.00
 Substitutes 987.36
 Mentoring/Dept. Meetings 2,788.00
 Summer PD 1,195.20

Educational Technology:

 Hardware: 3,780.00
 Software:
 Security 500.00

Renewal Agreements:

 Renaissance Learning 5,076.30
 Rosetta Stone 1,290.00
 Odysseyware 1,750.00
 SchoolInSites 25.00
 Book Systems 595.00

Materials and Supplies: 3,886.76
Textbooks: 18,000.00
 Totals \$45,373.62

Federal Funds:School Improvement Grant – SIG

Label	Question	Value
ARRA FUNDS:	Provide the total funds allocated.	0.0

Provide a brief explanation and breakdown of spending.

N/A

Federal Funds:Title II: Professional Development Activities

Label	Question	Value
Title II:	Provide the total funds allocated.	0.0

Provide a brief explanation and breakdown of spending.

N/A

Federal Funds:Title III: For English Language Learners

Label	Question	Value
Title III:	Provide the total funds allocated.	0.0

Provide a brief explanation and breakdown of spending.

N/A

Federal Funds:Other federal funds

Label	Question	Value
Title IV:	Provide the total funds allocated.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Federal Funds:Title VI: For Rural and Low-income Schools

Label	Question	Value
Title VI:	Provide the total funds allocated.	9260.78

Provide a brief explanation and breakdown of spending.

All funds will be budgeted for materials and supplies.

III. Local Funds (if applicable)

Label	Question	Value
Local Funds:	Provide the total funds allocated.	22450.0

Provide a brief explanation and breakdown of spending.

Balance October 1, 2013 \$22450.00
Total Revenues 10000.00
Total Expenditures 22000.00

Revenues expected are from school fundraisers and donations to school.

Expenditures are for copy cost, copy maintenance, materials and supplies, paper, student incentives, field trip expense, parental involvement expense, decorations, furniture, miscellaneous items.