ACIP

Pike County Elementary School

Pike County Board of Education

Mrs. Anita S Grant, Principal
186 Hillcrest Drive
Brundidge, AL 36010

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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: 405

- Males 208, Females 197

- 259 Black/African American students, 75 White/Caucasian Students, 44 Hispanic Students,

- 3 American Indian Students, 24 Multi-racial Students

- Black(African American) Males 137, Black(African American) Females 122, White(Caucasian) Males 39, White(Caucasian) Females 36,

Hispanic Males 22, Hispanic Females 22, American Indian Males 2, American Indian Females 1, Multi-racial Males 8, Multi-racial Females 16

STAFF/FACULTY DEMOGRAPHICS:

- Total Faculty/Staff Members: 47

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

- 2 Special Education Teachers, 2 Part Time Special Education Aides

- 1 Art/Music Teacher, 1 Indian Education Teacher

- 1 English Language Learner Instructor

- 1 School Counselor

- 1 Physical Education Teacher, 1 Physical Education Aid

- 1 Academic Coach

- 1 Media Specialist

- 1 School Administrative Assistant, 1 Bookkeeper, 3 Custodial Staff Members, 5 Cafeteria Staff Members

- 2 Administrators

- 24 white (Caucasian) Faculty/Staff Members, 23 Black (African American) Faculty/Staff Members

- 42 Females, 5 Males

COMMUNITY (BRUNDIDGE) DEMOGRAPHICS:

Population of Brundidge, Alabama as of the 2013 census: 2,036

62.91% Black, 34.10% White, 3.0% Hispanic, 1.3% two or more races, .6% Asian, .5% American Inidan/Alaska Native as of the 2011 census

Brundidge is considered the second largest city in Pike County; although it covers an area of only 9.78 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

- student attendance

- 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 86% or 349 out of 405 enrolled. Reduced lunch is available to 7% or 27 out of 405 students enrolled.)

-      the increased enrollment of non-English speaking students (11% of the current enrollment)

School's Purpose

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

Our current mission, vision, values, and/or beliefs is shown below. We are in the process of updating this information at this time.

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's core curriculum is based on the Alabama College and Career Standards and the Alabama Course of Study. 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.

In order to attain our mission several programs are implemented routinely. Examples of these programs include: 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. Instructional practices are based on data and scientifically based research. All professional developmental trainings are geared towards helping teachers acquire the skills needed 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.

Forty-seven percent of fifth grade students ACT Aspire Reading scores fell into the Ready range, well above the percentage of students that fell into this category at the national norm. Forty-three percent of sixth grade students and thirty-four percent of third grade ACT Aspire Reading scores fell into the Ready range, also above the percentage of students that fell into this category at the national norm. We also feel that 6th grade math ACT Aspire Math Scores in the Ready range of 41%, which were very close to the national norm, is an area of notable achievement. The 6th grade math class aggregate average was the only subject in the school to show College and Career Readiness. Twenty (36% of the 56 students tested) were within three points of the Readiness score.

We hope to show individual student growth at grades 4-6 by showing an increase in proficiency for those students who scored within three points of Ready as measured by the ACT Aspire, and by showing a reduction in the number of students In Need of Improvement.

AAA students tested scored proficient in math. For the past two years there has been one II in Reading. We hope to have all AAA students proficient in Reading in the upcoming year.

Fifth grade Alabama Science Assessment scores increased this year to 83% proficiency which is the highest proficiency level PCES has scored since the test has been implemented. There were no level I's.

68% 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.

During the 2011-12 and 2012-13 years, our ARMT+ Reading data showed improvement or remained about the same.

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: Increased participation in PTO/PTO meetings, student programs/performances, Grandparent's Day, Parent Days, holiday luncheons, fundraisers, Fall Festival, Parent Expo, Report Card Conferences, Math/Reading Parent Night, EL Parent Night, Stage Productions, etc.

Community Involvment has also increased. Through the Brundidge Business Association the students are invited to participate in the annual parades in town. It also recognizes the local Teacher of the Year at its annual banquet and provides bags for teachers at the beginning of the year. Members have also agreed to volunteer their time in the classroom this year. 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. Pike County Elementary School is now a Corporate member of the Brundidge Rotary Club. The Brundidge Rotary Club assisted with purchasing new stage curtains for the auditorium. It also provides 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 and always assists with other needs. Walmart Distribution Center workers along with some local church members volunteered to help paint classroom buildings the last two summers. Because of their help and some assistance from other local church members, we have now painted almost all classrooms and hallways in our school. Our PTO president organized a Walmart VAP event whereby workers volunteered time in the classroom which in turn earned money for the school to purchase curriculum materials for our teachers. We have a local community member who provides school supplies to

all students in the school each year. Last year a local bank provided supplies to teachers and Hardees collected two pallets of supplies for our students. This summer we had one church to donate a large amount of supplies to our school. We also have other churches and businesses to donate items often.

This is the third year we have had a full time music/art teacher. We have had two stage productions, both of which were a success, and are now planning our third. We also have a full time EL (English Language teacher) who works well with our EL students and their families.

Although in the past our school had made Annual Yearly Progress (AYP), even then we felt the focus should be on the growth of the individual students and we looked for that growth in our scores. With the new ACT Aspire testing, our focus will continue to be to show individual growth for each of our students in reading and math. With the inclusion of grades 3-6 in the science portion of the ACT Aspire, we anticipate overall improvement in our science scores. We are still very pleased with our WIDA scores and will strive to show continued improvement in this area. We also continue to work with our special education population as a focus area.

We also continue to work on our school climate by focusing on teacher professional development to include book studies.

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 involvment 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 August, September, and October of 2014 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 August 26, 2014.

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 early August and made revisions to the previous year's document. The community stakeholders look forward to our continued involvement in city and community activities, events, and parades. They continue 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 made available 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 viewing.

All stakeholders will be notified of changes or updates to the CIP quarterly as 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 Data 2013 14

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

47% of 5th Grade Reading students scored within and well above the ACT Aspire National Readiness Level.

43% of 6th Grade Reading students scored within and just above the ACT Aspire National Readiness Level.

34% of 3rd Grade Reading students scored within the ACT Aspire National Readiness Level.

Progress charts show the aggregate performance of PCES 6th grade math students to be at the ACT Readiness Level. Forty-one percent of the students tested scored at the Readiness level, while 36% of the students tested scored within three points of the Readiness Level.

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.

5th grade reading showed its highest scores in 4 years in 2012-13 with ARMT+ scores of 92% proficient. This year they show 47% Ready within and well above the ACT Aspire National Ready Level. Sixteen percent of the students tested fell within three points of the Readiness Level.

Which area(s) indicate the overall highest performance?

5th grade Reading - 47% Ready

6th Grade Readng - 43% Ready

6th Grade Math - 41% Ready

2012-13

5th grade ARMT+ Reading 92% proficient

5th grade ARMT+ Math 86% proficient

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

AAA Math

English Language Learners (WIDA)

Since this is the first year of ACT Aspire data, we have no data to compare.

Between which subgroups is the achievement gap closing?

ELL Reading and Math

AAA Math

Since this is the first year of ACT Aspire data, we have no data to compare.

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

The subgroup finding that AAA students and ELL students are showing improvement in both reading and math is consistent with findings from DIBELS data and the new GLOBAL Scholar data. One hundred percent of AAA students scored proficient in math and 75% scored proficient in reading. ELL students continue to test out of the program at a high rate.

Areas in Need of Improvement

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

3rd Grade ACT Aspire Reading shows 50% of students tested at the In Need of Improvement level.

4th Grade ACT Aspire Reading shows 41% of students tested at the In Need of Improvement level.

One third of all 4th grade math students fell 4 or more points below the ACT Aspire Readiness level.

2012-13 Data

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.

Although it would be difficult to identify an area of negativity here, as one cannot truly compare ARMT+ data to ACT Aspire Data, 4th grade math appears to show a either a negative trend in performance or possibly a slight improvement.

2012-13 Data

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?

According to the ACT Aspire, Fifth grade had an overall National Percentile Rank of 40th Percentile in Math.

According to the ACT Aspire, Fourth grade had an overall National Percentile Rank of 45th Percentile in Reading.

2012-13 Data

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?

Reading and Math for Special Education students.

Between which subgroups is the achievement gap becoming greater?

Special Education Reading

4th grade math

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

The subgroup data is consistant with DIBELS and GLOBAL Scholar data sources.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   3.5
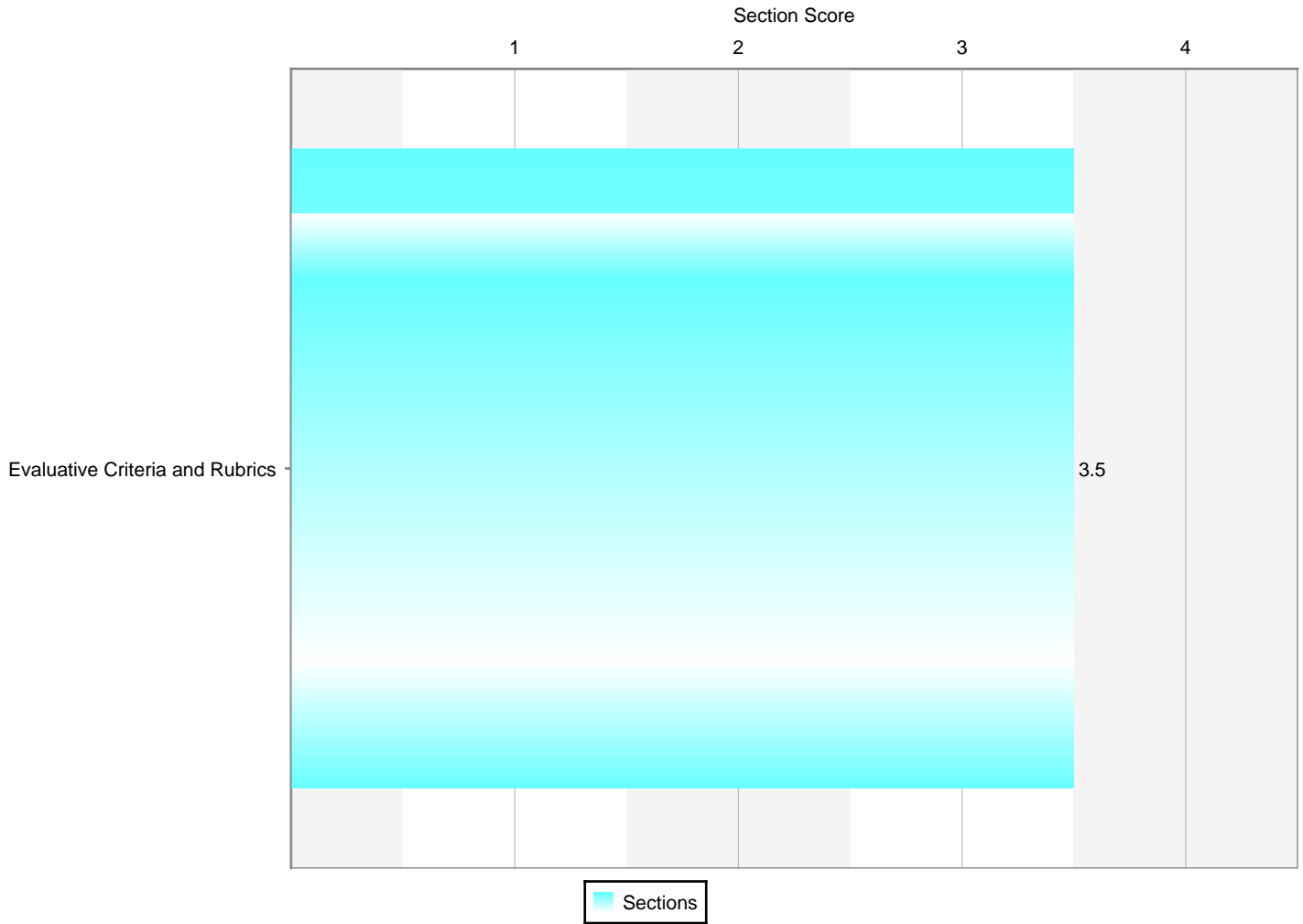
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	See Attachment	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	See Attachnment	PCES Parental Involvment Plan 2014-15

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	See Attachment	PCES 2014-15 School Compact

PCES ACIP Goals 2014-2015

Overview

Plan Name

PCES ACIP Goals 2014-2015

Plan Description

Goals

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: 5 Strategies: 9 Activities: 9	Academic	$0
2	LEP students at Pike County Elementary School will demonstrate progress towards becoming proficient in English.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
3	Improve the climate and culture at Pike County Elementary School	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$550
4	All students at Pike County Elementary will demonstrate progress towards becoming proficient in math.	Objectives: 4 Strategies: 5 Activities: 5	Academic	$0
5	5th grade students at Pike County Elementary will reach 80% proficiency in Science as measured by the ACT Aspire Test.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
6	Provide opportunities for high-quality professional development activities for teachers, principals, paraprofessionals, and other staff.	Objectives: 1 Strategies: 8 Activities: 8	Organizational	$7304
7	65% of all special education students at PCES will demonstrate progress towards becoming proficient in math.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
8	65% of all special education students at PCES will demonstrate progress towards becoming proficient in reading	Objectives: 1 Strategies: 5 Activities: 5	Academic	$0
9	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	$5100
10	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it	Objectives: 1 Strategies: 1 Activities: 3	Academic	$2100

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

Measurable Objective 1:

A 14% increase of Fourth grade students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

(shared) Strategy 1:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career Standards

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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

(shared) 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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal,and instructional coach.

(shared) 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

inside/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

| 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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week. | Direct Instruction | 08/18/2014 | 05/28/2015 | $0 | Other | Principal, assistant principal, and instructional coach. |

(shared) Strategy 4:

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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, Media Specialist, and teachers.

(shared) Strategy 5:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Activity - Global Scholar Testing and Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program	08/25/2014	05/28/2015	$0	No Funding Required	Reading Teachers, Remediation Staff

(shared) Strategy 6:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Activity - Monitor Implementation of Essay Scorer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology	11/03/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, and Instructional Coach

(shared) Strategy 7:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Activity - Monitor RADDDS Writing Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program	10/13/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach

(shared) Strategy 8:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program	08/11/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach

Measurable Objective 2:

A 16% increase of Fifth grade students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

(shared) Strategy 1:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career Standards

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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

(shared) 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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal,and instructional coach.

(shared) 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

inside/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
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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction	08/18/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

(shared) Strategy 4:

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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, Media Specialist, and teachers.

(shared) Strategy 5:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to

provide practice specifically related to students' identified areas of weakness, and to track students' progress

Activity - Global Scholar Testing and Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program	08/25/2014	05/28/2015	$0	No Funding Required	Reading Teachers, Remediation Staff

(shared) Strategy 6:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Activity - Monitor Implementation of Essay Scorer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology	11/03/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, and Instructional Coach

(shared) Strategy 7:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Activity - Monitor RADDDS Writing Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program	10/13/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach

(shared) Strategy 8:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program	08/11/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach

Measurable Objective 3:

A 16% increase of Sixth grade students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity, in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

(shared) Strategy 1:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career Standards

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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

(shared) 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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal,and instructional coach.

(shared) 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

inside/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
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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction	08/18/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

(shared) Strategy 4:

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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, Media Specialist, and teachers.

(shared) Strategy 5:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Activity - Global Scholar Testing and Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program	08/25/2014	05/28/2015	$0	No Funding Required	Reading Teachers, Remediation Staff

(shared) Strategy 6:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Activity - Monitor Implementation of Essay Scorer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology	11/03/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, and Instructional Coach

(shared) Strategy 7:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Activity - Monitor RADDDS Writing Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program	10/13/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach

(shared) Strategy 8:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program	08/11/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach

Measurable Objective 4:

85% of Kindergarten, First and Second grade students will demonstrate a proficiency by meeting their respective grade level DIBELS Benchmarks in fluency in Reading by 04/17/2015 as measured by K: Nonsense Word Fluency -NWF & Word Use Fluency -WUF; 1st: Oral Reading Fluency-ORF & Word Use Fluency-WUF; 2nd: Oral Reading Fluency-ORF & Word Use Fluency-WUF.

(shared) Strategy 1:

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 inside/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
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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction	08/18/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

Strategy 2:

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 Streeet, 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	10/03/2014	04/17/2015	$0	Other	Principal, assistant principal, and instructional coach.

(shared) Strategy 3:

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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, Media Specialist, and teachers.

Measurable Objective 5:

50% of Third grade students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and Star Reading.

(shared) Strategy 1:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career Standards

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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

(shared) 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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal,and instructional coach.

(shared) 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

inside/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
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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction	08/18/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

(shared) Strategy 4:

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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, Media Specialist, and teachers.

(shared) Strategy 5:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to

provide practice specifically related to students' identified areas of weakness and to track students' progress

Activity - Global Scholar Testing and Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program	08/25/2014	05/28/2015	$0	No Funding Required	Reading Teachers, Remediation Staff

(shared) Strategy 6:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Activity - Monitor Implementation of Essay Scorer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology	11/03/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, and Instructional Coach

(shared) Strategy 7:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Activity - Monitor RADDDS Writing Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program	10/13/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach

(shared) Strategy 8:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program	08/11/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach

Goal 2: LEP students at Pike County Elementary School will demonstrate progress towards becoming proficient in English.

Measurable Objective 1:

55% of English Learners students will demonstrate a behavior of progress towards becoming proficient in English and reach higher academic standards to increase the number of language minority students who obtain a composite score of 4.8 on ACCESS for ELLs to reach or exceed the AMAOs requirements in English Language Arts by 05/28/2015 as measured by ACCESS for ELLs Spring 2015 results.

Strategy 1:

Improve Literacy Skills - Utilize WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to reading and writing in order to

attain English proficiency 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.	Academic Support Program	10/01/2014	05/28/2015	$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 to ELLs and teaching them how to plan their writing assignments using graphic organizers and supportive word banks.	Direct Instruction	10/01/2014	05/28/2015	$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	08/11/2014	05/28/2015	$0	Title I Part A	EL Teacher

Activity - 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 | 09/01/2014 | 05/28/2015 | $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 05/28/2015 as measured by The number of office referrals for students and Kelly's Educational Staffing Attendance reports for teachers..

Strategy 1:

Positive Behavior Support - Aministrators, 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	10/09/2014	05/28/2015	$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	08/11/2014	05/28/2015	$0	No Funding Required	Principal, assistant principal, counselor, teachers, and care team members.

Activity - Transitional Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 | 05/05/2015 | 05/05/2015 | $0 | No Funding Required | Counselor, Christine Wheeler Counselor, Sharon Sullivan |

Activity - PAWS - Student Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student is provided a personal mentor from school personnel of their choice (1st, 2nd, or 3rd choice) to meet with quarterly as scheduled and at other times as needed.	Behavioral Support Program	10/09/2014	05/28/2015	$0	No Funding Required	All PCES faculty and staff

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
The principal will provide incentives to teachers with high attendance.	Behavioral Support Program	08/11/2014	05/28/2015	$300	Other	Principal

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	08/07/2014	12/08/2015	$0	Title I School Improvement (ISI)	Principal, assistant principal, and teachers.

Goal 4: All students at Pike County Elementary will demonstrate progress towards becoming proficient in math.

Measurable Objective 1:

65% of Third grade students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, and Global Scholar.

(shared) Strategy 1:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

(shared) 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	09/01/2014	05/28/2015	$0	No Funding Required	Principal, assistant principal, and instructional coach.

(shared) Strategy 3:

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	08/11/2014	05/28/2015	$0	No Funding Required	Principal, assistant principal, instructional coach.

(shared) Strategy 4:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Activity - Global Scholar Testing and Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program	08/11/2014	05/28/2015	$0	No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

(shared) Strategy 5:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math professional development to assist with teaching the math standards.

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program	08/11/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Measurable Objective 2:

A 29% increase of Fourth grade students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and Star Math..

(shared) Strategy 1:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

(shared) 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	09/01/2014	05/28/2015	$0	No Funding Required	Principal, assistant principal, and instructional coach.

(shared) Strategy 3:

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	08/11/2014	05/28/2015	$0	No Funding Required	Principal, assistant principal, instructional coach.

(shared) Strategy 4:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Activity - Global Scholar Testing and Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program	08/11/2014	05/28/2015	$0	No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

(shared) Strategy 5:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math professional development to assist with teaching the math standards.

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program	08/11/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Measurable Objective 3:

A 28% increase of Fifth grade students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar and Star Math.

(shared) Strategy 1:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

(shared) 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	09/01/2014	05/28/2015	$0	No Funding Required	Principal, assistant principal, and instructional coach.

(shared) Strategy 3:

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	08/11/2014	05/28/2015	$0	No Funding Required	Principal, assistant principal, instructional coach.

(shared) Strategy 4:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Activity - Global Scholar Testing and Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program	08/11/2014	05/28/2015	$0	No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

(shared) Strategy 5:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math professional development to assist with teaching the math standards.

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program	08/11/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Measurable Objective 4:

A 26% increase of Sixth grade students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, and Global Scholar.

(shared) Strategy 1:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

(shared) 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	09/01/2014	05/28/2015	$0	No Funding Required	Principal, assistant principal, and instructional coach.

(shared) Strategy 3:

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	08/11/2014	05/28/2015	$0	No Funding Required	Principal, assistant principal, instructional coach.

(shared) Strategy 4:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Activity - Global Scholar Testing and Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program	08/11/2014	05/28/2015	$0	No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

(shared) Strategy 5:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math professional development to assist with teaching the math standards.

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program	08/11/2014	05/28/2015	$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Goal 5: 5th grade students at Pike County Elementary will reach 80% proficiency in Science as measured by the ACT Aspire Test.

Measurable Objective 1:

80% 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
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	08/11/2014	05/28/2015	$0	No Funding Required	Principal , assistant principal, and teacher.

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	08/11/2014	05/28/2015	$0	No Funding Required	Principal, assistant principal, teacher, and instructional coach.

Goal 6: 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 08/14/2015 as measured by Usefullness of the information turned around to the faculty and staff..

Strategy 1:

Mentoring/Departmental Meetings/Turn-around Trainings - 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. They will also participate in turn-around trainings and other professional development activities.

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

Activity - Training Substitutes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning from Peer Teachers, CCRS Training, Go Math Training, Reading Street Training, Problem Solving Team Meetings, DIBELS Testing, EL Training	Professional Learning	08/11/2014	08/14/2015	$2788	Title I Part A	Academic Coach, Cathy Lott Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy 2:

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.

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	07/20/2015	07/24/2015	$2050	Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy 3:

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

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	02/10/2015	02/11/2015	$230	Title I Part A	Assistant Principal, Shantell Rouse

Strategy 4:

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

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	02/18/2015	02/18/2015	$290	Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy 5:

CLAS Leadership Conferences - The 2014-2015 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.

Activity - Leadership Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 | 09/01/2014 | 04/23/2015 | $350 | Title I Part A | Principal, Anita Grant Assistant Principal, Shantell Rouse |

Strategy 6:

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

Activity - Counselor training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor will receive training on issues facing children of all ages and how to deal with the issues.	Professional Learning	11/19/2014	11/21/2014	$486	Title I Part A	Counselor, Christine Wheeler

Strategy 7:

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

Activity - Media Specialist Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend Media Specialist Meeting and Book Festival to obtain books for our school.	Academic Support Program	09/01/2014	10/30/2014	$110	Title I Part A	Media Specialist, Janet Dempsey

Strategy 8:

Clas Conference - Administrators will attend Clas Summer Conference for professional development.

Activity - Clas Conference Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for Administrators	Professional Learning	06/14/2015	06/17/2015	$1000	Title I Part A	Principal and Assistant Principal

Goal 7: 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 of standards in Mathematics by 05/28/2015 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, inside/outside the regular classroom, by a certified teacher using Number Worlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction	10/25/2014	05/28/2015	$0	No Funding Required	Principal, assistant principal, and instructional coach.

Strategy 2:

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	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ before, during, and after strategies across the curriculum.	Direct Instruction	08/11/2014	05/28/2015	$0	No Funding Required	Principal, assistant principal, and instructional coach.

Goal 8: 65% of all special education students at PCES will demonstrate progress towards becoming proficient in reading

Measurable Objective 1:

65% of Students with Disabilities students will demonstrate a proficiency in using stategies 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..

Strategy 1:

Reading Street - Teachers will explicity teach and use the Reading Street program while implementing the Alabama College- & Career-Ready Standards (CCRS)
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	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

Strategy 2:

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	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ before, during, and after strategies for reading across the curriculum.	Direct Instruction	08/11/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

Strategy 3:

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 wil 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
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	09/25/2014	05/28/2015	$0	Other	Principal, assistant principal, and instructional coach.

Strategy 4:

Fluency - There will be a concentrated focus on fluency in grade K-2. Teachers wil 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	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 and Use 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	08/11/2014	05/28/2015	$0	Other	Principa, assistant principal, Media specialist, and teachers.

Goal 9: Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of All Students will demonstrate a behavior to use critical thinking skills to complete assignments and projects, solve problems, make informed decisions, and complete online assessments using appropriate digital tools and resources in Reading by 06/30/2016 as measured by Renaissance Place tests, Global Scholar tests, PearsonSuccess.net tests, and ACT Aspire tests.

Strategy 1:

Online Assessments - Monitor strengths and weaknesses using Online Assessment Data in several subjects

Research Cited: Renaissance Place, Global Scholar, PearsonSuccess.net, ACT Aspire Standardized tests

Activity - Online tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use online assessments to monitor student strengths and weaknesses in several subject matters. Teachers will use Renaissance Place to administer Accelerated Reader tests for Language Arts and Reading. Teachers will use Renaissance STAR Math to monitor Math. Online State Mandated tests will be administered using Scantron (aka Global Scholar). Weekly reading tests will be administered using pearsonsuccess.net.	Academic Support Program	08/11/2014	06/30/2016	$5100	Title I Schoolwide	Teachers and administrators

Goal 10: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

90% of All Students will demonstrate a behavior of providing an email/webhosting service for school in Career & Technical by 05/28/2015 as measured by Transform 2020 Survey Results .

Strategy 1:

Parent Involvement - Provide a School website with individual teacher webpages

Email Ability

Automated Phone Calls

Annual Parent Expo Demonstrations

Parent Portal to student grades, attendance & discipline

Research Cited: Parent Involvement and LEA Continuous Improvement Plan

Activity - Automated Telephone System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide for a wide area rapid telephone notification system to notify parents of a student absences as well as emergency situations and local school events	Parent Involvement	08/19/2013	06/30/2016	$0	No Funding Required	Technology Coordinator and School Administrators

Activity - Parent Expo	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual Parent Expo where parents from all schools are invited to a showcase of Pike County Schools. Demonstrate the different ways that Pike County Schools can communicate with parents via technology.	Parent Involvement	08/19/2013	06/30/2016	$100	Other	Teachers and Administrators

Activity - School Website	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a school website. This will also provide for a way to communicate with parents via emails or text messages.	Parent Involvement	08/11/2014	06/30/2016	$2000	USAC Technology	Technology Coordinator and school webmasters

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Online tests	Teachers will use online assessments to monitor student strengths and weaknesses in several subject matters. Teachers will use Renaissance Place to administer Accelerated Reader tests for Language Arts and Reading. Teachers will use Renaissance STAR Math to monitor Math. Online State Mandated tests will be administered using Scantron (aka Global Scholar). Weekly reading tests will be administered using pearsonsuccess.net.	Academic Support Program	08/11/2014	06/30/2016	$5100	Teachers and administrators
				Total	$5100	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Counselor training	Counselor will receive training on issues facing children of all ages and how to deal with the issues.	Professional Learning	11/19/2014	11/21/2014	$486	Counselor, Christine Wheeler
Training	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	02/18/2015	02/18/2015	$290	Principal, Anita Grant Assistant Principal, Shantell Rouse
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	08/11/2014	05/28/2015	$0	EL Teacher
Clas Conference Attendance	Professional Development for Administrators	Professional Learning	06/14/2015	06/17/2015	$1000	Principal and Assistant Principal

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.	Academic Support Program	10/01/2014	05/28/2015	$0	Limited English Committee; EL Teacher; General Education Teachers; Principal
Training	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	07/20/2015	07/24/2015	$2050	Principal, Anita Grant Assistant Principal, Shantell Rouse
Leadership Training	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	09/01/2014	04/23/2015	$350	Principal, Anita Grant Assistant Principal, Shantell Rouse
Media Specialist Meetings	Attend Media Specialist Meeting and Book Festival to obtain books for our school.	Academic Support Program	09/01/2014	10/30/2014	$110	Media Specialist, Janet Dempsey
Develop Writing Skills Using Graphic Organizers	Implement writing as part of the curriculum by giving quality writing assignments to ELLs and teaching them how to plan their writing assignments using graphic organizers and supportive word banks.	Direct Instruction	10/01/2014	05/28/2015	$0	General Education Teachers; EL Teacher; Reading Coach; Administrative Staff
Training Substitutes	Learning from Peer Teachers, CCRS Training, Go Math Training, Reading Street Training, Problem Solving Team Meetings, DIBELS Testing, EL Training	Professional Learning	08/11/2014	08/14/2015	$2788	Academic Coach, Cathy Lott Principal, Anita Grant Assistant Principal, Shantell Rouse

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	09/01/2014	05/28/2015	$0	EL Teacher and General Education Teachers
Training	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	02/10/2015	02/11/2015	$230	Assistant Principal, Shantell Rouse
				Total	$7304	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transitional Services	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	05/05/2015	05/05/2015	$0	Counselor, Christine Wheeler Counselor, Sharon Sullivan
Global Scholar Testing and Remediation	Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program	08/25/2014	05/28/2015	$0	Reading Teachers, Remediation Staff

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	08/11/2014	05/28/2015	$0	Principal, assistant principal, counselor, teachers, and care team members.
Monitoring of Implementation of CCRS-Math Strategies	Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program	08/11/2014	05/28/2015	$0	Principal, Assistant Principal, Instructional Coach, Teachers
PAWS - Student Mentoring Program	Each student is provided a personal mentor from school personnel of their choice (1st, 2nd, or 3rd choice) to meet with quarterly as scheduled and at other times as needed.	Behavioral Support Program	10/09/2014	05/28/2015	$0	All PCES faculty and staff
Monitoring of Implementation of CCRS-ELA Strategies	Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program	08/11/2014	05/28/2015	$0	Principal, Assistant Principal, Instructional Coach
Monitor Implementation of Essay Scorer	Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology	11/03/2014	05/28/2015	$0	Principal, Assistant Principal, and Instructional Coach
Automated Telephone System	Provide for a wide area rapid telephone notification system to notify parents of a student absences as well as emergency situations and local school events	Parent Involvement	08/19/2013	06/30/2016	$0	Technology Coordinator and School Administrators
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	08/11/2014	05/28/2015	$0	Principal , assistant principal, and teacher.
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	08/11/2014	05/28/2015	$0	Principal, assistant principal, teacher, and instructional coach.

Global Scholar Testing and Remediation	Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program	08/11/2014	05/28/2015	$0	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal
Monitor Implementation of "Strategic Teaching" strategies.	Teachers will employ before, during, and after strategies across the curriculum.	Direct Instruction	08/11/2014	05/28/2015	$0	Principal, assistant principal, and instructional coach.
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, inside/outside the regular classroom, by a certified teacher using Number Worlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction	10/25/2014	05/28/2015	$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	08/11/2014	05/28/2015	$0	Principal, assistant principal, instructional coach.
Monitor RADDDS Writing Strategy	Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program	10/13/2014	05/28/2015	$0	Principal, Assistant Principal, Instructional Coach
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	09/01/2014	05/28/2015	$0	Principal, assistant principal, and instructional coach.
				Total	$0	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Website	Provide a school website. This will also provide for a way to communicate with parents via emails or text messages.	Parent Involvement	08/11/2014	06/30/2016	$2000	Technology Coordinator and school webmasters
				Total	$2000	

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	10/09/2014	05/28/2015	$250	Principal and Assistant Principal
				Total	$250	

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	08/07/2014	12/08/2015	$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 Reading Street	Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction	08/11/2014	05/28/2015	$0	Principal, assistant principal, and instructional coach.
Monitor Implementation and Use 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	08/11/2014	05/28/2015	$0	Principa, assistant principal, Media specialist, and teachers.
Teacher Incentives	The principal will provide incentives to teachers with high attendance.	Behavioral Support Program	08/11/2014	05/28/2015	$300	Principal
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	08/11/2014	05/28/2015	$0	Principal, assistant principal, Media Specialist, and teachers.

Monitor Implementation of GoMath	Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction	08/11/2014	05/28/2015	$0	Principal, assistant principal, and instructional coach.
Monitor Implementation of "Strategic Teaching" strategies.	Teachers will employ before, during, and after strategies for reading across the curriculum.	Direct Instruction	08/11/2014	05/28/2015	$0	Principal, assistant principal, and instructional coach.
Monitor fluency instruction and progress monitoring.	Monitor instruction of fluency and implementation of progress monitoring in kindergarten, first, and second grades.	Direct Instruction	10/03/2014	04/17/2015	$0	Principal, assistant principal, and instructional coach.
Monitor Implementation of RTI	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	09/25/2014	05/28/2015	$0	Principal, assistant principal, and instructional coach.
Parent Expo	Annual Parent Expo where parents from all schools are invited to a showcase of Pike County Schools. Demonstrate the different ways that Pike County Schools can communicate with parents via technology.	Parent Involvement	08/19/2013	06/30/2016	$100	Teachers and Administrators
Fluency	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	08/11/2014	05/28/2015	$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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction	08/18/2014	05/28/2015	$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	08/11/2014	05/28/2015	$0	Principal, assistant principal,and instructional coach.
				Total	$400	

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

A special Title I Parent meeting is used to inform parents of the Title I Requirements and offerings. Parents are notified of the meeting through notices sent home and through "School Messenger" which calls each home and announces the scheduled meeting. A PowerPoint template provided by the Alabama State Department of Education is used to assist Principals with the presentation to parents. The meeting this year was held August 26, 2014. All students at Pike County Elementary School have access to all services and prorams available.

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

1.Open House is scheduled before the beginning of school in an effort to allow parents to meet with teachers, administrators and other school personnel. The Parent Involvement Committee sponsors two annual meetings, one each semester, to solicit input in school improvement. PTO meetings are scheduled throughout the school year. A special Title I Parent Meeting is scheduled each year. This year's meeting took place August 26, 2014. Parent Conference/Report Card days are included in the school's yearly schedule to encourage parents to meet with teachers. Progress reports and/or report cards are sent home every 4 -5 weeks to keep parents informed of student academic status and to encourage them to meet with teachers as needed.
2.Parents are part of the Continuous Improvement Plan Committee. Parents are given the opportunity to review the plan and to offer input. A PowerPoint template provided by the Alabama State Department of Education is used to assist Principals with a Title I presentation to parents. Parents are given an opportunity to ask questions and offer suggestions during the meeting. Parents meet annually to update the School Compact.
3.Pike County Elementary School will use parental involvement funds as follows: Funds are used to purchase educational parent materials and to provide educational parental programs relating to student care and needs. The school participates in the district Parent Expo.

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

Parents are provided information regarding school policy and procedures through Parent/Student Handbooks, Student Planners, Student Code of Conduct, monthly parent newsletters, student work folders, the local school website. Parents are included on school committees to include the Continuous Improvement Plan and the Technology Plan. They are encouraged to participate in the local Parent-Teacher Organization for Pike County Elementary School. An interpreter is available if needed.

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

The School-Parent Compact is updated annually by a Parent Involvement Subcommittee of the Committee. All parents, teachers and students sign the School-Parent Compact agreement. Parents are provided opportunities to assist in the improvement of academic achievement for students.   Progress reports are sent home on a 4-5 week basis. Parents are given opportunities for Parent-teacher conferences.

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

Parents are allowed the opportunity to meet with administrators, send notes, call, text, or e-mail comments of dissatisfaction with the CIP. Various surveys are also completed during the year for parents to rate school programs. The Title I Survey is completed each Spring.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

1) Open house for all students was scheduled before the beginning of school in an effort to allow parents to meet with teachers, administrators and other school personnel. The Parent Involvement Committee sponsors two annual meetings, one each semester, to solicit input in school improvement. PTO meetings are scheduled monthly through March of the school year. A special Title I Parent Meeting is scheduled each year. This year's meeting took place August 26, 2014. Parent Conference/Report Card days are included in the school's yearly schedule to encourage parents to meet with teachers. Progress reports and/or report cards are sent home every 4 -5 weeks to keep parents informed of student academic status and to encourage them to meet with teachers as needed. STINow Parent Portal is available for parents to review lesson plans and student grades. Teacher websites are available on the portal along with their email addresses.
2) Parents are part of the Continuous Improvement Plan Committee. Parents are given the opportunity to review the plan and to offer input. A PowerPoint template provided by the Alabama State Department of Education is used to assist Principals with a Title I presentation to parents. Parents are given an opportunity to ask questions and offer suggestions during the meeting.
3) Pike County Elementary School will use parental involvement funds as follows: Funds are used to purchase educational parent materials and to provide educational parental programs (Math/Reading Night) relating to student care and needs. The school participates in the district Parent Expo to provide information to parents. Parents are provided information regarding school policy and procedures through

Parent/Student Handbooks, Student Planners, Student Code of Conduct, monthly parent newsletters, student work folders, the local school website. Parents are included on school committees to include the Continuous Improvement Plan and the Technology Plan. They are encouraged to participate in the local Parent-Teacher Organization for Pike County Elementary School. 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. RtI progress reports are sent home for students 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 the year through the administrators, counselor, reading coach, and media center for parents to rate school programs.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

On the first day of school parents are invited to attend 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. 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 a student planner that provides information on attendance, promotion requirements, and NCLB Parent Notification.

Parents are notified of parent assistance meetings within the community. The Child Advocacy Center, East Central Mental Health and other local agencies offer parenting programs and encourage parents to become involved with their child's education. The Parent-Teacher Organization and the school counselor, work together to provide materials for parents to assist parents with both academic and social issues the students may be facing.

PCES will offer various instructional assistance meetings for parents to assist their children with school work:
-Math/Reading Night - Instructional strategies parents can use to assist children with reading. Instructional Coach and teachers will conduct meeting.
-EL Parent Night - Meetings with Hispanic parents to assist with questions/concerns and review student LEPs. EL instructor will facilitate

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

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

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

Pike County Elementary School works with teachers through faculty meetings, teacher in-services, and grade-level meetings. Faculty members are encouraged to make parent contact through student agendas, telephone and face-to-face meetings. In addition teachers are expected to work closely with parents to resolve any student issues. Teachers are required to turn in monthly Parent Contact Logs.

Pike County Elementary School provides an EL coach who also interprets for teachers/parents during Parent Conference Night, enrollments, and as needed. Administrators, counselors, bookkeepers, and secretaries participated in Customer Experience training in efforts to learn how to work with our parents as equal partners. Pike County Elementary School teachers are participating in a book study entitled "What Great Teachers Do Differently" by Todd Whittaker, which offers ideas to improve relationships with parents.

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

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

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

Pike County Elementary School provides an EL coach for non-English speaking students. An interpreter is made available for communication purposes. During Parent Conference Night information booths will be set up for parental information. Organizations represented may include Child Advocacy, House of Ruth, DHR, East Central Mental Health, Way to a Healthier America and the local school counselor. In addition, the school encourages participation in the local PTO by parents and faculty members. We also encourage parents and community members to volunteer at our school.

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

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

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

-Information on school meetings, parent notices, etc., are sent in Spanish if available or with a note in Spanish attached requesting that the parent have the notice interpreted for them.

-Monthly parent newsletters will be sent to parents beginning in October. The newsletter will include parenting skills, information on programs, meetings and other activities.

-The school uses the Translate Program, the TransAct Program and Microsoft Word translations to correspond or communicate with non-English speaking parents.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Pike County Elementary School encourages parent involvement and makes every effort to work with parents relating to their children's education. Parent surveys were completed last year for information relating to parent requests for opportunities for involvement. Parent surveys are sent home annually.

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

Pike County Elementary School provides equal opportunities for participation of parents with limited English proficiency and parents with disabilities. The TransAct program, Translate Program and Microsoft Word is used to change documents to a language parents may understand. The EL coach is available to interpret/assist with enrollment, translate documents, and assist with other issues related to language barriers.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The CIP Committee members met to review and analyze test data to include ACT Aspire, AAA, ACCESS, DIBELS, and Alabama Science Assessment. In addition, teachers also met by grade levels 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.

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

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

This is the first year we have data from ACT Aspire and therefore have no comparisons. The ACT Aspire Test Results are as follows:

Reading
3rd grade: 34% Ready, 16% Close, 50% in Need of Support
4th grade: 28% Ready, 31% Close, 41% in Need of Support
5th Grade: 47% Ready, 30% Close, 23% in Need of Support
6th Grade: 43% Ready, 34% Close, 23% in Need of Support

The ACT Aspire Reading data shows an increased need for emphasis on text complexity in graders 3-6. We also identified areas of focus to include: time management in order to complete testing, integration of knowledge and ideas, craft and structure, and writing skills.

Math
3rd Grade: 36% Ready, 38% Close, 26% in Need of Support
4th Grade: 34% Ready, 46% Close, 20% in Need of Support
5th Grade: 37% Ready, 44% Close, 19% in Need of Support
6th Grade: 43% Ready, 46% Close, 11% in Need of Support

The ACT Aspire Math Data shows areas of focus for grades 3-5 to include: time management in order to complete testing, numbers and operations (fractions and base 10), measurement and data, operation and algebraic thinking, and geometry.

In grade 6, the focus areas have been identified as: time management in order to complete testing, justification and explanation, expressions and equations, foundation, and ratio and proportional relationships.

Alabama Alternate Assessment (AAA)

Strengths: Four students were assessed by completing AAA in the 2013-14 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 Reading

ELL ACCESS

Strengths

- 68% 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 grade 5 scored in the 4th proficiency level or higher in all four language domains - listening, reading, writing and speaking;
- 100% of EL students in grade 4 scored in the 4th proficiency level or higher in all four language domains - listening, reading, writing and speaking;
- 80% of EL students in grade 3 scored in the 6th proficiency level in writing;
- 100% of EL students in grade 3 scored in the 6th proficiency level in listening, speaking, and reading;
- 67% of students in grade 2 scored in the 6th proficiency level in listening and reading;
- 100% of students in grade 2 scored in the 6th proficiency level in speaking;
- 60% of EL students in grade 1 scored in the 6th proficiency level in speaking;
- 75% of EL students in grade K scored in the 6th proficiency level in listening.

Weaknesses:

- 32% of our EL students scored below a 4.8 on the 2013 ACCESS for ELLs English Language Proficiency Test with overall scores ranging from 1.8 to 4.7;
- 51% of EL students in grade K scored below a level 4 in reading;
- 60% of EL students in grade 1 scored in the 2nd and 3rd proficiency level in writing;
- 33% of EL students in grade 2 scored in the 3rd proficiency level in writing.

DIBELS

Strengths:

In grades K-2 we experienced significant "holding" patterns of benchmarked indicators from the end of the 2013-2014 school year to the beginning of the 2014-2015 school year.

o Kindergarten ended the 2013-2014 school year with 73% of tested students at or above benchmark for Nonsense Word Fluency.

1st grade began the 2014-2015 school year with 72% of tested students at or above benchmark for Nonsense Word Fluency.

o 1st grade ended the 2013-2014 school year with 70% of students tested at or above benchmark for Oral Reading Fluency.

2nd grade began the 2014-2015 school year with 71% of students tested at or above benchmark for Oral Reading Fluency.

Weaknesses:

In grades K-2 we are still 10-15 percentage points below the state recommended number of students considered "low risk", which would be 85%.

In grades K-2 we still have the percentage of students "at risk" well above the recommended 5%.

3rd ORF DIBELS data from the EOY benchmark in 2013-2014 showed that of the students who were tested:

o   17% were at risk or well below the benchmark

o   34% were some risk or below benchmark

o   48% were low risk or at or above benchmark

25 out of 58 students, or 43%, could retell 25% or more of what they had read in the DIBELS ORF passage.

Alabama Science Assessment

Strengths: The percentage of fifth grade students scoring proficient increased from fifty percent in 2012 to sixty-three percent in 2013 and to 83% proficient in 2014. This is the highest scores achieved in science to date.

Weaknesses: 17% percent of the students tested scored at Level 2.

3. What conclusions were drawn from the results?

Strengths and weaknesses have been identified per the ACT Aspire, AAA, ACCESS, DIBELS, Alabama Science Assessment and other data.This information was used to develop goals in different subject areas.

4. 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. The majority 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 continue to be interested in more information on how to help their children in school and with behavior problems. Parents felt meetings were held at inconvenient times and requested more evening meetings.

The majority of parents surveyed continue to want monthly calendar of events and one-week reminders before events. There remains 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: Overall, students appear to have a better understanding of math skills as compared to previous years. Sixth grade students scores are showing progress. Fifth grade reading scores have also shown a trend of improvement in the last two years.   ACCESS results

show EL students continue to show improvement in language acquisition/execution and exit the program. AAA scores have remained the same for the last two years.

Weaknesses: 3rd grade reading shows 50% of students In Need of Improvement and 4th grade math still remains a focus area.

SCHOOL PROGRAMS/PROCESS: We continue to offer 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 again this year.

Demographic Data
On a positive note, teacher turnover remains low with one retirement and two new hires. Teacher attendance remains an area in need of improvement although we are offering incentives to reduce the number of absences.

School attendance rate continues to remain at 95% or higher. Tardies remain an area of concern.

5. 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.

6. 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 both academic and non-academic data.

7. 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 education students.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficience Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

1. 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:

50% of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, 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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy2:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy3:

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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy4:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy5:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work

and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering

constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Strategy6:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional

development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy7:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy8:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Measurable Objective 2:

A 16% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity, in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

Strategy1:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress
Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy3:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy5:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work

and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering

constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Strategy6:

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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy7:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy8:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Measurable Objective 3:

A 16% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, 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	Tier	Phase	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			08/11/2014	05/28/2015	$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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy3:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Strategy4:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy5:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy6:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional

development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy7:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy8:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of

weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Measurable Objective 4:

85% of All Students will demonstrate a proficiency by meeting their respective grade level DIBELS Benchmarks in fluency in Reading by 04/17/2015 as measured by K: Nonsense Word Fluency -NWF & Word Use Fluency -WUF; 1st: Oral Reading Fluency-ORF & Word Use Fluency-WUF; 2nd: Oral Reading Fluency-ORF & Word Use Fluency-WUF.

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 Streeet, DIBELS

Activity - Monitor fluency instruction and progress monitoring.	Activity Type	Tier	Phase	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			10/03/2014	04/17/2015	$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	Tier	Phase	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			08/11/2014	05/28/2015	$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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Measurable Objective 5:

A 14% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

Strategy1:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress
Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

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 inside/outside the classroom at a minimum of 3 days per week.
Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional

development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy5:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy6:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy7:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work

and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering

constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Strategy8:

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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Goal 2:

LEP students at Pike County Elementary School will demonstrate progress towards becoming proficient in English.

Measurable Objective 1:

55% of All Students will demonstrate a behavior of progress towards becoming proficient in English and reach higher academic standards to increase the number of language minority students who obtain a composite score of 4.8 on ACCESS for ELLs to reach or exceed the AMAOs requirements in English Language Arts by 05/28/2015 as measured by ACCESS for ELLs Spring 2015 results.

Strategy1:

Improve Literacy Skills - Utilize WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to reading and writing in order to attain English proficiency 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 - Develop Writing Skills Using Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement writing as part of the curriculum by giving quality writing assignments to ELLs and teaching them how to plan their writing assignments using graphic organizers and supportive word banks.	Direct Instruction			10/01/2014	05/28/2015	$0 - Title I Part A	General Education Teachers; EL Teacher; Reading Coach; Administrative Staff

Activity - Instructional Software	Activity Type	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Title I Part A	EL Teacher

Activity - Individualized English Learner Plans (I-ELPs)	Activity Type	Tier	Phase	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.	Academic Support Program			10/01/2014	05/28/2015	$0 - Title I Part A	Limited English Committee; EL Teacher; General Education Teachers; Principal

Activity - Reading Street ELL Handbook	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$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 05/28/2015 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	Tier	Phase	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			08/07/2014	12/08/2015	$0 - Title I School Improvement (ISI)	Principal, assistant principal, and teachers.

Activity - Teacher Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will provide incentives to teachers with high attendance.	Behavioral Support Program			08/11/2014	05/28/2015	$300 - Other	Principal

Strategy2:

Positive Behavior Support - Aministrators, 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.

Research Cited:

Activity - The administration at Pike County Elementary School will provide incentives for students.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with no discipline referrals will receive incentives each nine-week period.	Behavioral Support Program			10/09/2014	05/28/2015	$250 - General Fund	Principal and Assistant Principal

Activity - PAWS - Student Mentoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student is provided a personal mentor from school personnel of their choice (1st, 2nd, or 3rd choice) to meet with quarterly as scheduled and at other times as needed.	Behavioral Support Program			10/09/2014	05/28/2015	$0 - No Funding Required	All PCES faculty and staff

Activity - Counseling	Activity Type	Tier	Phase	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			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, counselor, teachers, and care team members.

Activity - Transitional Services	Activity Type	Tier	Phase	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			05/05/2015	05/05/2015	$0 - No Funding Required	Counselor, Christine Wheeler Counselor, Sharon Sullivan

Goal 4:

All students at Pike County Elementary will demonstrate progress towards becoming proficient in math.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program

Benchmarks, and Global Scholar.

Strategy1:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math

professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy2:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy3:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy4:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy5:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Measurable Objective 2:

A 26% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, and Global Scholar.

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy2:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress
Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy3:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy4:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy5:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Measurable Objective 3:

A 28% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar and Star Math.

Strategy1:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy2:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	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

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy4:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy5:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Measurable Objective 4:

A 29% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE,

Program Benchmarks, Global Scholar, and Star Math..

Strategy1:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math

professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy2:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy3:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy5:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Goal 5:

5th grade students at Pike County Elementary will reach 80% proficiency in Science as measured by the ACT Aspire Test.

Measurable Objective 1:

80% 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	Tier	Phase	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			08/11/2014	05/28/2015	$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	Tier	Phase	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			08/11/2014	05/28/2015	$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 reading

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in using stategies 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:

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 wil be addressed outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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			09/25/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Fluency - There will be a concentrated focus on fluency in grade K-2. Teachers wil 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	Tier	Phase	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			10/01/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Reading Street - Teachers will explicity teach and use the Reading Street program while implementing the Alabama College- & Career-Ready Standards (CCRS)

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading across the curriculum.	Direct Instruction			08/11/2014	05/28/2015	$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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principa, assistant principal, Media specialist, and teachers.

Goal 7:

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 08/14/2015 as measured by Usefullness of the information turned around to the faculty and staff..

Strategy1:

CLAS Leadership Conferences - The 2014-2015 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	Tier	Phase	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			09/01/2014	04/23/2015	$350 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

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	Tier	Phase	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			07/20/2015	07/24/2015	$2050 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy3:

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	Tier	Phase	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			09/01/2014	10/30/2014	$110 - Title I Part A	Media Specialist, Janet Dempsey

Strategy4:

Mentoring/Departmental Meetings/Turn-around Trainings - 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. They will also participate in turn-around trainings and other professional development activities.

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

Research Cited:

Activity - Training Substitutes	Activity Type	Tier	Phase	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, EL Training	Professional Learning			08/11/2014	08/14/2015	$2788 - Title I Part A	Academic Coach, Cathy Lott Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy5:

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

Research Cited:

Activity - Training	Activity Type	Tier	Phase	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			02/10/2015	02/11/2015	$230 - Title I Part A	Assistant Principal, Shantell Rouse

Strategy6:

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

Research Cited:

Activity - Training	Activity Type	Tier	Phase	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			02/18/2015	02/18/2015	$290 - Title I Part A	Principal, Anita Grant Assistant Principal, Shantell Rouse

Strategy7:

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

Research Cited:

Activity - Counselor training	Activity Type	Tier	Phase	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			11/19/2014	11/21/2014	$486 - Title I Part A	Counselor, Christine Wheeler

Strategy8:

Clas Conference - Administrators will attend Clas Summer Conference for professional development.

Research Cited:

Activity - Clas Conference Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for Administrators	Professional Learning			06/14/2015	06/17/2015	$1000 - Title I Part A	Principal and Assistant Principal

Goal 8:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of All Students will demonstrate a behavior to use critical thinking skills to complete assignments and projects, solve problems, make informed decisions, and complete online assessments using appropriate digital tools and resources in Reading by 06/30/2016 as measured by Renaissance Place tests, Global Scholar tests, PearsonSuccess.net tests, and ACT Aspire tests.

Strategy1:

Online Assessments - Monitor strengths and weaknesses using Online Assessment Data in several subjects

Research Cited: Renaissance Place, Global Scholar, PearsonSuccess.net, ACT Aspire Standardized tests

Activity - Online tests	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use online assessments to monitor student strengths and weaknesses in several subject matters. Teachers will use Renaissance Place to administer Accelerated Reader tests for Language Arts and Reading. Teachers will use Renaissance STAR Math to monitor Math. Online State Mandated tests will be administered using Scantron (aka Global Scholar). Weekly reading tests will be administered using pearsonsuccess.net.	Academic Support Program			08/11/2014	06/30/2016	$5100 - Title I Schoolwide	Teachers and administrators

Measurable Objective 2:

95% of All Students will demonstrate a behavior of increased student understanding of human, cultural, societal issues, personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom in Social Studies by 05/29/2014 as measured by Transform 2020 Survey Results, local teacher surveys, lesson plans.

Strategy1:

Digital Citizenship & Appropriate Online Behavior - Identify safe and responsible ways to use technology

Practice responsible, ethical and legal use of technology

Follow local acceptable use policies

Interpret copyright laws

Explain consequences of illegal and unethical use of technology systems

Assess effects of technology on culture, economics, politics, and the environment

Research Cited: AL Tech Course of Study, CIPA Compliance Laws, NETS Standards

Activity - Digital Citizenship	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K - 6th grade teacher will provide direct instruction to students on technology skills/concepts based on the AL Technology Course of Study. Teachers will include demonstration of this instruction in their lesson plans. A summary of these lesson plans are provided to the Technology Coordinator at the end of the school year.	Technology			08/11/2014	06/30/2016	$0 - No Funding Required	Teachers, Counselor, Administrators

2. 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:

A 16% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

Strategy1:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.
Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, 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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy4:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work

and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering

constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Strategy5:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional

development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy6:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy7:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy8:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Measurable Objective 2:

A 16% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity, in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

Strategy1:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy3:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy5:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional

development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy6:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy7:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy8:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Measurable Objective 3:

A 14% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

Strategy1:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress
Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy2:

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 inside/outside the classroom at a minimum of 3 days per week.
Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.
Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, 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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy6:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy7:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy8:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Measurable Objective 4:

85% of All Students will demonstrate a proficiency by meeting their respective grade level DIBELS Benchmarks in fluency in Reading by 04/17/2015 as measured by K: Nonsense Word Fluency -NWF & Word Use Fluency -WUF; 1st: Oral Reading Fluency-ORF & Word Use Fluency-WUF; 2nd: Oral Reading Fluency-ORF & Word Use Fluency-WUF.

Strategy1:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy3:

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 Streeet, DIBELS

Activity - Monitor fluency instruction and progress monitoring.	Activity Type	Tier	Phase	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			10/03/2014	04/17/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Measurable Objective 5:

50% of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and Star Reading.

Strategy1:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy3:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy4:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$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 of Accelerated Reader	Activity Type	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy6:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional

development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy7:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy8:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Goal 2:

LEP students at Pike County Elementary School will demonstrate progress towards becoming proficient in English.

Measurable Objective 1:

55% of All Students will demonstrate a behavior of progress towards becoming proficient in English and reach higher academic standards to increase the number of language minority students who obtain a composite score of 4.8 on ACCESS for ELLs to reach or exceed the AMAOs requirements in English Language Arts by 05/28/2015 as measured by ACCESS for ELLs Spring 2015 results.

Strategy1:

Improve Literacy Skills - Utilize WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to reading and writing in order to attain English proficiency 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 - Develop Writing Skills Using Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement writing as part of the curriculum by giving quality writing assignments to ELLs and teaching them how to plan their writing assignments using graphic organizers and supportive word banks.	Direct Instruction			10/01/2014	05/28/2015	$0 - Title I Part A	General Education Teachers; EL Teacher; Reading Coach; Administrative Staff

Activity - Instructional Software	Activity Type	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Title I Part A	EL Teacher

Activity - Reading Street ELL Handbook	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - Title I Part A	EL Teacher and General Education Teachers

Activity - Individualized English Learner Plans (I-ELPs)	Activity Type	Tier	Phase	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.	Academic Support Program			10/01/2014	05/28/2015	$0 - Title I Part A	Limited English Committee; EL Teacher; General Education Teachers; Principal

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 05/28/2015 as measured by The number of office referrals for students and Kelly's Educational Staffing Attendance reports for teachers..

Strategy1:

Positive Behavior Support - Aministrators, 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.

Research Cited:

Activity - The administration at Pike County Elementary School will provide incentives for students.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with no discipline referrals will receive incentives each nine-week period.	Behavioral Support Program			10/09/2014	05/28/2015	$250 - General Fund	Principal and Assistant Principal

Activity - PAWS - Student Mentoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student is provided a personal mentor from school personnel of their choice (1st, 2nd, or 3rd choice) to meet with quarterly as scheduled and at other times as needed.	Behavioral Support Program			10/09/2014	05/28/2015	$0 - No Funding Required	All PCES faculty and staff

Activity - Transitional Services	Activity Type	Tier	Phase	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			05/05/2015	05/05/2015	$0 - No Funding Required	Counselor, Christine Wheeler Counselor, Sharon Sullivan

Activity - Counseling	Activity Type	Tier	Phase	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			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, counselor, teachers, and care team members.

Strategy2:

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

Research Cited:

Activity - Book Study	Activity Type	Tier	Phase	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			08/07/2014	12/08/2015	$0 - Title I School Improvement (ISI)	Principal, assistant principal, and teachers.

Activity - Teacher Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will provide incentives to teachers with high attendance.	Behavioral Support Program			08/11/2014	05/28/2015	$300 - Other	Principal

Goal 4:

All students at Pike County Elementary will demonstrate progress towards becoming proficient in math.

Measurable Objective 1:

A 28% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE,

Program Benchmarks, Global Scholar and Star Math.

Strategy1:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math

professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy2:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness

in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy3:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$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

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy5:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Measurable Objective 2:

A 29% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, 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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy2:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy3:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy4:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy5:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Measurable Objective 3:

A 26% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE,

Program Benchmarks, and Global Scholar.

Strategy1:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy2:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math

professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy3:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness

in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy4:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy5:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Measurable Objective 4:

65% of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, and Global Scholar.

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy2:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy3:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy4:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy5:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Goal 5:

5th grade students at Pike County Elementary will reach 80% proficiency in Science as measured by the ACT Aspire Test.

Measurable Objective 1:

80% 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	Tier	Phase	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			08/11/2014	05/28/2015	$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	Tier	Phase	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			08/11/2014	05/28/2015	$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 of standards in Mathematics by 05/28/2015 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	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Number Worlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction			10/25/2014	05/28/2015	$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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies across the curriculum.	Direct Instruction			08/11/2014	05/28/2015	$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 stategies 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 explicity teach and use the Reading Street program while implementing the Alabama College- & Career-

Ready Standards (CCRS)

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Fluency - There will be a concentrated focus on fluency in grade K-2. Teachers wil 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	Tier	Phase	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			10/01/2014	05/28/2015	$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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading across the curriculum.	Direct Instruction			08/11/2014	05/28/2015	$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	Tier	Phase	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			08/11/2014	05/28/2015	$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

wil be addressed outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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			09/25/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Goal 8:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of All Students will demonstrate a behavior to use critical thinking skills to complete assignments and projects, solve problems, make

informed decisions, and complete online assessments using appropriate digital tools and resources in Reading by 06/30/2016 as measured

by Renaissance Place tests, Global Scholar tests, PearsonSuccess.net tests, and ACT Aspire tests.

Strategy1:

Online Assessments - Monitor strengths and weaknesses using Online Assessment Data in several subjects

Research Cited: Renaissance Place, Global Scholar, PearsonSuccess.net, ACT Aspire Standardized tests

Activity - Online tests	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use online assessments to monitor student strengths and weaknesses in several subject matters. Teachers will use Renaissance Place to administer Accelerated Reader tests for Language Arts and Reading. Teachers will use Renaissance STAR Math to monitor Math. Online State Mandated tests will be administered using Scantron (aka Global Scholar). Weekly reading tests will be administered using pearsonsuccess.net.	Academic Support Program			08/11/2014	06/30/2016	$5100 - Title I Schoolwide	Teachers and administrators

3. 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:

A 14% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

Strategy1:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy3:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Strategy4:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy5:

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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy6:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy7:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy8:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Measurable Objective 2:

A 16% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and

structure, integration of ideas and knowledge, and text complexity, in using strategies to comprehend various text formats in Reading by

05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

Strategy1:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of

weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy2:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy3:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$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 of Accelerated Reader	Activity Type	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy6:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional

development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy7:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work

and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering

constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Strategy8:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Measurable Objective 3:

50% of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure,

integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as

measured by ASPIRE, 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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy2:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy6:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy7:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy8:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Measurable Objective 4:

A 16% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

Strategy1:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy4:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional

development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy5:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of

weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy6:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy7:

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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy8:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Measurable Objective 5:

85% of All Students will demonstrate a proficiency by meeting their respective grade level DIBELS Benchmarks in fluency in Reading by 04/17/2015 as measured by K: Nonsense Word Fluency -NWF & Word Use Fluency -WUF; 1st: Oral Reading Fluency-ORF & Word Use Fluency-WUF; 2nd: Oral Reading Fluency-ORF & Word Use Fluency-WUF.

Strategy1:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

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 Streeet, DIBELS

Activity - Monitor fluency instruction and progress monitoring.	Activity Type	Tier	Phase	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			10/03/2014	04/17/2015	$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

Activity - Monitor Implementation of Accelerated Reader	Activity Type	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Goal 2:

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 of standards in Mathematics by 05/28/2015 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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies across the curriculum.	Direct Instruction			08/11/2014	05/28/2015	$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	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Number Worlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction			10/25/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Goal 3:

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 stategies 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:

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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principa, assistant principal, Media specialist, and teachers.

Strategy2:

Fluency - There will be a concentrated focus on fluency in grade K-2. Teachers wil 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	Tier	Phase	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			10/01/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Reading Street - Teachers will explicity teach and use the Reading Street program while implementing the Alabama College- & Career-

Ready Standards (CCRS)

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

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

wil be addressed outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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			09/25/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy5:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading across the curriculum.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Goal 4:

All students at Pike County Elementary will demonstrate progress towards becoming proficient in math.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, and Global Scholar.

Strategy1:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress
Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy2:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy3:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy4:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math

professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy5:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Measurable Objective 2:

A 26% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE,

Program Benchmarks, and Global Scholar.

Strategy1:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy2:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy3:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy5:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Measurable Objective 3:

A 28% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar and Star Math.

Strategy1:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy2:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy3:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

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

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy5:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Measurable Objective 4:

A 29% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and Star Math..

Strategy1:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math

professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy2:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness

in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy3:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	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

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy5:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Goal 5:

5th grade students at Pike County Elementary will reach 80% proficiency in Science as measured by the ACT Aspire Test.

Measurable Objective 1:

80% 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	Tier	Phase	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			08/11/2014	05/28/2015	$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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, teacher, and instructional coach.

4. 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:

A 14% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

Strategy1:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy5:

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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy6:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy7:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Measurable Objective 2:

50% of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and Star Reading.

Strategy1:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Strategy2:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy3:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy5:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of

weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy6:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy7:

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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Measurable Objective 3:

A 16% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity, in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, 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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy2:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional

development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy5:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of

weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy6:

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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy7:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Measurable Objective 4:

85% of All Students will demonstrate a proficiency by meeting their respective grade level DIBELS Benchmarks in fluency in Reading by 04/17/2015 as measured by K: Nonsense Word Fluency -NWF & Word Use Fluency -WUF; 1st: Oral Reading Fluency-ORF & Word Use Fluency-WUF; 2nd: Oral Reading Fluency-ORF & Word Use Fluency-WUF.

Strategy1:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy3:

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 Streeet, DIBELS

Activity - Monitor fluency instruction and progress monitoring.	Activity Type	Tier	Phase	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			10/03/2014	04/17/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Measurable Objective 5:

A 16% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

Strategy1:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, 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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy3:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of

weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy4:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy5:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work

and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering

constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Strategy6:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy7:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Goal 2:

LEP students at Pike County Elementary School will demonstrate progress towards becoming proficient in English.

Measurable Objective 1:

55% of All Students will demonstrate a behavior of progress towards becoming proficient in English and reach higher academic standards to increase the number of language minority students who obtain a composite score of 4.8 on ACCESS for ELLs to reach or exceed the AMAOs requirements in English Language Arts by 05/28/2015 as measured by ACCESS for ELLs Spring 2015 results.

Strategy1:

Improve Literacy Skills - Utilize WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to reading and writing in order to attain English proficiency 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 - Develop Writing Skills Using Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement writing as part of the curriculum by giving quality writing assignments to ELLs and teaching them how to plan their writing assignments using graphic organizers and supportive word banks.	Direct Instruction			10/01/2014	05/28/2015	$0 - Title I Part A	General Education Teachers; EL Teacher; Reading Coach; Administrative Staff

Activity - Reading Street ELL Handbook	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - Title I Part A	EL Teacher and General Education Teachers

Activity - Individualized English Learner Plans (I-ELPs)	Activity Type	Tier	Phase	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.	Academic Support Program			10/01/2014	05/28/2015	$0 - Title I Part A	Limited English Committee; EL Teacher; General Education Teachers; Principal

Activity - Instructional Software	Activity Type	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Title I Part A	EL Teacher

Goal 3:

All students at Pike County Elementary will demonstrate progress towards becoming proficient in math.

Measurable Objective 1:

A 28% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar 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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy2:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math professional development to assist with teaching the math standards.
Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy3:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.
Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy5:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Measurable Objective 2:

A 29% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, 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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy2:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy4:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy5:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math

professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Measurable Objective 3:

65% of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program

Benchmarks, and Global Scholar.

Strategy1:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy3:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math

professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy4:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy5:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Measurable Objective 4:

A 26% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, and Global Scholar.

Strategy1:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy2:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math

professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy4:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy5:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Goal 4:

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 of standards in Mathematics by 05/28/2015 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	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Number Worlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction			10/25/2014	05/28/2015	$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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies across the curriculum.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Goal 5:

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 stategies 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 wil 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	Tier	Phase	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			10/01/2014	05/28/2015	$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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principa, assistant principal, Media specialist, and teachers.

Strategy3:

Reading Street - Teachers will explicity teach and use the Reading Street program while implementing the Alabama College- & Career-Ready Standards (CCRS)

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

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 wil be addressed outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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			09/25/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy5:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading across the curriculum.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Goal 6:

5th grade students at Pike County Elementary will reach 80% proficiency in Science as measured by the ACT Aspire Test.

Measurable Objective 1:

80% 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	Tier	Phase	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			08/11/2014	05/28/2015	$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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - No Funding Required	Principal , assistant principal, and teacher.

5. 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:

A 16% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

Strategy1:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of

weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy4:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional

development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Measurable Objective 2:

50% of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and Star Reading.

Strategy1:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy4:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy5:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Measurable Objective 3:

A 16% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity, in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, 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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy2:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy4:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress
Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy5:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Measurable Objective 4:

85% of All Students will demonstrate a proficiency by meeting their respective grade level DIBELS Benchmarks in fluency in Reading by

04/17/2015 as measured by K: Nonsense Word Fluency -NWF & Word Use Fluency -WUF; 1st: Oral Reading Fluency-ORF & Word Use

Fluency-WUF; 2nd: Oral Reading Fluency-ORF & Word Use Fluency-WUF.

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 Streeet, DIBELS

Activity - Monitor fluency instruction and progress monitoring.	Activity Type	Tier	Phase	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			10/03/2014	04/17/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Measurable Objective 5:

A 14% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

Strategy1:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy2:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

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 inside/outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Reading Street materials at a minimum of 3 days per week.	Direct Instruction			08/18/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy5:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Goal 2:

LEP students at Pike County Elementary School will demonstrate progress towards becoming proficient in English.

Measurable Objective 1:

55% of All Students will demonstrate a behavior of progress towards becoming proficient in English and reach higher academic standards to increase the number of language minority students who obtain a composite score of 4.8 on ACCESS for ELLs to reach or exceed the AMAOs requirements in English Language Arts by 05/28/2015 as measured by ACCESS for ELLs Spring 2015 results.

Strategy1:

Improve Literacy Skills - Utilize WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to reading and writing in order to attain English proficiency 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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Title I Part A	EL Teacher

Activity - Develop Writing Skills Using Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement writing as part of the curriculum by giving quality writing assignments to ELLs and teaching them how to plan their writing assignments using graphic organizers and supportive word banks.	Direct Instruction			10/01/2014	05/28/2015	$0 - Title I Part A	General Education Teachers; EL Teacher; Reading Coach; Administrative Staff

Activity - Reading Street ELL Handbook	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - Title I Part A	EL Teacher and General Education Teachers

Activity - Individualized English Learner Plans (I-ELPs)	Activity Type	Tier	Phase	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.	Academic Support Program			10/01/2014	05/28/2015	$0 - Title I Part A	Limited English Committee; EL Teacher; General Education Teachers; Principal

Goal 3:

All students at Pike County Elementary will demonstrate progress towards becoming proficient in math.

Measurable Objective 1:

A 26% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, and Global Scholar.

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy2:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$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	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy4:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy5:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Measurable Objective 2:

65% of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, and Global Scholar.

Strategy1:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy2:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy3:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	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

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy5:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness

in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Measurable Objective 3:

A 28% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE,

Program Benchmarks, Global Scholar 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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy2:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math

professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy4:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy5:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness

in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Measurable Objective 4:

A 29% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE,

Program Benchmarks, Global Scholar, and Star Math..

Strategy1:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math

professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy3:

RTI - Tiered instruction will occur in all classrooms.

Research Cited: RTI

Activity - Monitor the Implementation of RTI	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

Strategy4:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness

in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy5:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Goal 4:

5th grade students at Pike County Elementary will reach 80% proficiency in Science as measured by the ACT Aspire Test.

Measurable Objective 1:

80% 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	Tier	Phase	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			08/11/2014	05/28/2015	$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	Tier	Phase	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			08/11/2014	05/28/2015	$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 of standards in Mathematics by 05/28/2015 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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies across the curriculum.	Direct Instruction			08/11/2014	05/28/2015	$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	Tier	Phase	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, inside/outside the regular classroom, by a certified teacher using Number Worlds and GoMath materials at a minimum of 3 days per week.	Direct Instruction			10/25/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, and instructional coach.

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 stategies 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:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading across the curriculum.	Direct Instruction			08/11/2014	05/28/2015	$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 wil be addressed outside the classroom at a minimum of 3 days per week.

Research Cited: Reading Street

Activity - Monitor Implementation of RTI	Activity Type	Tier	Phase	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			09/25/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Reading Street - Teachers will explicity teach and use the Reading Street program while implementing the Alabama College- & Career- Ready Standards (CCRS)

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

Fluency - There will be a concentrated focus on fluency in grade K-2. Teachers wil 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	Tier	Phase	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			10/01/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

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

Goal 1:

LEP students at Pike County Elementary School will demonstrate progress towards becoming proficient in English.

Measurable Objective 1:

55% of All Students will demonstrate a behavior of progress towards becoming proficient in English and reach higher academic standards

to increase the number of language minority students who obtain a composite score of 4.8 on ACCESS for ELLs to reach or exceed the

AMAOs requirements in English Language Arts by 05/28/2015 as measured by ACCESS for ELLs Spring 2015 results.

Strategy1:

Improve Literacy Skills - Utilize WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to

reading and writing in order to attain English proficiency 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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Title I Part A	EL Teacher

Activity - Develop Writing Skills Using Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement writing as part of the curriculum by giving quality writing assignments to ELLs and teaching them how to plan their writing assignments using graphic organizers and supportive word banks.	Direct Instruction			10/01/2014	05/28/2015	$0 - Title I Part A	General Education Teachers; EL Teacher; Reading Coach; Administrative Staff

Activity - Individualized English Learner Plans (I-ELPs)	Activity Type	Tier	Phase	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.	Academic Support Program			10/01/2014	05/28/2015	$0 - Title I Part A	Limited English Committee; EL Teacher; General Education Teachers; Principal

Activity - Reading Street ELL Handbook	Activity Type	Tier	Phase	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			09/01/2014	05/28/2015	$0 - Title I Part A	EL Teacher and General Education Teachers

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

Goal 1:

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

Measurable Objective 1:

85% of All Students will demonstrate a proficiency by meeting their respective grade level DIBELS Benchmarks in fluency in Reading by

04/17/2015 as measured by K: Nonsense Word Fluency -NWF & Word Use Fluency -WUF; 1st: Oral Reading Fluency-ORF & Word Use Fluency-WUF; 2nd: Oral Reading Fluency-ORF & Word Use Fluency-WUF.

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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy2:

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 Streeet, DIBELS

Activity - Monitor fluency instruction and progress monitoring.	Activity Type	Tier	Phase	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			10/03/2014	04/17/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Measurable Objective 2:

50% of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, 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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy2:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy4:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy5:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy6:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy7:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Measurable Objective 3:

A 16% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity, in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

Strategy1:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Strategy2:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of

weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy3:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional

development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy4:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$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 of Accelerated Reader	Activity Type	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy6:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy7:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Measurable Objective 4:

A 14% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by 05/28/2015 as measured by ASPIRE, 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	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy2:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement strategies learned during CCRS-ELA professional development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy3:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Strategy4:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, 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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal,and instructional coach.

Strategy6:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career

Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy7:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of

weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Measurable Objective 5:

A 16% increase of All Students will demonstrate a proficiency in using strategies for comprehension in key ideas and details, craft and

structure, integration of ideas and knowledge, and text complexity in using strategies to comprehend various text formats in Reading by

05/28/2015 as measured by ASPIRE, Program Benchmarks, Global Scholar, and STAR Reading.

Strategy1:

Implementation of Essay Scorer by Pearson in Grades 3-6 - Essay Scorer by Pearson is an evaluation engine that examines student work

and gives actionable feedback at the point of use. The program will be used by students in grades 3-6 to assist them in answering

constructive response questions and to improve their writing skills by providing immediate feedback.

Research Cited:

Activity - Monitor Implementation of Essay Scorer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of and use of Essay Scorer by Pearson in all content areas.	Technology			11/03/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, and Instructional Coach

Strategy2:

Determine Students' Areas of Weakness In Reading - Reading teachers will use Global Scholar Testing to determine students' areas of weakness in reading, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will use Global Scholar testing to determine students' areas of weakness in reading, to provide practice specifically related to the students' areas of deficiency, and to track student's progress.	Academic Support Program			08/25/2014	05/28/2015	$0 - No Funding Required	Reading Teachers, Remediation Staff

Strategy3:

Reading Street - Teachers will explicitly teach and use the Reading Street program while following the Alabama College and Career Standards

Research Cited: Reading Street

Activity - Monitor Implementation of Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Reading Street through walk throughs and observations.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy4:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies for reading cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$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 of Accelerated Reader	Activity Type	Tier	Phase	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			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, Media Specialist, and teachers.

Strategy6:

Implementation of CCRS-ELA Strategies - Teachers in all content areas will implement straiegies learned during CCRS-ELA professional

development to assist with teaching the ELA standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-ELA strategies in the classroom.	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Strategy7:

Writing Strategy - Across the curriculum there will be a concentrated focus on using the RADDDS writing strategy in grades 3-6.

Research Cited:

Activity - Monitor RADDDS Writing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the instructional implementation of the RADDDS writing strategy in all content areas.	Academic Support Program			10/13/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach

Goal 2:

All students at Pike County Elementary will demonstrate progress towards becoming proficient in math.

Measurable Objective 1:

A 29% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE,

Program Benchmarks, Global Scholar, 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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy2:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy3:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math

professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy4:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness

in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Measurable Objective 2:

65% of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program

Benchmarks, and Global Scholar.

Strategy1:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Strategy2:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math

professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

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

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy4:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness

in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Measurable Objective 3:

A 28% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE,

Program Benchmarks, Global Scholar and Star Math.

Strategy1:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math

professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

Strategy2:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness

in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

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

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy4:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

Measurable Objective 4:

A 26% increase of All Students will demonstrate a proficiency in all standards in Mathematics by 05/28/2015 as measured by ASPIRE, Program Benchmarks, and Global Scholar.

Strategy1:

Determine Students' Areas of Weakness in Math - Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to students' identified areas of weakness, and to track students' progress

Research Cited:

Activity - Global Scholar Testing and Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use Global Scholar Testing to determine students' areas of weakness in math, to provide practice specifically related to the students' areas of deficiency, and to track students progress	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Math teachers, Remediation teachers, Instructional coach, Principal, Assistant Principal

Strategy2:

Implementation of CCRS-Math Strategies - Teachers in all content areas will implement strategies learned during the CCRS -Math professional development to assist with teaching the math standards.

Research Cited:

Activity - Monitoring of Implementation of CCRS-Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor teacher implementation of CCRS-Math strategies in the classroom	Academic Support Program			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Teachers

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

Activity - Monitor Implementation of "Strategic Teaching" strategies.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ before, during, and after strategies cross curricularly.	Direct Instruction			08/11/2014	05/28/2015	$0 - No Funding Required	Principal, assistant principal, instructional coach.

Strategy4:

GoMath - Teachers will explicitly instruct students using the GoMath program while following the Alabama College and Career Standards.

Research Cited: GoMath

Activity - Monitor Implementation of GoMath	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of GoMath through walk throughs, classroom observations, and assessments.	Direct Instruction			08/11/2014	05/28/2015	$0 - Other	Principal, assistant principal, and instructional coach.

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	See Attachment	Paraprofessional HQ

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. See Attachment.	Attestation PCES

3. 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 the 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

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

PCES had one retiree and two new hires for the current school year.

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

2-5 years experience - 5 teachers
6-10 years experience - 8 teachers
11- 15 years experience - 5 teachers
16 - 20 years experience - 5 teachers
20+ years experience - 9 teachers

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

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

4. 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 first year and new teachers. High quality professional development is provided to all teachers. Teachers are offered incentives for research activities and other notable activities that go beyond normal expectations.

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

PCES did not have a high turnover rate last year with one retiree and two new hires for the current year.

Component 5: High Quality and Ongoing Professional Development

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

Goal 8: Mentoring/Departmental Meetings/Turn-around meetings to include learning from peer teachers, CCRS training, Go Math Training, Reading Street Training, and EL Trainings.

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

Goal 8: Mentoring/Departmental Meetings/Turn-around Trainings to include peer teaching, CCRS Training for Math and ELA, Go Math Training, Reading Street Training, Problem Solving Team Meetings, EL Training
Mega Conference - updates on education, special education, education laws, and information on teaching strategies that can be used for turn-around training for faculty and staff
CLAS Law Conference - legal issue for administrators
CLAS Leadership Conferences - an unlimited number of employees may attend
Alabama Counselor's Conference
Media Specialist Meetings
CLAS Summer Conference
Essay Scorer
Global Scholar

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

Goal 8: Strategy 1: Learning from Peer Teachers - Teachers are assigned mentor teachers for support throughout the school year.

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

Professional development is sustained through regularly scheduled turn-around trainings which are scheduled during faculty meetings and common planning times. These trainings are facilitated by lead teachers who have attended the training with the purpose of presenting the material and new information to the staff. Administrators and the instructional coach conduct walkthroughs to monitor and insure implementation of new learning. We also monitor through grade level and regularly scheduled data meetings.

Component 6: Transition Strategies

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

Goal 3: Strategy 1, Activity 3: Transitional Services:

Transition Preparation for Pre-K students to Attend PCES in the Fall.

Transition of sixth grade to high school.

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers are involved in the decisions regarding the use of results of statewide academic assessments through regularly scheduled data meetings. They are involved hands-on in analyzing the data for their grade level and students. Teachers are afforded the opportunity to collaborate and discuss findings and instructional strategies to address areas of weakness as a grade level, and for individual students. The instructional coach guides them in looking for patterns in the data. Teachers target students, individually and by groups, in an attempt close achievement gaps. Once strengths and weaknesses are identified, teachers are able to write goals and strengths to improve student learning. Test scores are made available for teachers to review at any time in regard to instructional practices and achievement goals.

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

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

- All students are screened using a variety of formal and informal assessments.
- STAR reading is used as a diagnostic tool to identify areas of strength/weakness of all students. This assessment is given four times a year. STAR is also used to progress monitor students who are receiving Tier III intervention. STAR is used to monitor gains and losses 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 a variety of Suggested Learning Objectives (SLO's) for individual students performing in the various bands of ranking. Global Scholar is given three times per year.
- The Positive Support Team (PST) receives referrals from teachers of students who are performing poorly in a core subject. The team meets once a month and offers strategies, interventions, and/or places students in a Tier III program.
- DIBELS is used as a diagnostic tool in reading for grades K - 2. Teachers are able to individualize instruction and group students for Tier II and Tier III based on these scores. DIBELS is formally assessed three times per year. All students are progress monitored using DIBELS materials regularly. Students who are identified as Strategic receive progress monitoring twice a month. Those identified as Intensive are monitored for progress every week.
- 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 assessments.

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

- After students have been in school for 6 weeks, they can be referred to the Positive Support Team (PST). The team meets and recommends strategies, interventions, or places students in Tier III intervention. The PST meets monthly to review new referrals and to monitor progress made by students placed in Tier III.
- GoMath offers additional strategies and instruction for students who need Tier II and Tier III instruction.
- Reading Street offers additional targeted instruction for students in need of Tier II and Tier III support.
- Global Scholar is used as a diagnostic and progress monitoring tool. Global Scholar provides a variety of Suggested Learning Objectives (SLO's) along with lessons, study guides, and assessments for each student.
- Students placed in Tier III intervention are monitored for progress every four to six weeks.
- STAR Reading is used as a diagnostic and progress monitoring tool.
- DIBELS is used as a diagnostic and progress monitoring tool.
- After school tutoring is offered for students who need additional support in reading and math.
- Tier II students receive 30 minutes of additional and differentiated instruction daily.
- Tier III students receive 30 minutes of additional and differentiated instruction for a minimum of three times per week.

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

- All teachers have been trained on and regularly use "Strategic Teaching" strategies. These strategies are used in all levels of instruction.
- GoMath is a scientifically based research program that provides instruction for all three levels of instruction. Tier II and Tier III instruction offers different strategies to approach the same skill addressed in Tiers I and II.
- Number Worlds is an additional scientifically based research program that provides Tier III instruction for grades 3 - 6.
- Reading Street is a scientifically based research program that provides instruction for all three levels of instruction. My Sidewalks is the Tier III portion of the program.
- Global Scholar is used as a diagnostic and progress monitoring tool for both math and reading. Global Scholar provides a variety of Suggested Learning Objectives (SLO's) along with lessons, study guides and assessments for each student. These objectives are individualized based upon the scaled score ranking each student receives.
- Tier II students receive instruction for an additional 30 minutes, five days a week.
- Tier III students receive instruction for and additional 30 minutes for a minimum of 3 days each week.
- Stride Academy, which is an online program for students, provides individualized instruction along with a progress monitoring component.
- The STAR Reading assessment is used four times a year to assess student's progress and to individualize instruction. This program can also serve as a progress monitoring tool.

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

- Individual teachers provide tutoring after school.
- PCES teachers participate in a community based tutoring program.
- PCES offers at least one Parent Night each year. All school faculty participate and provide strategies and resources for parents based on grade level and content standards. Supper, childcare, and free resources are provided.
- The faculty of PCES participates in and presents showcases for the Parent Expo. The Parent Expo is sponsored by the Pike County School System and is a night where parents can come and learn about instructional programs and other unique academic programs that are offered by our school system. A meal is provided and a Kidzone is available for children to enjoy while parents are learning about the various programs we have to offer. Each parent receives a free material and supply bag tailored to their child's grade level.
- In the past PCES has offered after school tutoring. At this time, due to a lack of funds, we have been unable to implement this program. If and when funds become available, the program will be reinstated.

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

All students at PCES have access to all services and programs available. A Home Language Survey is included in the enrollment package and is used by counselors to determine if a student is eligible for limited-English proficient testing.

A Migrant Education Survey is included in the enrollment package and is used to identify students eligible for the migrant program.

Counselors identify homeless students upon enrollment. The school counselor and administrators identify possible services needed and give information to the parents and in some cases contact agencies for the parents.

Neglected/delinquent students are identified through local agencies. The local schools work with parents to alleviate attendance problems. The truancy officer for the district meets with parents to ensure cooperation concerning attendance for delinquent students.

Economically disadvantaged students are identified through the application for free and reduced lunch. Students identified as economically disadvantaged will be eligible to receive free or reduced breakfast and lunch during the school day.

Previously identified special education students are identified at enrollment and services are put in place. A new IEP is developed if needed. For students showing continued difficulty in class, they are referred to our Positive Support Team for monitoring and intervention. If no improvement occurs they are referred for special education testing.

These students are monitored for special challenges that may face them by their teachers and the counselor.

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

N/A

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

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

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

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

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, parental involvement activities, and local maintenance.

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

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.

Component 10: Evaluation

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

Surveys are conducted and data is analyzed to determine if goals were attained and proven effective.

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

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

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

Data is compared from all data sources and multiple years, to determine students' individual growth. New instructional strategies and activities are evaluated to determine effectiveness towards closing the achievement gap.

Progress monitoring is helpful to determine if the program is being effective.

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

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.

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	24.0

Label	Question	Value
2.	Provide the number of Administrator assigned units.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	0.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	0.5

Label	Question	Value
5.	Provide the number of Librarian assigned units.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	24.0

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.0

Label	Question	Value
4.	Provide the number of Counselors.	0.5

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1297910.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	84038.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	26896.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	56105.0

Label	Question	Value
6.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Label	Question	Value
7.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	8215.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total   1,473,164.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Total Title Funds: $197,382.12

Salaries and Benefits: $167,570.27

  Counselor: 1/2 unit

  Academic Coach 1/4 unit

  Two Classroom Teachers

Parental Involvment Funds $2,593.14 ($950.00 allocated to Parent Newsletters)

Substitutes, Professional Development, Travel $5,635.60

Technological Equipment $6,000.00

Instructional Software Maintenance Agreement $7,359.00

Instructional Supplies $1,317.25

Textbooks $8,000.00

Books for Teacher Book Study $1,000.00

Security Services $500.00

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	197382.12

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Title II - $149,141.00 (Held at CO for CSR, PD, and Recruitment)

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	149141.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

Title VI - $9,908.26 (for MS and Textbooks)

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	9908.26

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

n/a

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Pike County Elementary School

186 Hillcrest Dr.

Brundidge, Al 36010

Budgetary Report

Balance October 1, 2014: 14,500.00

Total Anticipated Revenues: 28,941.00

Total Anticipated Expenditures: 25,135.00

Revenues expected are from school fundraisers and donations to the school.

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

Label	Question	Value
2.	Local Funds Provide the total.	18306.0