

# **Saraland Elementary School**

## **CIP Evaluation Narrative**

### **2015-2016**

#### **Component 1: Comprehensive Needs Assessment**

Administrators and CIP leadership team members met and reviewed a variety of data from the 2014-2015 school year. The examined data included Highly Qualified Teachers status, ACT ASPIRE, ACCESS for English Language Learners (ELL), Alabama Alternate Assessment (AAA), EducateAL, parent and student surveys, students and community demographics, and other sources of local data. The CIP committee used this data to develop the Continuous Improvement Plan (CIP) for the 2015-2016 school year.

#### **Component 2: Schoolwide Reform Strategies**

##### **Goal 1: Engage and empower the learner through the effective implementation of the CCRS**

The objectives were to increase all students' reading, math, English language arts, writing, and science performance by 2% as measured by formative and summative assessments.

- **Reading**

Two strategies were developed to reach the objective and goal.

Strategy one focused on implementing a rigorous curriculum in reading by incorporating Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking skills. One activity that supported this strategy was implementation of Alabama Reading Initiative (ARI) strategies during daily reading instruction with a focus on student engagement, literacy stations, and small group instruction. Another activity was the implementation of CCR ELA standards daily during reading instruction. Teachers developed lesson plans and monthly curriculum plans that reflected instruction of Common Core reading standards.

Strategy two focused on meeting the needs of all students. Teachers, paraprofessionals, intervention teacher, and the instructional coaches implemented all aspects of the RtI framework for all students. One activity that supported this strategy was providing academic support to Tier II and Tier III students not mastering reading objectives and performing below grade level. Identified Tier II and Tier III students received Tier II intervention in the classroom for reading. In addition, Tier III students received pull out intervention in reading. Problem solving teams met monthly to utilize formative assessments and other sources of data to monitor student progress. Intervention strategies were altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. Another activity that supported this strategy was the administration of reading formative assessments. Teachers administered STAR Reading or STAR Early Literacy once a month to Tier III students and at least three times a year for all other students. ACT Periodics online was purchased and

administered three times a year for all students. Data was used to guide instruction and assisted teachers in identifying students needing additional academic support. Teachers attended professional development on Renaissance Place to ensure the program was being used effectively for student academic success. In addition, Compass Learning was implemented by teachers throughout the school year. This program provided individualized practice on skills not yet mastered by the student.

- **Math**

Two strategies were developed to reach the objective and goal. Strategy one focused on implementing a rigorous curriculum in math by incorporating Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking skills. One activity that supported this strategy was implementation of Alabama Math, Science, and Technology Initiative (AMSTI) strategies daily during math instruction. Another activity was the implementation of CCR Math standards daily during math instruction. In addition, teachers attended training on AMSTI Investigations Year 2. Teachers developed lesson plans and monthly curriculum plans that reflected instruction of Common Core math standards.

Strategy two focused on meeting the needs of all students. Teachers, paraprofessionals, intervention teacher, and the instructional coaches implemented all aspects of the RtI framework for all students. One activity that supported this strategy was providing academic support to Tier II and Tier III students not mastering math objectives and performing below grade level. Identified Tier II and Tier III students received Tier II intervention in the classroom for math. In addition, Tier III students received pull out intervention in math. Problem solving teams met monthly to utilize formative assessments and other sources of data to monitor student progress. Intervention strategies were altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. Another activity that supported this strategy was the administration of math formative assessments. Teachers administered STAR Math once a month to Tier III students and at least three times a year for all other students. ACT Periodics online was purchased and administered three times a year for all students. Data was used to guide instruction and assisted teachers in identifying students needing additional academic support. In addition, Compass Learning was implemented by teachers throughout the school year. This program provided individualized practice on skills not yet mastered by the student. Teachers attended professional development on Renaissance Place to ensure the program was being used effectively for student academic success. Technology, iPads, and student workstations were purchased to assist teachers in completing these activities.

- **English Language Arts**

One strategy was developed to reach the objective and goal. The strategy focused on implementing a rigorous curriculum in English language arts by incorporating Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking skills. One activity that supported this strategy was implementation of daily oral language skills during English language arts instruction in grades 2-4. Another activity was the implementation of CCR ELA standards daily during English language arts instruction.

Teachers developed lesson plans and monthly curriculum plans that reflected instruction of Common Core English language arts standards.

- **Writing**

One strategy was developed to reach the objective and goal. The strategy focused on implementing a rigorous curriculum in writing by incorporating Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking skills. One activity that supported this strategy was implementation of opinion, informative, and narrative writing instruction in content areas. Another activity was the implementation of CCR writing standards daily during writing instruction. Teachers developed lesson plans and monthly curriculum plans that reflected instruction of Common Core writing standards. Instructional coaches provided professional development and support on the writing focus for each quarter. The final activity involved maintaining student writing portfolios. Students' writing samples were scored and evaluated quarterly and yearly to determine writing proficiency.

- **Science**

One strategy was developed to reach the objective and goal. The strategy focused on implementing a rigorous curriculum in science by incorporating Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking skills. One activity that supported this strategy was implementation of opinion, informative, and narrative writing instruction in science. The second activity focused on science instruction that fostered student discovery through hands-on activities and experiments. Teachers developed lesson plans and monthly curriculum plans that reflected implementation of a rigorous curriculum and content writing in science. In addition, the science PLT attended professional development on science standards and provided turn-around training to the faculty. The lead science teacher attended AMSTI coaching community professional development on science standards and also provided turn-around training to the faculty.

## **Goal 2: Provide digital tools and resources to all teachers and students**

The objective developed to meet this goal was to increase performance in content areas using technology as measured by formative and summative assessments. Technology was used to create a learning environment that focused on student achievement and authentic tasks that incorporated higher order thinking skills and encouraged collaboration with peers. Additional technology resources were purchased such as workstations, printers, and iPads to assist in increasing student accessibility. Teachers participated in a technology professional learning group and worked together to collaboratively implement best practice strategies while incorporating technology into daily instruction.

## **Goal 3: Increase attendance**

The objective developed to meet this goal was to decrease attendance concerns resulting in increasing proficiency in content area standards as measured by formative and summative assessments. An "out of uniform" day for students was planned as an incentive for students to have perfect attendance. At-risk students were identified through Project Care and assigned

teacher mentors. Teacher mentors were available to encourage student attendance, positive behavior, and academic success. In addition, parents were held accountable for student attendance through the Early Warning Truancy Program. Parents and students with attendance concerns were referred to the Early Warning Truancy Program. Parents were required to attend meetings with administrators and central office staff to discuss and rectify truancy issues. A graduation tracking system was implemented to allow administrators and counselors to provide support for at-risk students to ensure they graduate from high school on time.

#### **Goal 4: Increase student participation in Project Outreach**

The objective developed to meet this goal was to increase awareness, acceptance, and understanding of differences among the student population as measured by student participation. One strategy was developed to reach the objective and goal. The strategy focused on implementing Project Outreach. One activity that supported this strategy was providing professional development to faculty and staff on the formation of the club. The next activity included the formation of the club. Parameters were set and criteria was designed for student participation in the club. The club will be overseen and sponsored by administrators and teachers. General education students were paired with special education students for club activities. The final activity included that supported this strategy is the implementation of the club. General education students and special education students participated in both educational and social activities. During these club activities, participants and partners promoted acceptance among the student population of students with differences.

#### **Component 3: Instruction by highly qualified staff**

All instructional paraprofessionals and teachers meet the NCLB requirement for highly qualified.

#### **Component 4: Strategies to Attract Highly Qualified Teachers**

Saraland Elementary has minimal teacher turnover. Fifty-five percent of teachers hold a Master's degree in education. Six teachers have been awarded National Board Certification. Administrators attended job fairs to promote employment with Saraland City Schools. Saraland Elementary school also utilized Teach Alabama and worked closely and formed partnerships with the College of Education at local universities.

#### **Component 5: High Quality and Ongoing Professional Development**

Professional development opportunities and activities for the 2015-2016 school year included: Alabama Reading Initiative (ARI), Alabama Math, Science, and Technology Initiative (AMSTI), Technology in Motion, Science College and Career Ready Standards, Key Leaders Network, Instructional Partners Network, and Parent Pop-In nights. Saraland Elementary School also had a mentor program in place where teachers were paired with experienced mentor teachers to assist them with successfully carrying out all job expectations. Professional development was job-embedded and ongoing. Support was provided to teachers throughout the school year with the implementation process.

### **Component 6: Transition Strategies**

Saraland Elementary school provided activities for students transitioning from early childhood programs to elementary school and from the current school to the next school. Kindergarten pre-registration was offered in the spring. Incoming kindergarten students were given the opportunity to tour the school campus and meet the kindergarten teachers. Fourth grade students participated in a field trip to Saraland Middle School and met with middle school counselors and became familiar with middle school transition. Students transferring to Saraland Elementary School were given a tour and introduced to their teacher. Registration and Meet the Teacher day was held in August 2015. This provided students and parents with an opportunity to visit classrooms and meet teachers before the start of school.

### **Component 7: Teacher Participation in Making Assessment Decisions**

Teachers were involved in the decisions regarding the use of state academic assessment results. Teachers also made decisions that guided instruction in various ways. Teacher representation and input was included on school budget committees, policy committees, and textbook selection committees. Grade level data meetings were held to review and adjust instructional procedures and strategies based on the current data. The faculty also collaboratively studied the disaggregated data and the results of state assessments in faculty meetings to plan and guide instruction.

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

Students experiencing difficulty mastering state standards were identified after review of STAR Reading, STAR Math, and ACT ASPIRE test scores for 2014-2015. Teachers began the Response to Instruction (RtI) process with identified students. Tier II intervention was provided in the classroom to students identified as needing additional assistance in mastering state standards. In addition, Tier III intervention was provided to these students in a pull-out setting focusing on skills and strategies to assist students in becoming proficient at mastering these standards. Differentiated instruction was provided in small groups and focused on students' individual needs. Engagement strategies and hands on activities were utilized to address the learning styles of all students. Teachers also provided after school tutoring for struggling students. All students had access to all services and programs available including, free/ reduced lunch, Title I services, EL services, special education services, and counseling services. Saraland Elementary School also employed various community resources that provided students with necessary school supplies, food, clothing, and shelter. Limited English proficient students, migrant students, and homeless students were identified upon enrollment. EL students, migrant students, and homeless students had access to all services and programs available to the rest of the student population. Neglected/delinquent students were identified once contacted by one of the following sources: Department of Human Resources, LEA Attendance Officer, or parent. Economically disadvantaged students were identified through the application for free or reduced lunch. All students received non-emergency health care services from the school nurse. The school counselor and the nurse addressed home/environmental concerns that hindered the learning of students.

## **Component 9: Coordination and Integration of Federal, State, and Local Programs and Resources**

Federal, state, and local programs were integrated to provide a coordinated effort to meet Saraland Elementary's schoolwide goals. Budget planning with LEA personnel began in May 2015 and continued through September 2015. LEA personnel and school administrators met throughout the school year to monitor expenditures. Saraland Elementary utilized a variety of funding sources to achieve schoolwide goals. State foundation funds and local funds were used to employ a school nurse, paraprofessionals, teachers, and administrators. Title II, Part A funds were utilized to provide professional development opportunities for teachers. Title I, Part A funds were used to provide additional nursing, paraprofessional staff, and intervention services. Title I, Part A funds were also used to purchase technology equipment and instructional materials. Local school funds were used to provide additional instructional resources for students and teachers. Saraland Elementary operated a child nutrition program in which breakfast and lunch was served daily. Approximately 53% of students qualified for the free or reduced lunch program.

## **Component 10: Evaluation**

All faculty and staff provided input during the planning phase of the CIP. Committee members met and evaluated the implementation of the schoolwide program on a quarterly basis. During these meetings, goals, strategies, and activities were evaluated to determine the effectiveness of the implementation process. Data was also analyzed during these meetings. Committee members collaborated with grade level peers to determine the effectiveness of the CIP in increasing student achievement. Reports were given at quarterly meetings that goals, strategies, and activities included in the schoolwide plan have been extremely successful.

## **Strategies to Increase Parental Involvement**

- Title 1 annual parent meetings were held to inform parents of our participation in the Title 1 program and explain Title 1 requirements. In addition, curriculum, forms of assessment, procedures for scheduling a parent-teacher conference, and using the iNOW home portal were discussed. Parents were provided with a copy of the parental involvement plan. These meetings were held at two different times to meet the scheduling needs of parents. Parents were notified of the meetings through written notices, Schoolcast, and public postings on the school website.
- Statewide Parenting Day was held and facilitated by the counselor. Parents were provided with information about Saraland Elementary School and ways to improve parenting skills.
- Parent pop-in nights were held to provide parents with knowledge and supplies to assist with the reinforcement of skills at home. Parental involvement funds were used to purchase materials and supplies for parent pop-in nights to encourage parents to become involved and active participants in their child's education.
- Partnership conferences with fourth grade parents and students were held to assist in understanding academic strengths and weaknesses from ACT ASPIRE data.
- Two parent representatives were active CIP committee members for the 2015-2016 school year. They have been active participants in the development of the plan. Parents were also notified through newsletters that copies of the CIP were available in the library, school office, and on the school's website. Parents were given the opportunity to address unsatisfactory components of the CIP in writing to the school.

- Parent newsletters were sent home monthly keeping parents abreast of factors impacting their child's education.
- School-parent compacts were given to all parents at the beginning of the school year. The compact was explained to parents and they were asked to sign compacts signifying their commitment to working in partnership with the school to ensure the success of their child.
- Teachers sent home bi-weekly progress reports to notify parents of their students' academic success.
- Saraland City Schools ESL teacher provided support to EL families by providing pertinent information in the student's native language and served as a translator for parents during meetings with teachers and/or administrators.