



## **ACIP**

**J. E. Hobbs Elementary School**

**Wilcox County School System**

Ms. Roshanda Jackson, Principal  
P. O. Box 578  
30 Claiborne Street  
Camden, AL 36726

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	6

## **Improvement Plan Stakeholder Involvement**

Introduction.....	8
Improvement Planning Process.....	9

## **Stakeholder Feedback Diagnostic**

Introduction.....	12
Stakeholder Feedback Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	16
Report Summary.....	17

## **Student Performance Diagnostic**

Introduction ..... 19

Student Performance Data ..... 20

Evaluative Criteria and Rubrics ..... 21

Areas of Notable Achievement ..... 22

Areas in Need of Improvement ..... 23

Report Summary ..... 25

**ACIP Assurances**

Introduction ..... 27

ACIP Assurances ..... 28

**ACIP 2014-2015**

Overview ..... 30

Goals Summary ..... 31

    Goal 1: Student achievement in reading comprehension, vocabulary, and fluency will increase by a minimum of 10% as evidenced on state sponsored, school-wide, and classroom assessments. .... 32

    Goal 2: Students in grade three through six will increase their mathematical computation and problem solving proficiency. .... 33

    Goal 3: Increase student motivation as it relates to academic performance and behavior. .... 35

    Goal 4: Multiplication Accuracy ..... 35

    Goal 5: The Counselor faculty and staff will provide students with tools to appropriately address situations involving bullying, drug, alcohol, and tobacco use while motivating students to achieve. .... 36

    Goal 6: J. E. Hobbs Elementary will implement strategies that will increase parental involvement and provide parents with tools to assist be an active partner in their child's learning experience... .... 37

    Goal 7: Students will enhance their writing skills ..... 37

    Goal 8: Increase Parental Involvement ..... 38

Activity Summary by Funding Source ..... 39

**Strategies to Increase Parental Involvement**

Introduction..... 43

Strategies to Increase Parental Involvement..... 44

**Title I Schoolwide Diagnostic**

Introduction..... 49

Component 1: Comprehensive Needs Assessment ..... 50

Component 2: Schoolwide Reform Strategies ..... 52

Component 3: Instruction by Highly Qualified Staff..... 70

Component 4: Strategies to Attract Highly Qualified Teachers ..... 71

Component 5: High Quality and Ongoing Professional Development ..... 72

Component 6: Transition Strategies..... 73

Component 7: Teacher Participation in Making Assessment Decisions ..... 74

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 75

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources..... 77

Component 10: Evaluation..... 78

**Coordination of Resources-Comprehensive Budget**

Introduction..... 80

I. State Foundation Funds: FTEs Earned..... 81

I. State Foundation Funds: Units Placed..... 82

I. State Foundation Funds:Total Salaries..... 83

II. Federal Funds..... 85

III. Local Funds (if applicable)..... 88

# **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?**

J. E. Hobbs Elementary School is located in Wilcox County. J.E. Hobbs Elementary School is a primary school located in the rural area of Camden, Alabama. As of the census of 2010, there were 13,183 people living in Wilcox County. The racial makeup of the county was 71.90% Black or African American, 27.51% White, 0.14% Native American, 0.13% Asian, J. E. Hobbs is one of three elementary schools in the county. J. E. Hobbs is located in the heart of Camden, Alabama, which is the county seat for Wilcox County. The enrollment of the school is currently 540 students, and approximately 60 faculty members. The total percentage of students receiving free lunch is 100%. The student to teacher ratio is 19:1. The school is located in a low socioeconomic area.

The school covers grades Pre-K through 6th grade. Faculty turnover in the last three years has been up due to retirements and relocation. The racial makeup of the school is 99% African American and 1% Caucasian. Seventy percent of the students of J. E. Hobbs live below the poverty level and are being reared in single family homes. The layout and age of the school offers some interesting challenges such as safety and openness. The layout of the school includes 6 different buildings that are not conjoined. Students have to exit the buildings to attend P. E., lunch, library and even some resource sessions. However, administration, faculty and staff have implemented several strategies to ensure safety (adult supervision, traffic patrol, morning and evening blockade of the loop).

The demographics of this school necessitate a wide range of programs to meet the needs of the students because over the last five years the number of office referrals has risen, bullying has become an issue and academically we are not performing at level of school and state expectations. The school has put into place several different programs and activities to address these needs and to meet students where they are and take them to where they are expected to be. For example, the counselor has implemented a "Bully Free Pledge" that students recite daily before instruction begins. Teachers have implemented bell ringers to use all time allotted to enhance teaching and learning. Parental involvement is strongly encourage through the use of notes home, requested conferences, parent volunteers, all calls to keep parents abreast of current events at the school and monthly newsletters. Administrations does daily walk throughs to make observations and offers input on how the teaching and learning experience can be enhance to reach maximum potential.

## 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.**

J. E. Hobbs Elementary school mission statement: J. E. Hobbs Elementary School will provide an atmosphere of excellence in academics, creativity and leadership. The faculty, staff, parents and community will work together to ensure that students acquire the skills necessary to become college and career ready. We will encourage all students to become life- long learners, while preparing them to accept the challenges of our global society.

The vision of J. E. Hobbs Elementary School is to provide a positive, safe, and respectful learning community for all students, staff, and families. We will accomplish this through a shared commitment for the success of every student.

To accomplish the mission and vision of our school, we do many things. First, the faculty of our school is 100% highly qualified. We offer programs that are research based such as, Reading Street, Accelerated Reader, Star Literacy, Harcourt Wonders, Go Math, and many other programs. We have instituted Stride Academy for students who are struggling. Summer Enrichment, after school tutoring, the Bears Club and Big Universe are used to reach and enhance learning. A full time counselor and nurse are employed at the school to attend to the emotional and physical needs of our students. We have a parental involvement liaison and parenting center to help our parents meet the needs of our student.

Our goal is for every child to meet or exceed the desired expectations that we have set for them along with state requirements. It is our expectations that our readers are on and above grade level and our mathematicians can accurately and automatically perform math operations with fluency. For our students that are struggling we will provide them with the needed support to help them reach attainable goals in all academic areas.

## **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.**

There were many mile stones crossed for students in the last three years. According to ARMT+ test results, students in grades 4 met state standards in reading and math. Students in grade 5 exceeded state standards for reading and math. DIBELS test results showed that 97% of the kindergartners benchmarked in phoneme segmentation fluency. 94% of 1st graders benchmarked in nonsense word fluency and 83% of first graders in phoneme segmentation fluency. The Accelerated Reader (AR) program had a major push. Students' reading is up and students are utilizing the library at a greater level. Big Universe is a computer program that has been adopted for students to read books from any computer or digital device which allows them to take AR test from school and home. Big universe also allow teachers to assign books on specific topics and individualized levels. Big Universe also enables the library to compensate for any books we do not have in circulation. They can simply read the book from this cite. Parents are also allowed to use Big Universe and AR to check their children's performance and understanding of materials read. To help aid with the adoption of web based programs, two rolling labs equipped with thirty mac books are available for students and teachers. There are several promethean boards located in the school. Each teacher is also equipped with a laptop and Ipad to be used for or during instruction. Recently we were awarded the Apple ConnectEd Grant that will provide each student with an iPad, each teacher and administrator with and iPad and Macbook and an Apple TV for each classroom. Physical Education teachers have incorporated the Wii Fitness program. We recently implented the Learning Earning program as a way way of implementing a reward system to increase student motivation.

## Additional Information

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

There are many new great things in store for J. E. Hobbs. Funds have been allocated for extended day and summer enrichment which will allow teachers more time to reach struggling students. Also, the BEARS club has been instituted to expose students to extracurricular outlets such as art, Spanish, technology, choir, dance, gentlemen's club, etiquette, drama, Scholar's Bowl, and BETA clubs.

This year a new social studies curriculum was incorporated for 5th grade students. This program teaches citizenship, civics, and recognizes the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations. We held a kick off rally to jump start this new curriculum. This included a visit from Lady Liberty, city council members, government officials, business members, central office staff, board members, and parents. This program has made a big impact on students' understanding their role as a citizen in the United States.

# **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.**

The process used to involve a diversity of stakeholders in our school improvement begins with our administration. First, the administration has chosen a leadership team to review and devise the yearly school improvement plan. The leadership team includes the administration (principal Jackson and assistant principal Frye), teachers from various grade levels ( Undra Rush 6th grade, Donyale Love Gifted, Valerie Dunning Pre-K, Verdell Parmer special education teacher, and counselor Quanda Atkins) and parents.

Parents are asked to participate in the leadership team meetings and offer input on the improvement and the disbursement of funds. The Federal programs director, Lashonda Rodgers is also included in the writing of the school improvement plan. They met regularly to make continuous revisions to the plan. Meetings are scheduled during the summer and after school to accommodate parents. Notices of leadership meetings are put in the local paper and school newsletters.

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

The administration led the development of the school improvement plan. The counselor provided test scores to be interpreted. The leadership team worked on revising the plan. Parents worked along with teachers in revising the plan. The Federal Programs director and school improvement specialist help on the plan also by providing the team with other needed data not housed at the school. The faculty and staff assisted in analyzing the data. The stakeholders that participated included administration, federal programs director teachers, parents, superintendent and other central office staff.

J. E. Hobbs Elementary 2014-2015

Instructional Leadership Team Names and Positions

Roshanda Jackson, Principal

LaShonda Rogers, Federal Programs Director

Donyale Love, Gifted Teacher

Undra Rush, 6th Grade Teacher

Valerie Carr-Dunning Pre-K Teacher

Verdell Palmer, Special Education Teacher

Shelia Dortch, Parent

Denise Dale, Parent

Barbara Locke, Chief Financial Officer

Makeitha Shamburger, Special Education Coordinator

Mia Suggs, Psychometrist/Testing Coordinator

Dr. Tyrone Yarbrough, Superintendent

Dr. Andre Saulsberry, Professional Development Specialist/Curriculum Coordinator

Debra Turk, Parental Involvement Specialist

**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 is always housed at the school parent center, library and main office for stakeholders to read at any time. A plan is also available on-line on our school website. There is an annual Title1 meeting held to discuss the plan with parents. A copy of the plan is also placed at the central office.

# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2014 stakeholders.docx 2014 Stakeholder Feedback

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## Areas of Notable Achievement

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

Standard one had the overall highest approval rating. All stakeholder groups indicate that the school's mission and purpose focus on student learning and success. Questions related to this standard has the highest scores among parents, staff, and students. Students indicated that they are learning new things at school. Using results for continuous improvement also had a high satisfaction or approval rating with parents giving it the highest overall rating. The highest area of approval among the staff related to the school's process of using data to develop goals and strategies.

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

Areas related to the school's purpose show a trend toward increasing stakeholder satisfaction. Survey responses indicate an increasing awareness of the school's purpose and mission, along with agreement that the school's goals and instructional practices are aligned with the purpose and mission.

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

All findings reported above are aligned with feedback from school developed surveys and county-wide parenting surveys.

## **Areas in Need of Improvement**

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

Although parental involvement has improved there is still room for improvement.

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

Parents feel that J. E. Hobbs is a safe place to learn. However, after analyzing the data from the surveys they feel that there is room for safety improvements.

**What are the implications for these stakeholder perceptions?**

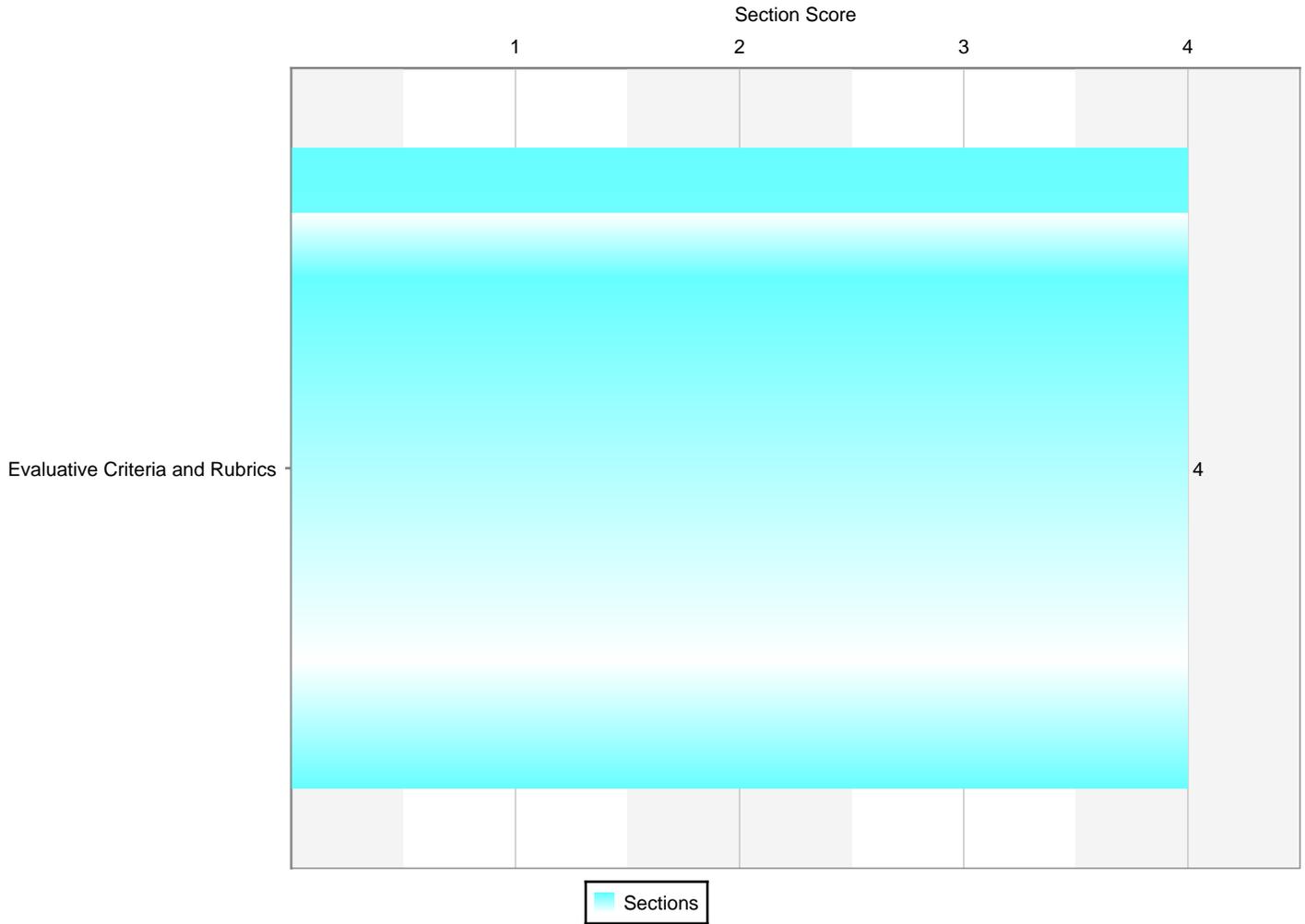
The school has an outdated layout, which leaves it open to some safety issues.

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

All findings are discussed by parents, faculty, staff and administrators when planning for each school year.

## Report Summary

### Scores By Section



# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		student performance.pdf Student Performance Diagnostic-J.E. Hobbs ACTAspire

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	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?**

In the areas of phonemem segmentation 97% of kindergartners and 83% of first graders met or exceeded the expected level of performance.

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

The 4th and 5th graders have continually met ever increasing state requirements in reading and math. Library circulation has increased tremendously due to the adoption and strict enforcement of the Accelerated Reader Program. Student absenteeism has declined and student learning seems to be on a rise.

### **Which area(s) indicate the overall highest performance?**

The 4th and 5th grade reading and math scores have shown the highest improvement.

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

Due to the fact that our school is 99.7% black, the only sub group is male and female.

### **Between which subgroups is the achievement gap closing?**

The achievement gap is tremendously closing between the subgroup of male and female.

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

The percentage of males and females checking out books and performing well on AR books tests, ARMT, and DIBELS tests.

## Areas in Need of Improvement

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

These areas are below the expected levels of performance:

- First and second grade DIBELS oral reading fluency
- Students in grade 3 did not meet state standards in reading or math.
- Students in grade 6 experience a decrease in reading by 7%.
- 14% of the students in grade 5 did not meet the standards
- Third grade performance in reading and math decreased in 2013
- Multiplication fluency and problem solving in grades 3-6
- Fractional computation and problem solving in grades 3-6
- Problem solving with problems involving perimeter and area in grades 5 & 6
- Comprehension and application of literary elements and devices such as personification, simile, metaphor, hyperbole, etc. in grades 3-6
- Comprehension of functional text in grades 3-6

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

A negative trend in performance is indicated with students in grade 3 not meeting state standards in reading or math. Multiplication fluency and problem solving in grades 3-6, also indicates a negative trend in performance.

### Which area(s) indicate the overall lowest performance?

The areas of multiplication and comprehension indicate the overall lowest performance.

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

We only have a sub group of males and females, and this subgroup shows a trend toward decreasing performance.

### Between which subgroups is the achievement gap becoming greater?

The greatest gap is between males and females.

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

**ACIP**

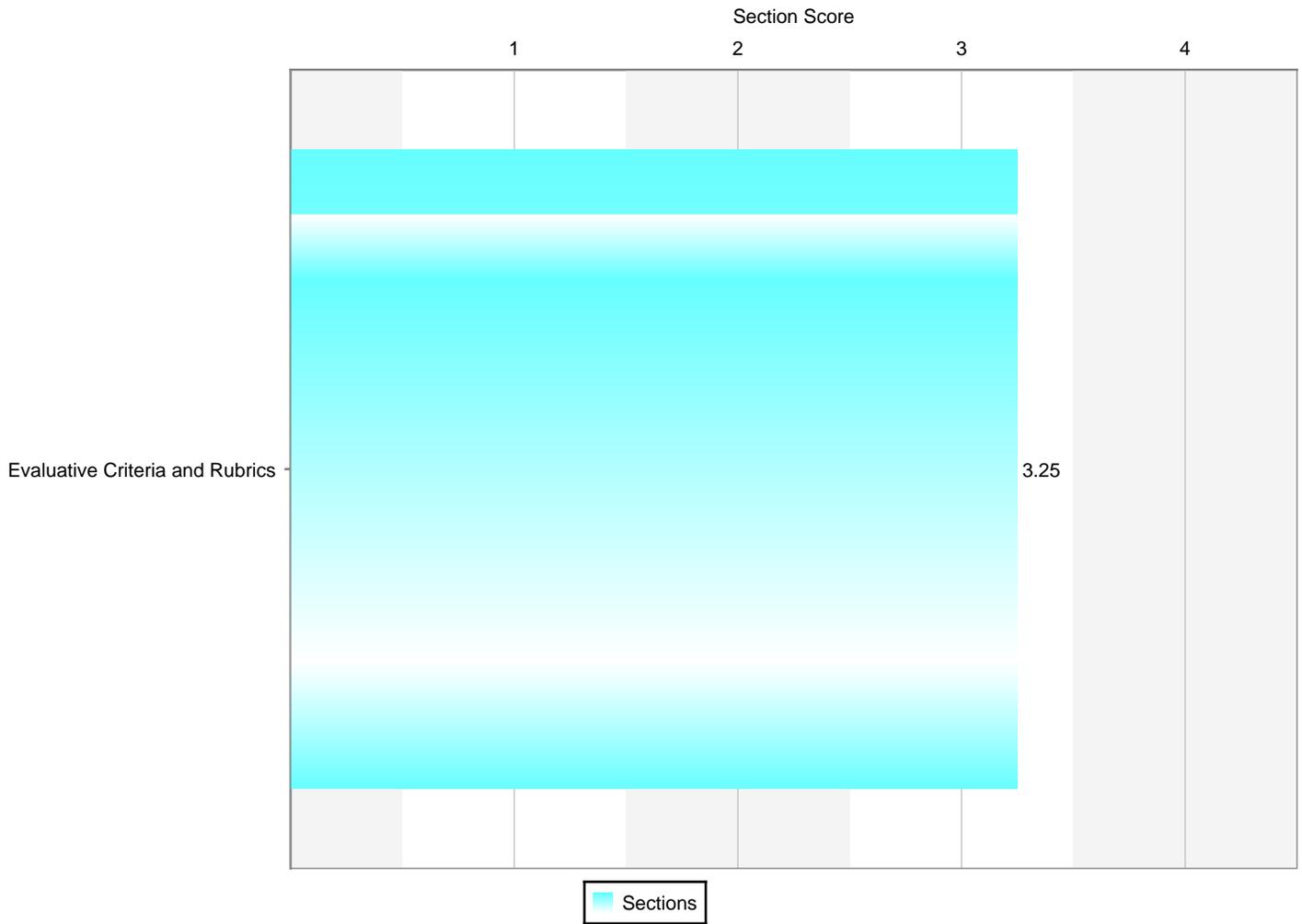
J. E. Hobbs Elementary School

---

Our ARMT and DIBELS scores correctly reflect the areas that our students are having difficulty. These areas are math and reading comprehension.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

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

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

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	Mrs. Roshanda Jackson 30 Claiborne Street Camden, AL 36726	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement plan

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

# **ACIP 2014-2015**

## **Overview**

### **Plan Name**

ACIP 2014-2015

### **Plan Description**

2014-2015

## 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	Student achievement in reading comprehension, vocabulary, and fluency will increase by a minimum of 10% as evidenced on state sponsored, school-wide, and classroom assessments.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
2	Students in grade three through six will increase their mathematical computation and problem solving proficiency.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$34427
3	Increase student motivation as it relates to academic performance and behavior.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$200
4	Multiplication Accuracy	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
5	The Counselor faculty and staff will provide students with tools to appropriately address situations involving bullying, drug, alcohol, and tobacco use while motivating students to achieve.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
6	J. E. Hobbs Elementary will implement strategies that will increase parental involvement and provide parents with tools to assist be an active partner in their child's learning experience..	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
7	Students will enhance their writing skills	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
8	Increase Parental Involvement	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$300

## Goal 1: Student achievement in reading comprehension, vocabulary, and fluency will increase by a minimum of 10% as evidenced on state sponsored, school-wide, and classroom assessments.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in reading comprehension, vocabulary, and fluency in Reading by 05/28/2014 as measured by state assessments such as ACT Aspire, DIBELS, Global Scholar, school wide assesments such as STAR and general classroom assessments..

### Strategy 1:

Literacy Strategy - Teachers will implement the Accelerated Reader program to help foster and improve reading skills and comprehension.

Accelerated Reader is a research based program that students can use to test their comprehension of written materials. Students are able to receive instant feed back through the results of the test. AR data has shown an increase in student comprehension. The Scott Foresman and Wonders reading programs provide a structured reading lesson to foster the development of comprehension, vocabulary, and fluency. Strategies will be monitored through classroom assessments, Global Scholar and lesson plans. Reading coaches will provide assistance and resources to all teachers and students.

The Star Early Literacy and the Star Reading component of the AR program will also be implemented quarterly to provide data about the student's general reading skills.

Research Cited: Research Cited: Miller, .D. (2002). Reading with meaning. Portland, ME: Stenhouse Publishers.

Fountas,I. & Pinnell, G. (1996). Guided reading good first teaching for all children. Portsmouth, NH: Heinemann.

White, R. N., Palmiter, A. S., Sinclair, B., & Reisner, E. R. (2011). The

literacy programs of Save the Children: Results from the 2010–11 school year. Washington, DC: Policy Studies Associates.

The McGraw-Hill Companies, Inc. (2014). Wonders. New York, NY: McGraw Hill.

Scott Foresman. (2009). Reading street. Glenview, IL: Pearson Education, Inc.

Activity - AR and Reading Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the computer lab and classroom computers to take AR tests after they have read written materials to determine comprehension mastery. Teachers will participate in ongoing training with ARI to support the implementation of the reading programs (Scott Foresman and Wonders).	Academic Support Program	08/11/2014	05/22/2015	\$0	Title I Part A	Librarians, Teachers, Reading Coaches
Activity - Star Early Literacy and Reading Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

J. E. Hobbs Elementary School

STAR Early Literacy is the most widely used computer-based diagnostic assessment for determining early literacy and numeracy progress for emerging readers in grades PreK-3. STAR Reading's research-based test items meet the highest standards for reliability and validity, providing actionable data you need in five domains: word knowledge and skills, analyzing literary text, understanding author's craft, comprehension strategies and constructing meaning, and analyzing argument and evaluating text.	Academic Support Program	08/11/2014	05/22/2015	\$0	Title I Part A	Librarians, Teachers and Support Staff
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	------------	------------	-----	----------------	----------------------------------------

Activity - Intervention Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in small groups with the teacher to enhance the skills that they are struggling with in reading	Direct Instruction	08/11/2014	05/22/2015	\$0	No Funding Required	Teachers, Reading Coaches, Administrator

Activity - Wonders ELL Component	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will be provided needed instruction using the ELL component of the reading series and any additional help needed during intervention using ELL intervention strategies and other techniques.	Academic Support Program	08/11/2014	05/22/2015	\$0	Title I Part A	Teachers and Reading Coach

**Strategy 2:**

Cooperative Grouping - Students will be placed in groups of 4 to 5 and work together to complete an assigned activity. Each member of the group will have a job to ensure that everyone takes part in the process.

Activity - Team Moment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in their cooperative learning groups to practice focus skills and strategies.	Academic Support Program	08/11/2014	05/22/2015	\$0	No Funding Required	Teachers

## **Goal 2: Students in grade three through six will increase their mathematical computation and problem solving proficiency.**

**Measurable Objective 1:**

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in mathematical computation and problem solving in Mathematics by 05/28/2015 as measured by state sponsored assessments such as ACT Aspire and Global Scholar, Stride Academy, and regular classroom assessments. .

**Strategy 1:**

Explicit Instruction in Problem Solving - Classroom teachers will provide explicit instruction in problem solving including academic vocabulary from Alabama Insight

Tool, scaffolding key information, and demonstrating multiple problem-solving strategies.

Research Cited: Research Cited:

Activity - Math Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development sessions focused on the implementation of Go Math, AMSTI and strategies that will enhance teaching and learning in the math class.	Professional Learning	08/11/2014	05/22/2015	\$1000	Title II Part A	Teachers, AMSTI representatives, GO Math representatives

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction will be implemented daily with those students in need of assistance.	Direct Instruction	08/11/2014	05/22/2015	\$0	No Funding Required	Teachers, Reading Coaches, and Administrators

Activity - ELL Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will be provided needed instruction using the ELL component of the math series and any additional help needed during intervention using ELL intervention strategies and other techniques.	Academic Support Program	08/11/2014	05/22/2015	\$0	Title I Part A	Teachers

### Strategy 2:

Explicit Instruction in Multiplication - Teachers will use various strategies to promote automaticity, implementation, and retention of multiplication facts.

Research Cited: Research Cited: Sammons, L. (2010). Guided math: A framework for mathematics instruction. Huntington Beach, CA: Shell Education.

Activity - After School Tutoring and Summer Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students were provided after school support by teachers, community services and summer enrichment program in multiplication which included hands on activities, multimedia presentations, and print resources.	Academic Support Program	04/01/2014	06/30/2014	\$33427	Title I Part A	Teachers, Aides, and Administrators

### Strategy 3:

Strategic Teaching - Teachers will provide instruction that incorporates a before during and after activity to enhance teaching and learning in math and reading instruction.

Teachers will participate in workshops and work sessions to enhance this skill.

Activity - Strategic Teaching Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in training to gain knowledge on effective strategic teaching strategies from Reading coaches, ARI coaches and Wonders representatives.	Professional Learning	08/11/2014	07/31/2015	\$0	Title I Part A	Administrators, Teachers

### Goal 3: Increase student motivation as it relates to academic performance and behavior.

#### Measurable Objective 1:

demonstrate a proficiency in reading and math as we decrease negative behaviors by 05/28/2015 as measured by increased number of students on honor roll and decreasing the number of office referrals.

#### Strategy 1:

Academic Incentives & Behavior Rewards - Students are recognized for academics such as A and A/B honor roll, achieving Accelerated Reader goals, and exhibiting positive behavior.

Research Cited: Research Cited: Wong & Wong. (2004,2005). The first days of school. Mountain View, CA: Harry K. Wong Publications, Inc.

Activity - Academic Celebration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have exhibited academic achievement as it relates to classroom and state assessments are recognized and rewarded during our annual academic celebration and nine weeks celebrations. Students who have shown improvement in behavior will be recognized at the end of year awards program.	Other	08/19/2013	05/28/2015	\$200	General Fund	Administrators and teachers

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Earnings has created an online communication network that provides teachers with ideas to increase student motivation and engagement.	Academic Support Program	08/11/2014	05/22/2015	\$0	No Funding Required	All Staff members are responsible for implementation.

### Goal 4: Multiplication Accuracy

#### Measurable Objective 1:

A 20% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a behavior in multiplication facts in Mathematics by 05/22/2015 as measured by Teacher observation, Schoolwide Multiplication Assessment, formal and informal assessment.

**Strategy 1:**

Multiplication Moment - Students will complete a multiplication drill each morning before instruction begins. The teacher will provide a timed drilled after reviewing each set of multiplication fact for one week. Those students who are struggling with these facts will be provided with math intervention.

Activity - Bell Ringer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement daily multiplication activities to enhance multiplication accuracy.	Other	08/11/2014	05/22/2015	\$0	General Fund	Mr. Rush and Mr. Frye

Activity - Multiplication Challenge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a competition with their peers displaying their automaticity and knowledge of multiplication facts.	Academic Support Program	08/11/2014	05/22/2015	\$0	No Funding Required	Teachers

## **Goal 5: The Counselor faculty and staff will provide students with tools to appropriately address situations involving bullying, drug, alcohol, and tobacco use while motivating students to achieve.**

**Measurable Objective 1:**

100% of All Students will demonstrate a behavior of a productive citizen that is College and Career ready in Practical Living by 05/22/2015 as measured by counselor and teacher observation.

**Strategy 1:**

Bully Free Campaign - The counselor will meet with students and discuss issues on bullying.

Activity - Bully Free Pledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will recite the Bully Free Pledge daily.	Behavioral Support Program	08/11/2014	05/22/2015	\$0	No Funding Required	Counselor

**Strategy 2:**

Drug Free Campaign - The school will implement a campaign against drugs. The counselor will meet with students and talk about the dangers of drug and alcohol use. The counselor will invite guest speakers to speak about drug use.

Activity - Drug Free Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement a week of activities geared toward drug prevention.	Behavioral Support Program	10/27/2014	10/31/2014	\$0	General Fund	Counselor

## Goal 6: J. E. Hobbs Elementary will implement strategies that will increase parental involvement and provide parents with tools to assist be an active partner in their child's learning experience..

### Measurable Objective 1:

A 20% increase of All Students will demonstrate a behavior in collaboration with parents, faculty and other stakeholders to plan and foster an environment conducive for learning in Practical Living by 05/22/2015 as measured by Parent Teacher conferences, Sign-In sheets from parenting meetings, Parent Volunteer logs.

### Strategy 1:

Parent Committee - Parents will meet to compile and organize activities for parents through out the school year. They will help to ensure that all parents are aware of current events at the school and scheduled activities.

Activity - Parenting Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings will be held to keep parents up to date on what is going on in the school, provide strategies for assisting their child and to gain input from them, These meetings will include our State wide Parenting Week events and our Title I Parenting meeting.	Parent Involvement	08/11/2014	05/22/2015	\$0	Title I Schoolwide	Parent Liason, Parent Advisory Committee, Administrator

## Goal 7: Students will enhance their writing skills

### Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in utilizing the different modes of writing in English Language Arts by 05/22/2015 as measured by teacher observation, writing rubrics, Wonders Writing component and ACT Aspire Assessment.

### Strategy 1:

Writing Prompts - Students will be given a writing prompt daily. Students will use the writing prompt to develop a product that reflects the mode of writing required.

Activity - Daily Writing Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

**ACIP**

J. E. Hobbs Elementary School

Students will write in the journals daily. They will reflect on their writing using the writing process and share their writing.	Academic Support Program	08/11/2014	05/22/2015	\$0	No Funding Required	Teachers
Activity - Writing Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be given to students that meet and exceed the set goals in the different modes of writing	Other	08/11/2014	05/22/2015	\$0	General Fund	Teachers and Administrators

**Goal 8: Increase Parental Involvement****Measurable Objective 1:**

100% of All Students will collaborate to enhance teaching and learning by including parents in school sponsored trainings and events geared toward strategies to enhance student success from home to school in Reading by 05/22/2015 as measured by Parent teacher conference, teacher observation, and parent participation.

**Strategy 1:**

Parental Involvement - J. E. Hobbs will provide activities and trainings that will keep parents updated on new programs and/or techniques that are being implemented in the school.

Activity - Back to School Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents met with teachers and were provided with information on their child's progress and things that they can do to reinforce instruction.	Parent Involvement	08/28/2014	08/28/2014	\$0	No Funding Required	Committee and Teachers
Activity - Title I Parenting Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual Title I Meeting to provide parents with need to know information regarding the Title I program and their rights as parents	Parent Involvement	08/28/2014	08/28/2014	\$0	No Funding Required	Parent Liaison, Administration and Federal Programs Director
Activity - Parenting Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided multiple opportunities to participate in our school wide parent visitation activities. Sessions will be scheduled to provide parents with information to enhance teaching and learning.	Parent Involvement	10/13/2014	10/17/2014	\$300	General Fund	Administrator, Parent Liaison, Faculty and Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Sessions	Students will work in small groups with the teacher to enhance the skills that they are struggling with in reading	Direct Instruction	08/11/2014	05/22/2015	\$0	Teachers, Reading Coaches, Administrator
Learning Earnings	Learning Earnings has created an online communication network that provides teachers with ideas to increase student motivation and engagement.	Academic Support Program	08/11/2014	05/22/2015	\$0	All Staff members are responsible for implementation.
Multiplication Challenge	Students will participate in a competition with their peers displaying their automaticity and knowledge of multiplication facts.	Academic Support Program	08/11/2014	05/22/2015	\$0	Teachers
Daily Writing Journals	Students will write in the journals daily. They will reflect on their writing using the writing process and share their writing.	Academic Support Program	08/11/2014	05/22/2015	\$0	Teachers
Intervention	Small group instruction will be implemented daily with those students in need of assistance.	Direct Instruction	08/11/2014	05/22/2015	\$0	Teachers, Reading Coaches, and Administrators
Team Moment	Students will be placed in their cooperative learning groups to practice focus skills and strategies.	Academic Support Program	08/11/2014	05/22/2015	\$0	Teachers
Title I Parenting Meeting	Annual Title I Meeting to provide parents with need to know information regarding the Title I program and their rights as parents	Parent Involvement	08/28/2014	08/28/2014	\$0	Parent Liaison, Administration and Federal Programs Director
Back to School Night	Parents met with teachers and were provided with information on their child's progress and things that they can do to reinforce instruction.	Parent Involvement	08/28/2014	08/28/2014	\$0	Committee and Teachers
Bully Free Pledge	Students will recite the Bully Free Pledge daily.	Behavioral Support Program	08/11/2014	05/22/2015	\$0	Counselor

**Total**      \$0

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Star Early Literacy and Reading Test	STAR Early Literacy is the most widely used computer-based diagnostic assessment for determining early literacy and numeracy progress for emerging readers in grades PreK-3. STAR Reading's research-based test items meet the highest standards for reliability and validity, providing actionable data you need in five domains: word knowledge and skills, analyzing literary text, understanding author's craft, comprehension strategies and constructing meaning, and analyzing argument and evaluating text.	Academic Support Program	08/11/2014	05/22/2015	\$0	Librarians, Teachers and Support Staff
After School Tutoring and Summer Enrichment	Students were provided after school support by teachers, community services and summer enrichment program in multiplication which included hands on activities, multimedia presentations, and print resources.	Academic Support Program	04/01/2014	06/30/2014	\$33427	Teachers, Aides, and Administrators
Strategic Teaching Workshops	Teachers will engage in training to gain knowledge on effective strategic teaching strategies from Reading coaches, ARI coaches and Wonders representatives.	Professional Learning	08/11/2014	07/31/2015	\$0	Administrators, Teachers
ELL Math	ELL students will be provided needed instruction using the ELL component of the math series and any additional help needed during intervention using ELL intervention strategies and other techniques.	Academic Support Program	08/11/2014	05/22/2015	\$0	Teachers
Wonders ELL Component	ELL students will be provided needed instruction using the ELL component of the reading series and any additional help needed during intervention using ELL intervention strategies and other techniques.	Academic Support Program	08/11/2014	05/22/2015	\$0	Teachers and Reading Coach
AR and Reading Programs	Students will use the computer lab and classroom computers to take AR tests after they have read written materials to determine comprehension mastery. Teachers will participate in ongoing training with ARI to support the implementation of the reading programs (Scott Foresman and Wonders).	Academic Support Program	08/11/2014	05/22/2015	\$0	Librarians, Teachers, Reading Coaches
<b>Total</b>					<span style="border: 1px solid black; padding: 2px;">\$33427</span>	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parenting Week	Parents will be provided multiple opportunities to participate in our school wide parent visitation activities. Sessions will be scheduled to provide parents with information to enhance teaching and learning.	Parent Involvement	10/13/2014	10/17/2014	\$300	Administrator, Parent Liaison, Faculty and Staff

**ACIP**

J. E. Hobbs Elementary School

Academic Celebration	Students who have exhibited academic achievement as it relates to classroom and state assessments are recognized and rewarded during our annual academic celebration and nine weeks celebrations. Students who have shown improvement in behavior will be recognized at the end of year awards program.	Other	08/19/2013	05/28/2015	\$200	Administrators and teachers
Drug Free Week	The school will implement a week of activities geared toward drug prevention.	Behavioral Support Program	10/27/2014	10/31/2014	\$0	Counselor
Bell Ringer	Teachers will implement daily multiplication activities to enhance multiplication accuracy.	Other	08/11/2014	05/22/2015	\$0	Mr. Rush and Mr. Frye
Writing Incentives	Incentives will be given to students that meet and exceed the set goals in the different modes of writing	Other	08/11/2014	05/22/2015	\$0	Teachers and Administrators
<b>Total</b>					<b>\$500</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parenting Meetings	Meetings will be held to keep parents up to date on what is going on in the school, provide strategies for assistig their child and to gain input from them, These meetings will include our State wide Parenting Week events and our Title I Parenting meeting.	Parent Involvement	08/11/2014	05/22/2015	\$0	Parent Liason, Parent Advisory Committee, Administrator
<b>Total</b>					<b>\$0</b>	

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Training	Teachers will participate in ongoing professional development sessions focused on the implementation of Go Math, AMSTI and strategies that will enhance teaching and learning in the math class.	Professional Learning	08/11/2014	05/22/2015	\$1000	Teachers, AMSTI representatives, GO Math representatives
<b>Total</b>					<b>\$1000</b>	

# **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.**

Parents will be notified by the school about the annual Title I meeting through printed notices, calendar of events, telephone calls, brochures, home visits and local newspapers. This will be done the at the beginning of the school year. Parents are required to sign a form stating that they understand the Title I program.

### **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.**

J. E. Hobbs will host several events throughout the school year that will promote parental involvement. A monthly PTO meeting will be held. There will be parent teacher conferences as needed. Parental workshops emphasizing effective parenting skills and learning activities. Flexible scheduling for parent conferences and workshops will be made available to afford parents the opportunity to attend, according to their home and work schedules. School Management program, etc. Parent assistance, attendance awards, and other incentives will be utilized when possible.

Parents serve on all policy and plan development committees in the school and LEA. They are involved in the development of policies and plans as well as being part of the approval process. This board will provide needed input in all areas of parental concern and serve as a mediator for parents. Input from parents and community members is actively sought in order to ensure that parent and student needs are identified and that all available community resources are being utilized. Annually, parents are asked to review the plan, the compact and to recommend any changes they would like for consideration by the committee. Parents serve on each committee. Each year parents further evaluate the effectiveness of the parental involvement plan.

### **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 notified of events and meetings through the use of all-calls, printed notices, school web site, and calendar of events. The parental portal of INOW is also made available for parent access. The annual school parental meeting is held in October and parents are informed of different aspects of the curriculum and provided with hands-on experiences at this event . Parents are given an opportunity at each meeting to note any questions or concerns that they may have.

### **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).**

At its annual parenting meeting in September, J. E. Hobbs Elementary School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessment used. Parents will learn about the following subjects taught: reading, math, language, science, social studies, physical education, music, and computer classes. The School-Parent Compact was developed to build and foster the development of a school-parent partnership to help all children achieve high state standards. J. E. Hobbs Elementary School reviews its parent compact yearly. The compact will be revised by staff members, our school's Parent Advisory Committee, and two students. The compact will be explained to parents and they will be asked to sign the compact signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will sign the compacts and store them in his/her classroom for use during parent-teacher and/or student-teacher conferences.

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

In May of each year, J. E. Hobbs Elementary School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the Committee who represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home in our parental newsletter and on the school website. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library, the office and the parent center, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office.

**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)**

J. E. Hobbs Elementary School will accomplish much of this through its annual parents' meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. After the meeting, the school will hold an open house where parents will be given the opportunity to meet their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed.

**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.)**

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)**

J. E. Hobbs Elementary School has its own parent center. The parent liaison has the center open weekly. For additional time appointments can be made to meet with her. The center houses material for parents to check out to learn about how they can help their child be successful. The parent center has a collection of movies that deal with different learning styles and strategies that parents can use to assist them in answering difficult questions and assist them in aiding students to deal with difficult and emotional situations. These movies can be obtained through the parenting center or the library.

**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)**

J. E. Hobbs Elementary School will accomplish this through its Parental Center. With the help of the parent liaison; they will hold reviews of the parental plan, parent compact, and student handbook. The monthly and annual advisory committee meeting will serve as instruments that will allow parents to voice or personally get involved in the day to day education of their students. The parental newsletter will also serve as a communication tool between parents and teachers.

**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)**

J. E. Hobbs coordinates its parent involvement program for all parents. We use parent liaison, principal, counselor, and the newsletter to notify and encourage parental participation.

**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)**

J. E. Hobbs Elementary school sends out a monthly newsletter that informs parents of all pertinent information and it is posted on the school's website. The newsletter is checked and collaborated upon with parent volunteers, the counselor and librarian to ensure that information is presented in timely and grammatically correct manner. Copies of the newsletter are placed in every student's hand and extra copies are kept in the principal's office, Parenting Center and the counselor's office. Announcements concerning scheduled PTO meetings and other meetings calling for parental participation are placed in the students hand, radio broadcast, school's website, and the local newspaper.

**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)**

J. E. Hobbs principal, counselor, teachers, and parent liaison are always available to answer any questions parents may have concerning their child's education.

**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.**

J. E. Hobbs does not have any ELL parents or students at this time. The school is handicapped-accessible. Phone conferences can be used for parents who are homebound. In an event that we do acquire any ELL students we do have a plan in place to accomodate those students and ensure that their needs are met.

# 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 school wide planning committee reviewed all data over time (3-5 years) concerning the school. Results of the ACT Aspire, ARMT+, DIBELS, and other measures about the school are distributed and discussed at faculty meetings, departmental meetings, grade level meetings, in-service meetings. The faculty took state and local data and reviewed it as a faculty, a CIP committee, and by individual grade levels and identified strengths and weaknesses of the school and the individual grades. Teachers received copies for their use in individual classrooms.

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

The school wide leadership team reviewed the following data to create our school wide improvement plan:

- DIBELS data for 1st and 2nd grade indicate areas of low performance in oral reading fluency
- Students in grade 3 did not meet state standards in reading or math on 2013 ARMT+
- Students in grade 6 experience a decrease in reading by 7% on the 2013 ARMT+
- 14% of the students in grade 5 did not meet the standards
- Third grade performance in reading and math decreased in 2013
- Multiplication fluency and problem solving in grades 3-6
- Fractional computation and problem solving in grades 3-6 on ACT Aspire
- Problem solving with problems involving perimeter and area in grades 5 & 6
- Comprehension and application of literary elements and devices such as personification, simile, metaphor, hyperbole, etc. in grades 3-6
- Comprehension of functional text in grades 3-6
- ACT Aspire indicates that there is a need for support in reading for grades 3 through 6 and a greater need for support in math in grade 6
- ACT Aspire indicates there is need for support in the area of writing for grade 3-6.

After analyzing past and present data, faculty and staff determined that reading comprehension, problem solving, and multiplication fluency was a weakness in grades 3 through 6. Faculty and staff noted that the need for professional development to enhance their teaching strategies in these areas was needed.

### **3. What conclusions were drawn from the results?**

At J.E. Hobbs, we need to focus on strategies to improve student performance in the areas of reading and math. It was concluded that professional development will be provided to faculty and staff in the areas of weakness. Strategies and activities will be put into place to enhance teaching and learning in all areas.

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

According to parent surveys gathered each year, parents feel that J.E. Hobbs is a safe place to learn, that their child receives a good education, and their needs are being met. Concerns of parents include: improving reading scores, additional parenting seminars, technology instruction, and transportation to school functions. A full time nurse is available to attend to immediate medical problems and other health issues. There are no major safety issues for students at J.E. Hobbs but due to the dated layout of the school, safety is still a major priority.

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

J. E. Hobbs' goals are directly related to our needs assessment data. Our goals are created based on the identified areas of weakness. Strategies and activities are compiled to meet the set goals.

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

Goals are a reflection of all the data collected throughout the school year. They are set according to the identified weakness and given benchmarks for the upcoming year.

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

Goals are addressed with the whole school population in mind. Implementation of explicit, intensive instruction through the use of small groups or cooperative learning groups is required and evident in every classroom.

## Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency 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:

Student achievement in reading comprehension, vocabulary, and fluency will increase by a minimum of 10% as evidenced on state sponsored, school-wide, and classroom assessments.

#### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in reading comprehension, vocabulary, and fluency in Reading by 05/28/2014 as measured by state assessments such as ACT Aspire, DIBELS, Global Scholar, school wide assesments such as STAR and general classroom assessments..

#### Strategy1:

Cooperative Grouping - Students will be placed in groups of 4 to 5 and work together to complete an assigned activity. Each member of the group will have a job to ensure that everyone takes part in the process.

Research Cited: Kagan, S. (1994) Cooperative learning. San Clemente, CA; Kagan Publishing. Webb, N. M., Farivar, S. H., & Mastergeorge, A. M. (2002). Productive Helping in Cooperative Groups . Theory Into Practice, 41(1), 13-20. Smith, M. K., Wood, W. B., Adams, W. K., Wieman, C., Knight, J. K., Guild, N., et al. (2009). Why Peer Discussion Improves Student Performance on In-Class Concept Questions. Science, 323(5910), 122-124.

Activity - Team Moment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in their cooperative learning groups to practice focus skills and strategies.	Academic Support Program			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers

#### Strategy2:

Literacy Strategy - Teachers will implement the Accelerated Reader program to help foster and improve reading skills and comprehension. Accelerated Reader is a research based program that students can use to test their comprehension of written materials. Students are able to receive instant feed back through the results of the test. AR data has shown an increase in student comprehension. The Scott Foresman and Wonders reading programs provide a structured reading lesson to foster the development of comprehension, vocabulary, and fluency. Strategies will be monitored through classroom assessments, Global Scholar and lesson plans. Reading coaches will provide assistance and resources to all teachers and students.

The Star Early Literacy and the Star Reading component of the AR program will also be implemented quarterly to provide data about the student's general reading skills.

Research Cited: Research Cited: Miller, .D. (2002). Reading with meaning. Portland, ME: Stenhouse Publishers.  
Fountas,I. & Pinnell, G. (1996). Guided reading good first teaching for all children. Portsmouth, NH: Heinemann.

**ACIP**

J. E. Hobbs Elementary School

White, R. N., Palmiter, A. S., Sinclair, B., & Reisner, E. R. (2011). The literacy programs of Save the Children: Results from the 2010–11 school year. Washington, DC: Policy Studies Associates.

The McGraw-Hill Companies, Inc. (2014). Wonders. New York, NY: McGraw Hill.

Scott Foresman. (2009). Reading street. Glenview, IL: Pearson Education, Inc.

Activity - Wonders ELL Component	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided needed instruction using the ELL component of the reading series and any additional help needed during intervention using ELL intervention strategies and other techniques. Presently we do not have any ELL students.	Academic Support Program			08/11/2014	05/22/2015	\$0 - Title I Part A	Teachers and Reading Coach

Activity - Star Early Literacy and Reading Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Early Literacy is the most widely used computer-based diagnostic assessment for determining early literacy and numeracy progress for emerging readers in grades PreK-3. STAR Reading's research-based test items meet the highest standards for reliability and validity, providing actionable data you need in five domains: word knowledge and skills, analyzing literary text, understanding author's craft, comprehension strategies and constructing meaning, and analyzing argument and evaluating text.	Academic Support Program			08/11/2014	05/22/2015	\$2400 - Title I Part A	Librarians, Teachers and Support Staff

Activity - AR and Reading Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab and classroom computers to take AR tests after they have read written materials to determine comprehension mastery. Teachers will participate in ongoing training with ARI to support the implementation of the reading programs (Scott Foresman and Wonders).	Academic Support Program			08/11/2014	05/22/2015	\$2400 - Title I Part A	Librarians, Teachers, Reading Coaches

Activity - Intervention Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in small groups with the teacher to enhance the skills that they are struggling with in reading	Direct Instruction			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers, Reading Coaches, Administrator

**Goal 2:**

Students in grade three through six will increase their mathematical computation and problem solving proficiency.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in mathematical computation and problem solving in Mathematics by 05/28/2015 as measured by state sponsored assessments such as ACT Aspire and Global Scholar, Stride Academy, and regular classroom assessments. .

**Strategy1:**

Explicit Instruction in Multiplication - Teachers will use various strategies to promote automaticity, implementation, and retention of multiplication facts.

Research Cited: Research Cited: Sammons, L. (2010). Guided math: A framework for mathematics instruction. Huntington Beach, CA: Shell Education.

Activity - After School Tutoring and Summer Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students were provided after school support by teachers, community services and summer enrichment program in multiplication which included hands on activities, multimedia presentations, and print resources.	Academic Support Program			04/01/2014	06/30/2014	\$33427 - Title I Part A	Teachers, Aides, and Administrators

**Strategy2:**

Explicit Instruction in Problem Solving - Classroom teachers will provide explicit instruction in problem solving including academic vocabulary from Alabama Insight Tool, scaffolding key information, and demonstrating multiple problem-solving strategies.

Research Cited: Research Cited:

Activity - Math Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development sessions focused on the implementation of Go Math, AMSTI and strategies that will enhance teaching and learning in the math class.	Professional Learning			08/11/2014	05/22/2015	\$1000 - Title II Part A	Teachers, AMSTI representatives, GO Math representatives

**ACIP**

J. E. Hobbs Elementary School

Activity - ELL Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided needed instruction using the ELL component of the math series and any additional help needed during intervention using ELL intervention strategies and other techniques. We presently do not have any ELL students	Academic Support Program			08/11/2014	05/22/2015	\$0 - Title I Part A	Teachers

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction will be implemented daily with those students in need of assistance.	Direct Instruction			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers, Reading Coaches, and Administrators

**Strategy3:**

Strategic Teaching - Teachers will provide instruction that incorporates a before during and after activity to enhance teaching and learning in math and reading instruction.

Teachers will participate in workshops and work sessions to enhance this skill.

Research Cited:

Activity - Strategic Teaching Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in training to gain knowledge on effective strategic teaching strategies from Reading coaches, ARI coaches and Wonders representatives.	Professional Learning			08/11/2014	07/31/2015	\$1500 - Title II Part A	Administrators, Teachers

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

Student achievement in reading comprehension, vocabulary, and fluency will increase by a minimum of 10% as evidenced on state sponsored, school-wide, and classroom assessments.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in reading comprehension, vocabulary, and fluency in Reading by 05/28/2014 as measured by state assessments such as ACT Aspire, DIBELS, Global Scholar, school wide assessments such as STAR and general classroom assessments..

**Strategy1:**

Literacy Strategy - Teachers will implement the Accelerated Reader program to help foster and improve reading skills and comprehension. Accelerated Reader is a research based program that students can use to test their comprehension of written materials. Students are able to

**ACIP**

J. E. Hobbs Elementary School

receive instant feed back through the results of the test. AR data has shown an increase in student comprehension. The Scott Foresman and Wonders reading programs provide a structured reading lesson to foster the development of comprehension, vocabulary, and fluency. Strategies will be monitored through classroom assessments, Global Scholar and lesson plans. Reading coaches will provide assistance and resources to all teachers and students.

The Star Early Literacy and the Star Reading component of the AR program will also be implemented quarterly to provide data about the student's general reading skills.

Research Cited: Research Cited: Miller, .D. (2002). Reading with meaning. Portland, ME: Stenhouse Publishers.

Fountas,I. & Pinnell, G. (1996). Guided reading good first teaching for all children. Portsmouth, NH: Heinemann.

White, R. N., Palmiter, A. S., Sinclair, B., & Reisner, E. R. (2011). The

literacy programs of Save the Children: Results from the 2010–11 school year. Washington, DC: Policy Studies Associates.

The McGraw-Hill Companies, Inc. (2014). Wonders. New York, NY: McGraw Hill.

Scott Foresman. (2009). Reading street. Glenview, IL: Pearson Education, Inc.

Activity - Intervention Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in small groups with the teacher to enhance the skills that they are struggling with in reading	Direct Instruction			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers, Reading Coaches, Administrator

**Strategy2:**

Cooperative Grouping - Students will be placed in groups of 4 to 5 and work together to complete an assigned activity. Each member of the group will have a job to ensure that everyone takes part in the process.

Research Cited: Kagan, S. (1994) Cooperative learning. San Clemente, CA; Kagan Publishing. Webb, N. M., Farivar, S. H., & Mastergeorge,

A. M. (2002). Productive Helping in Cooperative Groups . Theory Into Practice, 41(1), 13-20. Smith, M. K., Wood, W. B., Adams, W. K.,

Wieman, C., Knight, J. K., Guild, N., et al. (2009). Why Peer Discussion Improves Student Performance on In-Class Concept Questions.

Science, 323(5910), 122-124.

Activity - Team Moment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in their cooperative learning groups to practice focus skills and strategies.	Academic Support Program			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers

**Goal 2:**

Students in grade three through six will increase their mathematical computation and problem solving proficiency.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in mathematical computation and problem solving in Mathematics by 05/28/2015 as measured by state sponsored assessments such as ACT Aspire and Global Scholar, Stride Academy, and regular classroom assessments. .

**ACIP**

J. E. Hobbs Elementary School

**Strategy1:**

Strategic Teaching - Teachers will provide instruction that incorporates a before during and after activity to enhance teaching and learning in math and reading instruction.

Teachers will participate in workshops and work sessions to enhance this skill.

Research Cited:

Activity - Strategic Teaching Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in training to gain knowledge on effective strategic teaching strategies from Reading coaches, ARI coaches and Wonders representatives.	Professional Learning			08/11/2014	07/31/2015	\$1500 - Title II Part A	Administrators, Teachers

**Strategy2:**

Explicit Instruction in Problem Solving - Classroom teachers will provide explicit instruction in problem solving including academic vocabulary from Alabama Insight Tool, scaffolding key information, and demonstrating multiple problem-solving strategies.

Research Cited: Research Cited:

Activity - ELL Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided needed instruction using the ELL component of the math series and any additional help needed during intervention using ELL intervention strategies and other techniques. We presently do not have any ELL students	Academic Support Program			08/11/2014	05/22/2015	\$0 - Title I Part A	Teachers

Activity - Math Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development sessions focused on the implementation of Go Math, AMSTI and strategies that will enhance teaching and learning in the math class.	Professional Learning			08/11/2014	05/22/2015	\$1000 - Title II Part A	Teachers, AMSTI representatives, GO Math representatives

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction will be implemented daily with those students in need of assistance.	Direct Instruction			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers, Reading Coaches, and Administrators

**Strategy3:**

Explicit Instruction in Multiplication - Teachers will use various strategies to promote automaticity, implementation, and retention of multiplication facts.

Research Cited: Research Cited: Sammons, L. (2010). Guided math: A framework for mathematics instruction. Huntington Beach, CA: Shell SY 2014-2015

Education.

Activity - After School Tutoring and Summer Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students were provided after school support by teachers, community services and summer enrichment program in multiplication which included hands on activities, multimedia presentations, and print resources.	Academic Support Program			04/01/2014	06/30/2014	\$33427 - Title I Part A	Teachers, Aides, and Administrators

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

**Goal 1:**

Student achievement in reading comprehension, vocabulary, and fluency will increase by a minimum of 10% as evidenced on state sponsored, school-wide, and classroom assessments.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in reading comprehension, vocabulary, and fluency in Reading by 05/28/2014 as measured by state assessments such as ACT Aspire, DIBELS, Global Scholar, school wide assesments such as STAR and general classroom assessments..

**Strategy1:**

Cooperative Grouping - Students will be placed in groups of 4 to 5 and work together to complete an assigned activity. Each member of the group will have a job to ensure that everyone takes part in the process.

Research Cited: Kagan, S. (1994) Cooperative learning. San Clemente, CA; Kagan Publishing. Webb, N. M., Farivar, S. H., & Mastergeorge, A. M. (2002). Productive Helping in Cooperative Groups . Theory Into Practice, 41(1), 13-20. Smith, M. K., Wood, W. B., Adams, W. K., Wieman, C., Knight, J. K., Guild, N., et al. (2009). Why Peer Discussion Improves Student Performance on In-Class Concept Questions. Science, 323(5910), 122-124.

Activity - Team Moment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in their cooperative learning groups to practice focus skills and strategies.	Academic Support Program			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers

**Goal 2:**

Students in grade three through six will increase their mathematical computation and problem solving proficiency.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in mathematical computation and problem solving in Mathematics by 05/28/2015 as measured by state sponsored assessments such as ACT Aspire and Global Scholar, Stride Academy, and regular classroom assessments. .

**Strategy1:**

Strategic Teaching - Teachers will provide instruction that incorporates a before during and after activity to enhance teaching and learning in math and reading instruction.

Teachers will participate in workshops and work sessions to enhance this skill.

Research Cited:

Activity - Strategic Teaching Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in training to gain knowledge on effective strategic teaching strategies from Reading coaches, ARI coaches and Wonders representatives.	Professional Learning			08/11/2014	07/31/2015	\$1500 - Title II Part A	Administrators, Teachers

**Strategy2:**

Explicit Instruction in Problem Solving - Classroom teachers will provide explicit instruction in problem solving including academic vocabulary from Alabama Insight Tool, scaffolding key information, and demonstrating multiple problem-solving strategies.

Research Cited: Research Cited:

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction will be implemented daily with those students in need of assistance.	Direct Instruction			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers, Reading Coaches, and Administrators

**Strategy3:**

Explicit Instruction in Multiplication - Teachers will use various strategies to promote automaticity, implementation, and retention of multiplication facts.

Research Cited: Research Cited: Sammons, L. (2010). Guided math: A framework for mathematics instruction. Huntington Beach, CA: Shell Education.

Activity - After School Tutoring and Summer Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students were provided after school support by teachers, community services and summer enrichment program in multiplication which included hands on activities, multimedia presentations, and print resources.	Academic Support Program			04/01/2014	06/30/2014	\$33427 - Title I Part A	Teachers, Aides, and Administrators

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

**Goal 1:**

Student achievement in reading comprehension, vocabulary, and fluency will increase by a minimum of 10% as evidenced on state sponsored, school-wide, and classroom assessments.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in reading comprehension, vocabulary, and fluency in Reading by 05/28/2014 as measured by state assessments such as ACT Aspire, DIBELS, Global Scholar, school wide assesments such as STAR and general classroom assessments..

**Strategy1:**

Literacy Strategy - Teachers will implement the Accelerated Reader program to help foster and improve reading skills and comprehension. Accelerated Reader is a research based program that students can use to test their comprehension of written materials. Students are able to receive instant feed back through the results of the test. AR data has shown an increase in student comprehension. The Scott Foresman and Wonders reading programs provide a structured reading lesson to foster the development of comprehension, vocabulary, and fluency. Strategies will be monitored through classroom assessments, Global Scholar and lesson plans. Reading coaches will provide assistance and resources to all teachers and students.

The Star Early Literacy and the Star Reading component of the AR program will also be implemented quarterly to provide data about the student's general reading skills.

Research Cited: Research Cited: Miller, .D. (2002). Reading with meaning. Portland, ME: Stenhouse Publishers.

Fountas,I. & Pinnell, G. (1996). Guided reading good first teaching for all children. Portsmouth, NH: Heinemann.

White, R. N., Palmiter, A. S., Sinclair, B., & Reisner, E. R. (2011). The

literacy programs of Save the Children: Results from the 2010–11 school year. Washington, DC: Policy Studies Associates.

The McGraw-Hill Companies, Inc. (2014). Wonders. New York, NY: McGraw Hill.

Scott Foresman. (2009). Reading street. Glenview, IL: Pearson Education, Inc.

Activity - Intervention Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in small groups with the teacher to enhance the skills that they are struggling with in reading	Direct Instruction			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers, Reading Coaches, Administrator

**Strategy2:**

Cooperative Grouping - Students will be placed in groups of 4 to 5 and work together to complete an assigned activity. Each member of the group will have a job to ensure that everyone takes part in the process.

Research Cited: Kagan, S. (1994) Cooperative learning. San Clemente, CA; Kagan Publishing. Webb, N. M., Farivar, S. H., & Mastergeorge, A. M. (2002). Productive Helping in Cooperative Groups . Theory Into Practice, 41(1), 13-20. Smith, M. K., Wood, W. B., Adams, W. K.,

**ACIP**

J. E. Hobbs Elementary School

Wieman, C., Knight, J. K., Guild, N., et al. (2009). Why Peer Discussion Improves Student Performance on In-Class Concept Questions. Science, 323(5910), 122-124.

Activity - Team Moment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in their cooperative learning groups to practice focus skills and strategies.	Academic Support Program			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers

**Goal 2:**

Students in grade three through six will increase their mathematical computation and problem solving proficiency.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in mathematical computation and problem solving in Mathematics by 05/28/2015 as measured by state sponsored assessments such as ACT Aspire and Global Scholar, Stride Academy, and regular classroom assessments. .

**Strategy1:**

Explicit Instruction in Problem Solving - Classroom teachers will provide explicit instruction in problem solving including academic vocabulary from Alabama Insight Tool, scaffolding key information, and demonstrating multiple problem-solving strategies.

Research Cited: Research Cited:

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction will be implemented daily with those students in need of assistance.	Direct Instruction			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers, Reading Coaches, and Administrators

**Strategy2:**

Strategic Teaching - Teachers will provide instruction that incorporates a before during and after activity to enhance teaching and learning in math and reading instruction.

Teachers will participate in workshops and work sessions to enhance this skill.

Research Cited:

Activity - Strategic Teaching Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in training to gain knowledge on effective strategic teaching strategies from Reading coaches, ARI coaches and Wonders representatives.	Professional Learning			08/11/2014	07/31/2015	\$1500 - Title II Part A	Administrators, Teachers

**Goal 3:**

SY 2014-2015

Page 61

Increase student motivation as it relates to academic performance and behavior.

**Measurable Objective 1:**

demonstrate a proficiency in reading and math as we decrease negative behaviors by 05/28/2015 as measured by increased number of students on honor roll and decreasing the number of office referrals.

**Strategy1:**

Academic Incentives & Behavior Rewards - Students are recognized for academics such as A and A/B honor roll, achieving Accelerated Reader goals, and exhibiting positive behavior.

Research Cited: Research Cited: Wong & Wong. (2004,2005). The first days of school. Mountain View, CA: Harry K. Wong Publications, Inc.

Activity - Learning Earnings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Earnings has created an online communication network that provides teachers with ideas to increase student motivation and engagement.	Academic Support Program			08/11/2014	05/22/2015	\$0 - No Funding Required	All Staff members are responsible for implementation.

**Goal 4:**

Multiplication Accuracy

**Measurable Objective 1:**

A 20% increase of All Students will demonstrate a behavior in multiplication facts in Mathematics by 05/22/2015 as measured by Teacher observation, Schoolwide Multiplication Assessment, formal and informal assessment.

**Strategy1:**

Multiplication Moment - Students will complete a multiplication drill each morning before instruction begins. The teacher will provide a timed drilled after reviewing each set of multiplication fact for one week. Those students who are struggling with these facts will be provided with math intervention.

Research Cited:

Activity - Bell Ringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily multiplication activities to enhance multiplication accuracy.	Other			08/11/2014	05/22/2015	\$0 - General Fund	Mr. Rush and Mr. Frye

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

**Goal 1:**

Student achievement in reading comprehension, vocabulary, and fluency will increase by a minimum of 10% as evidenced on state sponsored, school-wide, and classroom assessments.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in reading comprehension, vocabulary, and fluency in Reading by 05/28/2014 as measured by state assessments such as ACT Aspire, DIBELS, Global Scholar, school wide assesments such as STAR and general classroom assessments..

**Strategy1:**

Literacy Strategy - Teachers will implement the Accelerated Reader program to help foster and improve reading skills and comprehension. Accelerated Reader is a research based program that students can use to test their comprehension of written materials. Students are able to receive instant feed back through the results of the test. AR data has shown an increase in student comprehension. The Scott Foresman and Wonders reading programs provide a structured reading lesson to foster the development of comprehension, vocabulary, and fluency. Strategies will be monitored through classroom assessments, Global Scholar and lesson plans. Reading coaches will provide assistance and resources to all teachers and students.

The Star Early Literacy and the Star Reading component of the AR program will also be implemented quarterly to provide data about the student's general reading skills.

Research Cited: Research Cited: Miller, .D. (2002). Reading with meaning. Portland, ME: Stenhouse Publishers.

Fountas,I. & Pinnell, G. (1996). Guided reading good first teaching for all children. Portsmouth, NH: Heinemann.

White, R. N., Palmiter, A. S., Sinclair, B., & Reisner, E. R. (2011). The

literacy programs of Save the Children: Results from the 2010–11 school year. Washington, DC: Policy Studies Associates.

The McGraw-Hill Companies, Inc. (2014). Wonders. New York, NY: McGraw Hill.

Scott Foresman. (2009). Reading street. Glenview, IL: Pearson Education, Inc.

Activity - Intervention Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in small groups with the teacher to enhance the skills that they are struggling with in reading	Direct Instruction			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers, Reading Coaches, Administrator

**Goal 2:**

Students in grade three through six will increase their mathematical computation and problem solving proficiency.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in mathematical computation and problem solving in Mathematics by 05/28/2015 as measured by state sponsored assessments such as ACT Aspire and Global Scholar, Stride Academy, and regular classroom assessments. .

**Strategy1:**

Explicit Instruction in Problem Solving - Classroom teachers will provide explicit instruction in problem solving including academic vocabulary from Alabama Insight Tool, scaffolding key information, and demonstrating multiple problem-solving strategies.

Research Cited: Research Cited:

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction will be implemented daily with those students in need of assistance.	Direct Instruction			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers, Reading Coaches, and Administrators

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

Student achievement in reading comprehension, vocabulary, and fluency will increase by a minimum of 10% as evidenced on state sponsored, school-wide, and classroom assessments.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in reading comprehension, vocabulary, and fluency in Reading by 05/28/2014 as measured by state assessments such as ACT Aspire, DIBELS, Global Scholar, school wide assesments such as STAR and general classroom assessments..

**Strategy1:**

Literacy Strategy - Teachers will implement the Accelerated Reader program to help foster and improve reading skills and comprehension. Accelerated Reader is a research based program that students can use to test their comprehension of written materials. Students are able to receive instant feed back through the results of the test. AR data has shown an increase in student comprehension. The Scott Foresman and Wonders reading programs provide a structured reading lesson to foster the development of comprehension, vocabulary, and fluency. Strategies will be monitored through classroom assessments, Global Scholar and lesson plans. Reading coaches will provide assistance and resources to all teachers and students.

The Star Early Literacy and the Star Reading component of the AR program will also be implemented quarterly to provide data about the student's general reading skills.

Research Cited: Research Cited: Miller, .D. (2002). Reading with meaning. Portland, ME: Stenhouse Publishers.

Fountas,I. & Pinnell, G. (1996). Guided reading good first teaching for all children. Portsmouth, NH: Heinemann.

White, R. N., Palmiter, A. S., Sinclair, B., & Reisner, E. R. (2011). The

literacy programs of Save the Children: Results from the 2010–11 school year. Washington, DC: Policy Studies Associates.

The McGraw-Hill Companies, Inc. (2014). Wonders. New York, NY: McGraw Hill.

Scott Foresman. (2009). Reading street. Glenview, IL: Pearson Education, Inc.

Activity - Wonders ELL Component	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided needed instruction using the ELL component of the reading series and any additional help needed during intervention using ELL intervention strategies and other techniques. Presently we do not have any ELL students.	Academic Support Program			08/11/2014	05/22/2015	\$0 - Title I Part A	Teachers and Reading Coach

**Goal 2:**

Students in grade three through six will increase their mathematical computation and problem solving proficiency.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in mathematical computation and problem solving in Mathematics by 05/28/2015 as measured by state sponsored assessments such as ACT Aspire and Global Scholar, Stride Academy, and regular classroom assessments. .

**Strategy1:**

Explicit Instruction in Problem Solving - Classroom teachers will provide explicit instruction in problem solving including academic vocabulary from Alabama Insight Tool, scaffolding key information, and demonstrating multiple problem-solving strategies.

Research Cited: Research Cited:

Activity - ELL Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided needed instruction using the ELL component of the math series and any additional help needed during intervention using ELL intervention strategies and other techniques. We presently do not have any ELL students	Academic Support Program			08/11/2014	05/22/2015	\$0 - Title I Part A	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:**

Student achievement in reading comprehension, vocabulary, and fluency will increase by a minimum of 10% as evidenced on state sponsored, school-wide, and classroom assessments.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in reading comprehension, vocabulary, and fluency in Reading by 05/28/2014 as measured by state assessments such as ACT Aspire, DIBELS, Global Scholar, school wide assessments such as STAR and general classroom assessments..

**Strategy1:**

Literacy Strategy - Teachers will implement the Accelerated Reader program to help foster and improve reading skills and comprehension. Accelerated Reader is a research based program that students can use to test their comprehension of written materials. Students are able to receive instant feed back through the results of the test. AR data has shown an increase in student comprehension. The Scott Foresman and Wonders reading programs provide a structured reading lesson to foster the development of comprehension, vocabulary, and fluency. Strategies will be monitored through classroom assessments, Global Scholar and lesson plans. Reading coaches will provide assistance and resources to all teachers and students.

The Star Early Literacy and the Star Reading component of the AR program will also be implemented quarterly to provide data about the student's general reading skills.

Research Cited: Research Cited: Miller, .D. (2002). Reading with meaning. Portland, ME: Stenhouse Publishers.

Fountas,I. & Pinnell, G. (1996). Guided reading good first teaching for all children. Portsmouth, NH: Heinemann.

White, R. N., Palmiter, A. S., Sinclair, B., & Reisner, E. R. (2011). The

literacy programs of Save the Children: Results from the 2010–11 school year. Washington, DC: Policy Studies Associates.

The McGraw-Hill Companies, Inc. (2014). Wonders. New York, NY: McGraw Hill.

Scott Foresman. (2009). Reading street. Glenview, IL: Pearson Education, Inc.

Activity - Star Early Literacy and Reading Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Early Literacy is the most widely used computer-based diagnostic assessment for determining early literacy and numeracy progress for emerging readers in grades PreK-3. STAR Reading's research-based test items meet the highest standards for reliability and validity, providing actionable data you need in five domains: word knowledge and skills, analyzing literary text, understanding author's craft, comprehension strategies and constructing meaning, and analyzing argument and evaluating text.	Academic Support Program			08/11/2014	05/22/2015	\$2400 - Title I Part A	Librarians, Teachers and Support Staff

Activity - Intervention Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in small groups with the teacher to enhance the skills that they are struggling with in reading	Direct Instruction			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers, Reading Coaches, Administrator

**ACIP**

J. E. Hobbs Elementary School

Activity - Wonders ELL Component	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided needed instruction using the ELL component of the reading series and any additional help needed during intervention using ELL intervention strategies and other techniques. Presently we do not have any ELL students.	Academic Support Program			08/11/2014	05/22/2015	\$0 - Title I Part A	Teachers and Reading Coach

Activity - AR and Reading Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab and classroom computers to take AR tests after they have read written materials to determine comprehension mastery. Teachers will participate in ongoing training with ARI to support the implementation of the reading programs (Scott Foresman and Wonders).	Academic Support Program			08/11/2014	05/22/2015	\$2400 - Title I Part A	Librarians, Teachers, Reading Coaches

**Goal 2:**

Students in grade three through six will increase their mathematical computation and problem solving proficiency.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in mathematical computation and problem solving in Mathematics by 05/28/2015 as measured by state sponsored assessments such as ACT Aspire and Global Scholar, Stride Academy, and regular classroom assessments. .

**Strategy1:**

Explicit Instruction in Multiplication - Teachers will use various strategies to promote automaticity, implementation, and retention of multiplication facts.

Research Cited: Research Cited: Sammons, L. (2010). Guided math: A framework for mathematics instruction. Huntington Beach, CA: Shell Education.

Activity - After School Tutoring and Summer Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students were provided after school support by teachers, community services and summer enrichment program in multiplication which included hands on activities, multimedia presentations, and print resources.	Academic Support Program			04/01/2014	06/30/2014	\$33427 - Title I Part A	Teachers, Aides, and Administrators

**Goal 3:**

Multiplication Accuracy

**Measurable Objective 1:**

A 20% increase of All Students will demonstrate a behavior in multiplication facts in Mathematics by 05/22/2015 as measured by Teacher observation, Schoolwide Multiplication Assessment, formal and informal assessment.

**Strategy1:**

Multiplication Moment - Students will complete a multiplication drill each morning before instruction begins. The teacher will provide a timed drilled after reviewing each set of multiplication fact for one week. Those students who are struggling with these facts will be provided with math intervention.

Research Cited:

Activity - Bell Ringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily multiplication activities to enhance multiplication accuracy.	Other			08/11/2014	05/22/2015	\$0 - General Fund	Mr. Rush and Mr. Frye

Activity - Multiplication Challenge	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a competition with their peers displaying their automaticity and knowledge of multiplication facts.	Academic Support Program			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers

**Goal 4:**

Students will enhance their writing skills

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency in utilizing the different modes of writing in English Language Arts by 05/22/2015 as measured by teacher observation, writing rubrics, Wonders Writing component and ACT Aspire Assessment.

**Strategy1:**

Writing Prompts - Students will be given a writing prompt weekly. Students will use the writing prompt to develop a product that reflects the mode of writing required.

Research Cited: Graham S., Harris K. R., and Linda H. Mason

Improving the Writing, Knowledge, and Motivation of Struggling Young Writers: Effects of Self-Regulated Strategy Development With and Without Peer Support. American Educational Resource Journal 2006; 43; 295

Harris, K. R., & Graham, S. (1996). Making the writing process work: Strategies for composition and self-regulation. Cambridge, MA: Brookline.

**ACIP**

J. E. Hobbs Elementary School

<b>Activity - Writing Journals</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students will write in their journals daily to meet the weekly writing prompt assignment. They will reflect on their writing using the writing process and share their writing.	Academic Support Program			08/11/2014	05/22/2015	\$0 - No Funding Required	Teachers

<b>Activity - Writing Incentives</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Incentives will be given to students that meet and exceed the set goals in the different modes of writing	Other			08/11/2014	05/22/2015	\$0 - General Fund	Teachers and Administrators

### 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		

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		

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

J. E. Hobbs Elementary School has achieved the goal of having 100% highly qualified teachers. The Wilcox County School System makes every effort to employ competent, high-quality teachers. No teachers are currently being hired that do not meet the NCLB definition of highly-qualified. Personnel from the central office attend recruiting fairs at local colleges and universities for the purpose of securing well-trained, in-field teachers that are certified by the State of Alabama. J. E. Hobbs Elementary completes the annual LEA Personnel Systems (LEAP) report as required by the Alabama State Department of Education and SACS. The completion and evaluation of this report assist in ensuring that all teachers are highly-qualified, teaching in their field of certification, and duty certified by the State of Alabama.

When positions in Wilcox County become available, notices are sent to each school, posted in the central office, and posted on the internet. The principal reviews applications once the application deadline has expired and chooses applicants for the interview process. The principal and the superintendent interview prospective employees. Recommendations for hiring are submitted to the Wilcox County Board of Education. Decisions regarding hiring and placement are made based on area of specialized training, and applicant preference. Strategies that have been are currently used to attract high-quality, highly-qualified teachers include:

- College recruitment Advertisements placed in local paper, journals, and on the internet Online Recruitment
- SACS accreditation
- Job fair recruitment Promotion of the Wilcox County School System

## Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turnover rate is low. This year we had to fill the spots of 2 teachers. They were replaced with 1 teacher from within the system and 1 from another system.

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

Majority of personnel have 5 years or more experience. We only have 1 teacher with less than 5 years.

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

The school accepts teacher interns from local colleges. Personnel from the central office attend recruiting fairs at local colleges and universities for the purpose of securing well-trained, in-field teachers that are certified by the State of Alabama. The school places notable activities and events in the local newspaper.

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

Personnel from the central office attend recruiting fairs at local colleges and universities for the purpose of securing well-trained, in-field teachers that are certified by the State of Alabama. J. E. Hobbs has a mentoring program for first year teachers. The Administrator pairs the novice teacher with a master teacher to assist them and provide constructive criticism, offer guidance in areas of weakness and provide ideas for strategies that may be effective.

### 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?

The teacher turnover rate is low.

## 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?

On-going job-imbedded training, reading coaches & Regional partners (ARI) Company Consultants, Mega Conference, Lamp Workshop, Pre-K Conference, OSR Workshops, Pre-K & Kindergarten Conference, Early Intervention Conference, First grade Conference, CCRS Conferences, AMSTI, Math Workshops, Concourse Reading workshop, Technology Workshops, Problem Solving Team, Staff Development Reading Workshops are all quality professional development

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

On-going job-imbedded training, ARI training, Mega Conference, AMSTI, Go Math training, Wonders training, Lamp Workshop Pre-K Conference, Pre-K & Kindergarten Conference, First Grade Teacher Conference, College and Career Ready Workshops, Early Intervention Conference, Concourse Reading workshop, Technology Conference, Problem Solving Team, and Staff Development Reading Workshops.

### 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.

J. E. Hobbs has established a formal teacher mentoring program administered by our principal. The goal of the program is to provide support to new or struggling teachers. Each new teacher is assigned to a master teacher who has five or more year's experience. The master teacher guides and checks the progress of their new teacher. Classroom guidance and assistance is provided on a needed basis. Modeling lessons is also provided.

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

Teachers at J. E. Hobbs will participate in professional development that will assist in enhancing teaching and learning by gaining new strategies to incorporate in every academic area in order to gain optimal learning and increase student motivation. These opportunities are sustained and ongoing by our district office as well as the Alabama Department of Education. Teachers are given the opportunity to participate in professional development activities that are high-quality, effective, and research-based. Teachers will implement strategies, as well as, share the strategies learned with their peers.

## 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.**

The following are transition activities offered at J. E. Hobbs Elementary:

- Pre-K and Kindergarten registration is held in the spring, this is done so that parents may meet with teachers and discuss any special needs that the student may have.
- First through fifth grade transitions are also planned in the spring, each class gets to visit the next grade to orient themselves with the upcoming requirements and teachers.
- The sixth graders attend an assembly at the middle school and tour the facility they will attend in the fall.
- During spring registration and at the beginning of the school year, parents are given uniform codes, school supply list, and a school calendar. This supply list is also placed in the local papers and the parent newsletter.
- On the first day of school, the principal holds an assembly for parents to introduce faculty and provide them with an orientation of upcoming activities for the school year.
- Open House is provided each school year before students return.

## 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?

During committee meetings, faculty and grade level meetings, data and test results are analyzed to determine areas of weakness and strength.

Response To Instruction Support Team members evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing.

## **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?**

To address the needs of non-proficient students, the RTI team meets to analyze data and discuss intervention strategies. The RTI chairperson identifies students as below average, low average, high average, and above average. Student performance is discussed and an intervention plan is made to help students performing below grade level expectations. Additionally, during committee meetings, faculty, and grade level meetings, data and test results are examined to determine areas of achievement and areas of non-mastery per grade level. All data compiled and discussed is used to drive instruction at J.E. Hobbs.

### **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?**

Intensive and strategic students receive thirty minutes of extra small group sessions daily. Re-teaching (Alternative Teaching), After School tutoring, Stride Academy, Global Scholar Assessment, and Peer Tutoring are also used to meet the needs of every learner. Each teacher implements RTI Strategies and keeps documentation to reinforce RTI.

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

Teachers review the student's permanent records, previous test results, and any other pertinent information which would help the teacher determine student strengths and weaknesses. Teachers use formative and summative assessment data to provide differentiated instruction. They use the information obtained from whole group and small group instruction to plan intensive strategic lessons that will enhance learning for the student. Teachers' use of Star Literacy, Accelerated Reading, STAR Early Literacy, Big Universe, Global Scholar, and strategies which have intervention strategies embedded in the curriculum which are aligned with the Alabama Reading Initiative intervention guidelines are implemented as well.

### **4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective and additional instructional assistance. This will be accomplished by:

- Progress monitoring students in a timely manner based upon DIBELS benchmark assessments
- Conducting faculty meetings and grade level meetings monthly to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed
- Utilizing the assistance of the Reading Coach and the Title I School Improvement Specialist
- Encouraging parental involvement in student education through school conferences, telephone conversations and parent newsletter

- Providing an after school tutorial program
- Providing At-Risk program services
- Teachers' use of Star Literacy, Accelerated Reading, STAR Early Literacy, Big Universe, Global Scholar, and strategies which have intervention strategies embedded in the curriculum which are aligned with the Alabama Reading Initiative intervention guidelines
- Communication with previous teachers and parents who have insight about other learning styles
- Providing daily small group instruction and intervention by teachers for children experiencing difficulty
- Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses and to address these results during instruction
- Teacher review of student permanent records, previous test results, and any other pertinent information which would help the teacher determine student strengths and weaknesses

Numerous strategies are used that will address the needs of migratory students, limited-English proficient students, students with disabilities, neglected/delinquent students, homeless students, and economically disadvantaged students. We will know that the needs of all students, including all subgroups of students, have been met when they reach high state content and achievement standards.

**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 J. E. Hobbs Elementary, including those identified as homeless, economically disadvantaged, and neglected/delinquent, have access to a free lunch and breakfast, Title 1 services, Special Education services, ELL services, At Risk, and counseling services. Also, J. E. Hobbs Elementary uses the department of Mental Health, Department of Human Resources, and various community resources to provide students with necessary school supplies, food, clothing, and shelter. J. E. Hobbs has no English Language Learners enrolled. Policies and procedures are in place, however, should they enroll. In addition, Juanita Robinson has been identified as the county translator. Based on the demographics of the county Spanish speaking students are more prevalent to Wilcox County.

**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.**

NA

**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?**

The programs used at J.E. Hobbs are research-based and geared toward meeting state standards. Programs are chosen and implemented according to the needs of the school, in order to work toward achieving goals set for the school. There are several monetary sources that are integrated into the financial management and instructional program at J. E. Hobbs Elementary. Types of funds include State of Alabama School Foundation Program, Title I, Title II, and Homeless. All funds support the goals of the CIP and overall student achievement. More information can be found in the budget summary section of the ACIP.

**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.**

State of Alabama School Foundation Program funds are allocated to J. E. Hobbs elementary based upon student enrollment. All Foundation allocated units are located at the school. Title I funds are used for supplies and to pay for teachers and instructional assistants to supplement the regular academic program. Title II funds are used to provide professional development for the faculty and staff of the school. General funds from the district and school level contribute to the overall instructional program at the school. We receive funds from Title I, Rural & Low Income, Title II, Homeless, and OSR.

**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.**

The Director of Federal Programs collaborates and coordinates federal funds with district administration, building principals, and other applicable staff. The school system's Special Education program includes speech/language, gifted services, and resource education for students with learning disabilities. All of the students at J.E. Hobbs qualify for free lunch. Hobbs does not receive funds for violence prevention, housing, Head Start, adult education, vocational and technical education, or job training.

## **Component 10: Evaluation**

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

J. E. Hobbs Elementary evaluates the implementation of the schoolwide program throughout the school year. Teachers meet monthly to discuss data they have gathered using different strategies and assessments that the plan dictates. Using the results of that data, they determine the effectiveness of the strategy and if it needs to be revamped. They also use data collected from the Alabama Alternate Assessment, ACT Aspire, STAR Reading, Global Scholars, DIBELS, and Stride Academy. This data is compiled and analyzed by the leadership team as a means of evaluating the effectiveness of the implementation of the schoolwide plan. This year we are implementing goals and strategies to enhance reading and math. Data collected from the above mentioned sources will be used as reflection and planning tool for the upcoming school year.

### **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?**

J. E. Hobbs Elementary takes the current assessment data and compares them within grade levels. Then they compare this data to the previous data from the past year, and look for trends of achievement and areas that reflect opportunities for growth.

### **3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?**

The Leadership team along with faculty and staff will collect evidence to support the goals set to determine achievement of standards. Administration will conduct meetings and trainings to ensure that everyone understands the goals set and have the tools necessary to work toward meeting set standards.

### **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?**

The plan is reviewed throughout the year to ensure that goals are being addressed. However, if there are any notable changes to be made the team makes those changes and revises the plan. After a thorough analysis of data, the Leadership Team will identify the areas of concentration that will drive the upcoming years instruction. They will also look for any patterns in achievement that is present. Professional development will also be determined based on the results of the school's data.

# 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.	30.56

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.	0.5

Label	Question	Value
4.	Provide the number of Counselor assigned units.	1.5

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**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the number of classroom teachers.	33.5

<b>Label</b>	<b>Question</b>	<b>Value</b>
2.	Provide the number of Administrators.	1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the number of Assistant Principals.	0.5

<b>Label</b>	<b>Question</b>	<b>Value</b>
4.	Provide the number of Counselors.	1.5

<b>Label</b>	<b>Question</b>	<b>Value</b>
5.	Provide the number of Librarians.	1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
6.	Provide the number of Career and Technical Education Administrators.	0.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
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.	1430875.5

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	59946.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	27126.5

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	54253.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	61973.0

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.	10559.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total 1,644,733.00

## II. Federal Funds

**Title I: Improving the Academic Achievement of the Disadvantaged**

**Provide a brief explanation and breakdown of expenses.**

Instructional Salaries	\$284281.92	Salaries	Benefits	Total
Gwendolyn Hale	Pre-K Teacher	43228.45	16093.28	59321.73
Marsha Sims	Pre-K Teacher	47143.40	16957.74	64101.14
Julie Smith	Reading Coach	10639.80	3966.98	14606.78
Gwendolyn Martin	Reading Coach	18845.02	8016.18	26861.20
Jessica McGraw	Teacher	36967.00	16405.91	53372.91
Krystal Murphy	Instructional Aide	14772.00	4410.63	26947.54
Jessica Shelton	Instructional Aide	10931.28	5422.64	19941.18
Shelton Frye	Assistant Principal	27769.00	1014.72	37916.72
Other Salaries		\$54867.27	Salary	Benefits
Michael Blackburn		12893.00	4410.63	17303.63
Debra Turk		13279.00	5422.64	18701.64
Substitutes	\$3015.31	Salary	Benefits	
20 Days		2800.00	215.31	3015.31
Purchase Services	\$7458.66			
Materials & Supplies	\$332.68			
Health Supplies	\$300.00			
Total	\$350,255.84			
Parental Involvement (1% LEA Set Aside Portion)	\$4276.50			
Total and set aside	\$354,532.34			

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	354532.34

**Title I: ARRA Funds**

**Provide a brief explanation and a breakdown of expenses.**

N/A

<b>Label</b>	<b>Question</b>	<b>Value</b>
4.	Title I: ARRA Funds Provide the total.	0.0

**Title II: Professional Development Activities****Provide a brief explanation and a breakdown of expenses.**

N/A

<b>Label</b>	<b>Question</b>	<b>Value</b>
6.	Title II: Professional Development Activities Provide the total.	0.0

**Title III: For English Language Learners****Provide a brief explanation and a breakdown of expenses.**

N/A

<b>Label</b>	<b>Question</b>	<b>Value</b>
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

<b>Label</b>	<b>Question</b>	<b>Value</b>
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.**

N/A

**ACIP**

J. E. Hobbs Elementary School

<b>Label</b>	<b>Question</b>	<b>Value</b>
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

**Career and Technical Education-Perkins IV: Basic Grant (Title I)**

Provide a brief explanation and a breakdown of expenses.

N/A

<b>Label</b>	<b>Question</b>	<b>Value</b>
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

<b>Label</b>	<b>Question</b>	<b>Value</b>
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

<b>Label</b>	<b>Question</b>	<b>Value</b>
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.

N/A

Label	Question	Value
2.	Local Funds Provide the total.	0.0