



ACIP

J. E. Hobbs Elementary School

Wilcox County School System

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Executive Summary

Introduction

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

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

Description of the School

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

Elementary school begins the journey to becoming college and career ready. J. E. Hobbs prides itself in providing our students with lifelong learning experience that will carry them into their future. J. E. Hobbs Elementary School is located in Wilcox County in the rural area of Camden, Alabama. We are one of three elementary schools in Wilcox County. The enrollment of the school is currently 564 students, and approximately 60 faculty members. This makes J. E. Hobbs Elementary School the largest elementary school in the county. The total percentage of students receiving free lunch is 100%. The student to teacher ratio is 19:1.

J. E. Hobbs Elementary serves grades Pre-K through 6th. The racial makeup of the school is 98% African American and 2% Caucasian and other. Seventy percent of the students of J. E. Hobbs live below the poverty level and are being reared in single family homes. The age and layout of J. E. Hobbs Elementary school offers some interesting challenges such as safety due to openness. The school is made up of 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, safety patrol for loading and unloading of the buses).

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. Administrators conduct walk through to make observations and offers feedback and suggestions on how the teaching and learning experience can be enhanced to promote student success of state standards. 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.

J. E. Hobbs Elementary School is constantly researching innovative ways to enhance instruction and learning. To compensate for being in an area of low socioeconomic status, we seek outside funding sources to assist in enhancing academic growth and achievement. One of our recent gains is the Apple ConnectED grant. This grant will assist our students in becoming college and career ready by providing them with technological resources. We have also adopted the Rigor and Relevance Framework as a means of supporting teachers in building an environment conducive for well developed learners.

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% certified. We offer programs that are evidence based such as, Accelerated Reader, Star Literacy, Reading Wonders, Really Great Reading, Go Math, and many other programs. Global Scholar is being used to assessed where students are. The data used helps guide instruction. A part time counselor and full time nurse are employed at the school to attend to the emotional and physical needs of our students. We have a parental involvement specialist 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 through the use of RTI, intervention, peer tutoring, technology remediation, and parental support.

J. E. Hobbs Elementary has adopted the Motto "Climb, Connect and Conquer." We are determined to Climb to success, Connect with all stakeholders and Conquer adversity as we prepare our students for a College and Career Ready future.

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.

J.E. Hobbs students have made gains in different areas at different levels academically. According to Dibels, 93% of Kindergarten students met core benchmark on phoneme segmentation, 74% of first grade students met core benchmark in oral reading fluency, and 52% of second grade students met core benchmark in retelling. According to the 2016-2017 ACT Aspire results, grades 3-6 in Math increased from 17 students to 22 students ready or exceeding.

The new guidelines set for the Accelerated Reader (AR) program had a major impact on increasing the number of books read by students. The librarian has implemented morning library and students are allowed to attend morning sessions in the library on their scheduled days. 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 permits 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, recently we were awarded the Apple ConnectEd Grant that will provide each student with an iPad. Each teacher and administrator has been provided an iPad, Macbook, and an Apple TV to assist in classroom instruction. Physical Education teachers have incorporated the Wii Fitness program and a nutritional program introducing students to different types of fruit and vegetable to promote healthy living.

In the next three years J. E. Hobbs is motivated to assist every learner in reaching and exceeding the goals set for them both academically and socially. Through instruction that is rigorous and relevant students will enhance their knowledge in reading and math. The knowledge gained will help to increase reading and math scores on the Global Scholar state assessment in grades 3-6. Grades Pre-K - 2nd will enhance their word recognition and reading fluency skills. The school seeks to continue to provide a safe environment conducive to learning. Students will be assisted in becoming college and career ready through collaborations among faculty, administrators, and parents.

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. We will continue our partnership with the Apple Connect-Ed program. Teachers and students have received their devices, and they will effectively implement and use their devices for classroom instruction while continuing their professional learning from the Apple Support Team.

J. E. Hobbs is a recipient of the Alabama Arts Institute Grant. Students will get a chance to use the arts in creative ways through a partnership with the Alabama Blues Project and other community stakeholders.

Teachers are implementing the weekly news to enhance teaching and learning in Social Studies. We are also in partnership with AMSTI to work on continuous improvement in the areas of math.

Each grade level will send home a weekly newsletter with targeted skills of instruction and additional school news.

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. Administration selects a leadership team to review and devise the yearly school improvement plan. The Administrators select a team compiled of teachers from different grade level. Parents are also a part of the team. They provide input and concerns from a parent perspective. The leadership team includes the administration (Principal Frye and Assistant Principal Laister), teachers from various grade levels (Melissa Charley 1st grade, Miranda Miller 5th Grade, Jacquies Wheeler 2nd Grade, Betina Johnson 6th Grade, Valerie Dunning Pre-K) and parents. The team works with faculty and staff to review and analyze data to identify areas of strengths and weaknesses. Faculty and staff used data gathered to compile goals and action plans. 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. Plans are reviewed and continuous revisions are made 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 2016-2017 Instructional Leadership Team Names and Positions:

Shelton Frye, Principal

Vernita Laister, Assistant Principal

LaShonda Rogers, Federal Programs Director

Melissa Charley, 1st Grade Teacher

Miranda Miller, 5th Grade Teacher

Valerie Carr-Dunning Pre-K Teacher

Jacquies Wheeler, 2nd grade teacher

Betina Johnson, 6th Grade Teacher

Joanne Becton, Counselor

Edna Carter, Parent

, Parent

, Chief Financial Officer

Makeitha Shamburger, Special Education Coordinator

Mia Suggs, Psychometrist/Testing Coordinator

Dr. Andre Saulsberry, Superintendent

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.

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

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?

Students in grades K-2 scored Highest Area Overall:

Phoneme Segmentation-93% of k students meeting core benchmark

Oral Reading Fluency K-1 74% of first graders are meeting core benchmark

Retelling-52% of second grades are meeting core benchmark

According to 2016-2017 ACT Aspire results, 22% of 3rd graders are ready in math, 20% of 4th graders are ready in reading and 26% are ready in math.

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

2016-2017 DIBELS results showed a positive trend in students performance. Kindergarten had 79% of students to benchmark, 77% of first graders benchmarked and 53% of second graders reached their benchmark.

STAR

Gains

1st (+87)

2nd (+86)

3rd (+77)

4th (+105)

6th (+107)

Which area(s) indicate the overall highest performance?

Highest Area Overall:

Phoneme Segmentation-93% of Kindergarten students meeting core benchmark

Oral Reading Fluency (K-1)-74% of first graders are meeting core benchmark

Retelling-52% of second grades are meeting core benchmark

4th Grade showed the overall highest performance in reading and math on the ACT Aspire. 21% of 4th grade was ready or exceeding in reading and 30% were ready or exceeding in Math.

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

According to ACT Aspire, female students are showing an increasing performance in reading. 18% of females are in the readiness range.

while only 11% of males are in the readiness range according to ACT Aspire.

Between which subgroups is the achievement gap closing?

According to data the achievement gap is closing between male and female in math. 18% of each subgroup is in readiness range in math according to the ACT Aspire.

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

The percentage of males and females checking out books daily to read and gain AR Points. Males and females are also utilizing the online reading site daily.

Areas in Need of Improvement

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

According to 2016-2017 ACT Aspire results in grades 3-6

Grade 3 had 70% of students "In Need of Support" in Reading.

Grade 4 had 44% of students "In Need of Support" in Reading.

Grade 5 had 67% of students "In Need of Support" in Reading.

Grade 6 had 70% of students "In Need of Support" in Reading.

Grade 3 had 38% of students "In Need of Support" in Math.

Grade 4 had 20% of students "In Need of Support" in Math.

Grade 5 had 23% of students "In Need of Support" in Math.

Grade 6 had 28% of students "In Need of Support" in Math.

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

Students are struggling with meeting levels of performance in reading for grades 3-6. According to ACT Aspire 62% of students are in need of support in reading. According to STAR, 46% of students in grades 3 to 6 are in urgent need of intervention.

Which area(s) indicate the overall lowest performance?

There is an overall low performance in reading. According to ACT Aspire, 62 % of students are in need of support reading. Star Reading Data reflects that 46% of students are in need of urgent intervention.

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

The number of males in the readiness range decreases as students go up a grade level according to the ACT aspire.

Between which subgroups is the achievement gap becoming greater?

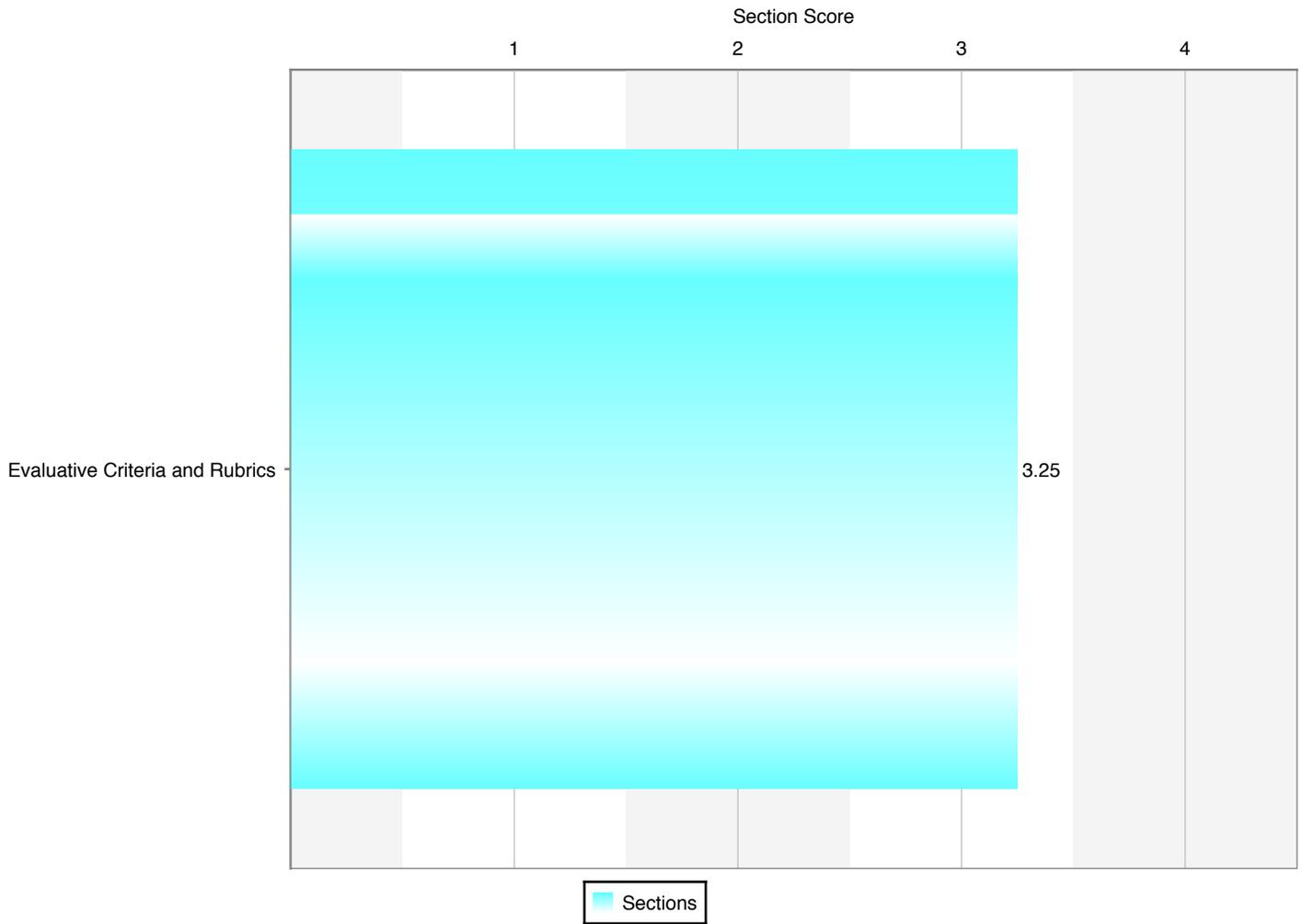
The achievement gap is greater between males and females. The female subgroup has a higher number scoring at or above grade level on assessments.

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

Data collected by state assessments and formative assessment reflect a consistency in deficits in math and reading. According to ACT Aspire, 62% of students are in need of support in reading and 51% are close in math.

Report Summary

Scores By Section



2017-2018 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, EL, 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		

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		

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	Mr. Shelton Frye Principal 30 Claiborne St. Camden, Al 36726	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		rights to know.pdf right to know1.pdf

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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Parent Compact	

2017-2018 Plan for ACIP

Overview

Plan Name

2017-2018 Plan for ACIP

Plan Description

2017-2018 Goals & Plans

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All stakeholders will collaborate to produce college and career ready students by exposing them to a rigorous and engaging curriculum.	Objectives: 1 Strategies: 2 Activities: 10	Organizational	\$53800
2	Collaborate to increase the number of proficient students in Math in grades 3 - 6 from 63 to 75 students and in grades K-2 by 3% as measured by approved State assessment and local K-2 assessments by May 25, 2018.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$55800
3	All stakeholders will collaborate to promote student, faculty, and staff attendance to provide a positive impact on academic achievement.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
4	All stakeholders will collaborate to promote positive student behaviors in all academic/and non academic settings.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$70400
5	All stakeholders will collaborate to engage parents and families into the learning environment.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$500

Goal 1: All stakeholders will collaborate to produce college and career ready students by exposing them to a rigorous and engaging curriculum.

Measurable Objective 1:

collaborate to produce college and career ready students by exposing them to a rigorous and engaging curriculum. by 05/25/2018 as measured by measured by approved State assessment and local K-2 assessments .

Strategy 1:

Strategic Teaching - Teachers will implement explicit strategic teaching weekly..

Category: Develop/Implement College and Career Ready Standards

Research Cited: Silver, H., Perini, M., & Strong, R. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Alexandria, VA: ASCD

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Global Scholar Really Good Reading Learning Farm Apple Professional Development	Professional Learning	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Asst. Principal, Teachers, Instructional Coach, Librarian, & Support Staff

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Tier I -Reading Wonders -Explicit and rigorous instruction	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Asst. Principal, Teachers, & Instructional Coach, Special Education Teachers, Aides
Tier 3 -RTI Tier 4 -Special Ed., 504, AAA						

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided small group instruction based on where they are academically. (Really Great Reading)	Academic Support Program	08/09/2017	05/25/2018	\$23000	Title I Part A	Teachers & Instructional Coach

Activity - Learning Farm	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Farm/On-line program	Academic Support Program	08/09/2017	05/25/2018	\$1800	General Fund	Principal, Asst. Principal, Teachers, & Instructional Coach

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Academic Support Program/on-line assessment and progress monitoring	Academic Support Program	08/09/2017	05/25/2018	\$5000	Title I Schoolwide	Principal, Asst. Principal, Teachers, Instructional Coach, & Librarian
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Activity - After School Tutoring(If funds are available)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention and other activities that will enhance learning (if funding is available)	Tutoring	08/09/2017	05/25/2018	\$24000	Title I Schoolwide	Principal, Asst. Principal, & Teachers

Activity - Reading Wonders ELL Component	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies for ELL students to provide targeted intervention with the use of Reading Wonders	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Asst. Principal, Teachers, & Instructional Coach

Activity - Global Scholar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each nine weeks students will be given a Global Scholar 9 weeks assessment	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Administrators, Teachers, Testing Coordinator

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Activity - Read with Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read with Me Identified students will work with teacher 15 Minutes at least 3 times weekly	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers

Strategy 2:

Counselor Sessions - Students will participate in field trips exposing them to people and places that will help in the planning of their future success.

Category: Develop/Implement Student and School Culture Program

Research Cited: Greene, J., Kisida, B., and Bowen, D. (2014) The Educational Value of Field Trips Education. VOL. 14, NO. 1

Ryan, J. (September 2013) Study: Students Really Do Learn Stuff on Field Trips: New research shows that class trips offer educational value--and that they are in danger of disappearing from American schools

Activity - Transition Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will explore other grade levels in their schools and the 6th grade will explore CSAT	Academic Support Program, Field Trip	05/09/2018	05/09/2018	\$0	No Funding Required	Counselor, Administrator s, and Teachers

Goal 2: Collaborate to increase the number of proficient students in Math in grades 3 - 6 from 63 to 75 students and in grades K-2 by 3% as measured by approved State assessment and local K-2 assessments by May 25, 2018.

Measurable Objective 1:

collaborate to to increase the number of proficient students in Math in grades 3 - 6 from 63 to 75 students and in grades K-2 by 3% by 05/25/2018 as measured by by approved State assessment and local K-2 assessments .

Strategy 1:

Strategic Teaching - Teachers will implement explicit strategic teaching weekly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Silver, H., Perini, M., & Strong, R. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Alexandria, VA: ASCD

Activity - Learning Farm	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An evidence based program used to support academic instruction as a means of progress monitoring.	Academic Support Program	08/09/2017	05/25/2018	\$1800	Title I Part A	Principal, Asst. Principal, Teachers, & Instructional Coach

Activity - Global Scholar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An evidence based web program use to progress monitor, assess, and assist in academic instruction.	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Asst. Principal, Teachers, & Instructional Coach

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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An evidence based program used to assist in academic instruction and progress monitoring.	Academic Support Program	08/09/2017	05/25/2018	\$7000	Title I Part A	Principal, Asst. Principal, Teachers, Instructional Coach, & Librarian
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Activity - After School Tutoring (if funds are available)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A remediation and intervention program will be conducted after school to improve academic student performance. (If funds are available)	Tutoring	08/09/2017	05/25/2018	\$24000	Title I Part A	Principal, Asst. Principal, Teachers, and Instructional Coach

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of support in math will be provided small group instruction addressing their need.	Academic Support Program	08/09/2017	05/25/2018	\$23000	Title I Part A	Principal, Asst. Principal, Teachers, & Instructional Coach

Activity - Math Moment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An remediation activity used to assist with instruction and student achievement. Students will reflect on the standard taught and participate in an activity covering that standard.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Asst. Principal,, Teachers, & Instructional coach

Activity - ELL Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math program will be used to assist with the teaching and learning of an ELL student	Academic Support Program, Recruitment and Retention	08/09/2017	05/31/2018	\$0	Title I Part A	Principal, Asst. Principal, Teachers, & Instructional coach

Goal 3: All stakeholders will collaborate to promote student, faculty, and staff attendance to provide a positive impact on academic achievement.

Measurable Objective 1:

collaborate to encourage student attendance with all stakeholder to reduce teacher absence with all stakeholder to reduce teacher absence by 05/25/2018 as measured by INOW data.

Strategy 1:

Purposely Present Incentive -

Students and teachers will be tracked for monthly attendance and awarded incentives for no absentees

Category: Develop/Implement Student and School Culture Program

Research Cited: Wong & Wong. (2004, 2005). The First Days of School. Mountain View, CA: Harry K. Wong Publications, Inc.

Activity - Popping Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

J. E. Hobbs Elementary School

Popping Attendance will provide incentives to encourage student and teacher attendance. Some incentives will include Bear Bucks and Teacher Shout Out.	Academic Support Program	08/09/2017	05/25/2018	\$300	General Fund	Administrators
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Activity - Beary Awards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will be awarded each nine weeks for perfect attendance	Academic Support Program	08/09/2017	05/25/2018	\$200	General Fund	Administrators

Goal 4: All stakeholders will collaborate to promote positive student behaviors in all academic/and non academic settings.

Measurable Objective 1:

increase student growth by collaborating with all stakeholders by Increasing the number of awards and celebration for positive behavior from 4 to 9 by 05/25/2018 as measured by Office Referrals .

Strategy 1:

Behavioral Incentives - Students will be recognized for academic success and positive behavior monthly

Category: Develop/Implement Student and School Culture Program

Research Cited:

Wong & Wong. (2004, 2005). The First Days of School. Mountain View, CA: Harry K. Wong Publications, Inc.

Activity - Wall of Honor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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J. E. Hobbs Elementary School

Students will be recognized for their academic and behavioral achievements throughout the school year by teachers, administrators and staff by providing them recognition on the Wall of Honor	Academic Support Program, Behavioral Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers, Staff, and Administrators
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Activity - Bear-riffic Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Nine week celebrations will be held to celebrate student's academic and behavioral accomplishments	Academic Support Program, Behavioral Support Program	08/09/2017	05/25/2018	\$300	General Fund	Principal, Asst. Principal, Teachers, Counselor

Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant Principal will provide support and direction with behavioral issues	Recruitment and Retention	08/09/2017	05/25/2018	\$70000	Title I Part A	Assistant Principal

Strategy 2:

Counselor Sessions - The counselor will meet with students and discuss issues that may hinder behavioral or academic success.

Category: Develop/Implement Student and School Culture Program

Research Cited: What Works Clearinghouse (US Dept. of Education): <http://ies.ed.gov/ncee/wwc/>

Activity - Bully Free Campaign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will promote a Bully Free environment by daily making a Bully Free Pledge and participating in activities again Bullying	Behavioral Support Program	08/09/2017	05/25/2018	\$100	School Council Funds	Counselor

Activity - Transition Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will transition into the next grade level for a few hours in day	Academic Support Program	05/09/2018	05/09/2018	\$0	No Funding Required	Counselor, Administrator s, Teachers

Goal 5: All stakeholders will collaborate to engage parents and families into the learning environment.

Measurable Objective 1:

demonstrate a behavior To strengthen relationships in order to improve school-to-home and home-to-school engagement by 05/25/2018 as measured by a one year period.

Strategy 1:

Parental Connections -

Parents will have the opportunity to become more familiar with what is expected of parent, teachers and students through the several activities .

Category: Other - Parent Involvement

Research Cited: Framework for Effective Family Engagement, November 16, 2016; ([www.raise your hands.org](http://www.raiseyourhands.org))

Activity - Positive Parent Promotions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

J. E. Hobbs Elementary School

Positive Parent Promotions -Title I Meeting -Parenting Week Activities	Parent Involvement	08/08/2017	05/25/2018	\$500	General Fund	Principal, Asst. Principal, School Leadership Team, Parenting Committee, PTA
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Activity - Monthly Family Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Family Day -Open House/ a themed visitation and imitation to include parents and other in their community.	Parent Involvement	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Asst. Principal, School Leadership Team, Parenting Committee, PTA

Activity - School News Letter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monthly newsletter will be created monthly to make parents aware of events going on at the school	Parent Involvement	08/09/2017	05/25/2018	\$0	No Funding Required	Leadership Team, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Farm	Learning Farm/On-line program	Academic Support Program	08/09/2017	05/25/2018	\$1800	Principal, Asst. Principal, Teachers, & Instructional Coach
Popping Attendance	Popping Attendance will provide incentives to encourage student and teacher attendance. Some incentives will include Bear Bucks and Teacher Shout Out.	Academic Support Program	08/09/2017	05/25/2018	\$300	Administrators
Beary Awards	Students and teachers will be awarded each nine weeks for perfect attendance	Academic Support Program	08/09/2017	05/25/2018	\$200	Administrators
Bear-riffic Celebrations	Nine week celebrations will be held to celebrate student's academic and behavioral accomplishments	Academic Support Program, Behavioral Support Program	08/09/2017	05/25/2018	\$300	Principal, Asst. Principal, Teachers, Counselor
Positive Parent Promotions	Positive Parent Promotions -Title I Meeting -Parenting Week Activities	Parent Involvement	08/08/2017	05/25/2018	\$500	Principal, Asst. Principal, School Leadership Team, Parenting Committee, PTA
Total					\$3100	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transition Day	Students will transition into the next grade level for a few hours in day	Academic Support Program	05/09/2018	05/09/2018	\$0	Counselor, Administrators, Teachers

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J. E. Hobbs Elementary School

Global Scholar	Each nine weeks students will be given a Global Scholar 9 weeks assessment	Academic Support Program	08/09/2017	05/25/2018	\$0	Administrators, Teachers, Testing Coordinator
School News Letter	A monthly newsletter will be created monthly to make parents aware of events going on at the school	Parent Involvement	08/09/2017	05/25/2018	\$0	Leadership Team, Teachers
Wall of Honor	Students will be recognized for their academic and behavioral achievements throughout the school year by teachers, administrators and staff by providing them recognition on the Wall of Honor	Academic Support Program, Behavioral Support Program	08/09/2017	05/25/2018	\$0	Teachers, Staff, and Administrators
Read with Me	Read with Me Identified students will work with teacher 15 Minutes at least 3 times weekly	Academic Support Program	08/09/2017	05/25/2018	\$0	Teachers
Transition Day	Students will explore other grade levels in their schools and the 6th grade will explore CSAT	Academic Support Program, Field Trip	05/09/2018	05/09/2018	\$0	Counselor, Administrators, and Teachers
Monthly Family Day	Monthly Family Day -Open House/ a themed visitation and imitation to include parents and other in their community.	Parent Involvement	08/09/2017	05/25/2018	\$0	Principal, Asst. Principal, School Leadership Team, Parenting Committee, PTA
Reading Wonders ELL Component	Teachers will use strategies for ELL students to provide targeted intervention with the use of Reading Wonders	Academic Support Program	08/09/2017	05/25/2018	\$0	Principal, Asst. Principal, Teachers, & Instructional Coach
Direct Instruction	Tier 1 -Reading Wonders -Explicit and rigorous instruction Tier 3 -RTI Tier 4 -Special Ed., 504, AAA	Direct Instruction	08/09/2017	05/25/2018	\$0	Principal, Asst. Principal, Teachers, & Instructional Coach, Special Education Teachers, Aides

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J. E. Hobbs Elementary School

Math Moment	An remediation activity used to assist with instruction and student achievement. Students will reflect on the standard taught and participate in an activity covering that standard.	Direct Instruction	08/09/2017	05/25/2018	\$0	Principal, Asst. Principal,, Teachers, & Instructional coach
Global Scholar	An evidence based web program use to progress monitor, assess, and assist in academic instruction.	Academic Support Program	08/09/2017	05/25/2018	\$0	Principal, Asst. Principal, Teachers, & Instructional Coach
Professional Learning	Global Scholar Really Good Reading Learning Farm Apple Professional Development	Professional Learning	08/09/2017	05/25/2018	\$0	Principal, Asst. Principal, Teachers, Instructional Coach, Librarian, & Support Staff
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bully Free Campaign	Students will promote a Bully Free environment by daily making a Bully Free Pledge and participating in activities again Bullying	Behavioral Support Program	08/09/2017	05/25/2018	\$100	Counselor
Total					\$100	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Tutoring (If funds are available)	Intervention and other activities that will enhance learning (if funding is available)	Tutoring	08/09/2017	05/25/2018	\$24000	Principal, Asst. Principal, & Teachers
Renaissance Learning	Academic Support Program/on-line assessment and progress monitoring	Academic Support Program	08/09/2017	05/25/2018	\$5000	Principal, Asst. Principal, Teachers, Instructional Coach, & Librarian

Total

\$29000

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Renaissance Learning	An evidence based program used to assist in academic instruction and progress monitoring.	Academic Support Program	08/09/2017	05/25/2018	\$7000	Principal, Asst. Principal, Teachers, Instructional Coach, & Librarian
Learning Farm	An evidence based program used to support academic instruction as a means of progress monitoring.	Academic Support Program	08/09/2017	05/25/2018	\$1800	Principal, Asst. Principal, Teachers, & Instructional Coach
Intervention	Students in need of support in math will be provided small group instruction addressing their need.	Academic Support Program	08/09/2017	05/25/2018	\$23000	Principal, Asst. Principal, Teachers, & Instructional Coach
ELL Math	Math program will be used to assist with the teaching and learning of an ELL student	Academic Support Program, Recruitment and Retention	08/09/2017	05/31/2018	\$0	Principal, Asst. Principal, Teachers, & Instructional coach
After School Tutoring (if funds are available)	A remediation and intervention program will be conducted after school to improve academic student performance. (If funds are available)	Tutoring	08/09/2017	05/25/2018	\$24000	Principal, Asst. Principal, Teachers, and Instructional Coach
Intervention	Students will be provided small group instruction based on where they are academically. (Really Great Reading)	Academic Support Program	08/09/2017	05/25/2018	\$23000	Teachers & Instructional Coach
Instructional Support	Assistant Principal will provide support and direction with behavioral issues	Recruitment and Retention	08/09/2017	05/25/2018	\$70000	Assistant Principal
Total					\$148800	

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

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

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

Areas of Notable Achievement

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

Area with high levels of satisfaction or approval was the J. E. Hobbs Purpose and Direction.

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?

The findings that reflect that the school's mission and purpose is clear and made available for all stakeholders is consistent.

Areas in Need of Improvement

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

Surveys reflected a concern in the areas of governance and leadership, resources and support system and using results for continuous 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?

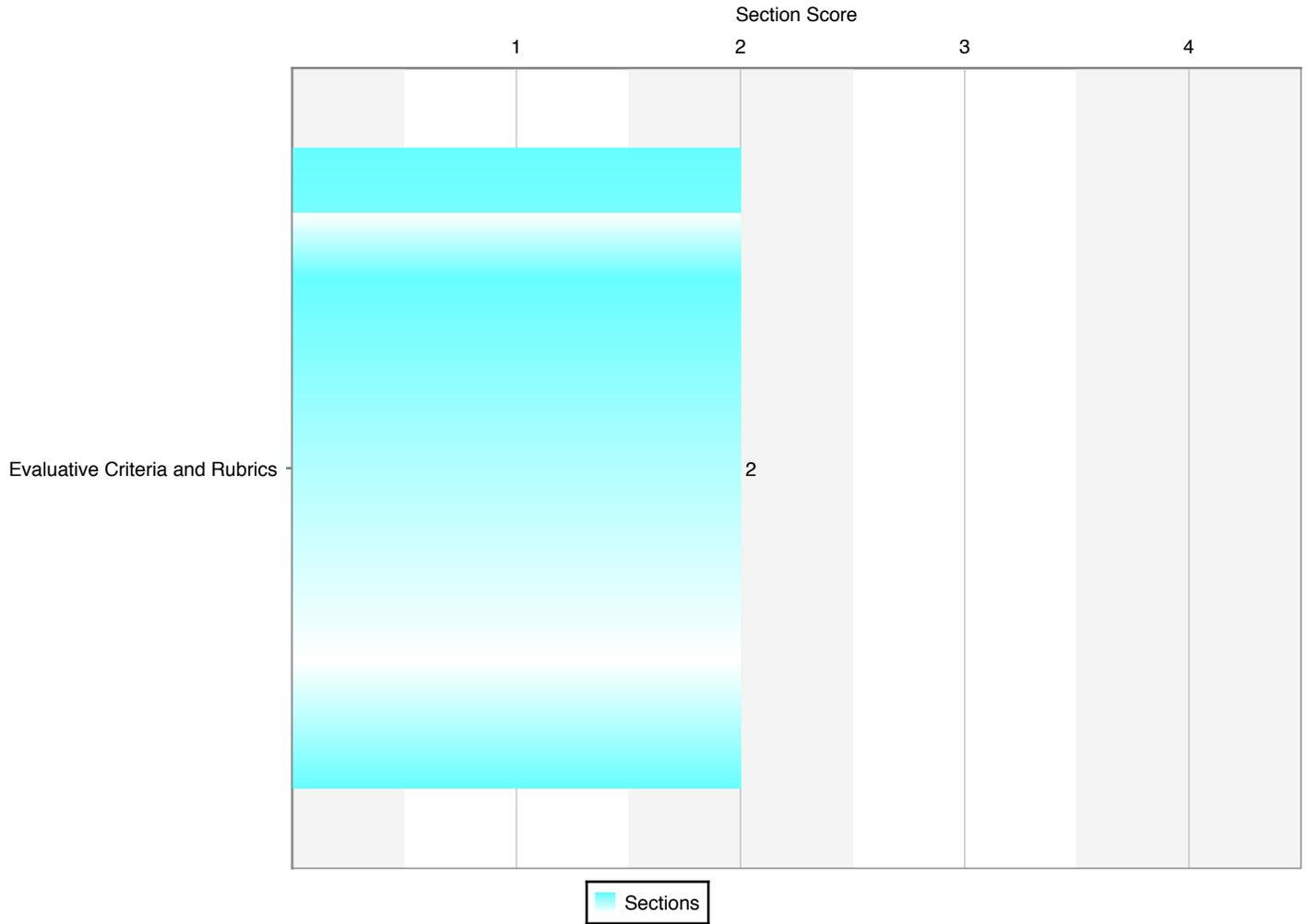
The school has an outdated layout, which leaves it open to some safety issues.

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



2017-2018 Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))**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, 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.

What were the results of the comprehensive needs assessment?

The comprehensive needs assessment reflected areas of notable achievement in K-2 according to DIBELS and 4th grade in math and reading according to ACT Aspire. The data reviewed reflected a need for intervention in the areas of reading and math, according to ACT Aspire. According to ACT Aspire 62% of students are in need of support in reading, 26% are in need of support in math. . DIBELS scores reflect an improvement in student test scores from the beginning of the year to the end of the year.

After reviewed recent staff and unit lost the team determined that J. E. Hobbs needs adequate staff to support academic needs of the student. The need for funds to cover the Assistant Principal Unit, 1/2 Counselor unit, and funding for a percent of our Pre-K classes was evident.

J. E. Hobbs has a need for professional development to enhance teaching strategies in areas of strategic teaching, technology integration, mathematical concepts, early childhood learning strategies, formative assessment, and higher order thinking and questioning.

What conclusions were drawn from the results?

At J.E. Hobbs Elementary, our focus will be to implement 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 those areas of weakness. Strategies and activities will be put into place to enhance teaching and learning in all areas.

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, ways to help studentt with the new math 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.

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.

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

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 (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:
All stakeholders will collaborate to produce college and career ready students by exposing them to a rigorous and engaging curriculum.

Measurable Objective 1:
collaborate to produce college and career ready students by exposing them to a rigorous and engaging curriculum. by 05/25/2018 as measured by measured by approved State assessment and local K-2 assessments .

Strategy1:
Strategic Teaching - Teachers will implement explicit strategic teaching weekly..

Category: Develop/Implement College and Career Ready Standards
Research Cited: Silver, H., Perini, M., & Strong, R. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Alexandria, VA: ASCD

Activity - Academic Support Program/Reading Wonders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use strategies for ELL students to provide targeted intervention with the use of Reading Wonders	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Asst. Principal, Teachers, & Instructional Coach

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention and other activities that will enhance learning (if funding is available)	Tutoring	08/09/2017	05/25/2018	\$24000 - Title I Schoolwide	Principal, Asst. Principal, & Teachers

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 -Small Group/Intervention Really Good Reading (K-3)	Academic Support Program	08/09/2017	05/25/2018	\$23000 - Title I Part A	K-third grade Teachers & Instructional Coach

ACIP

J. E. Hobbs Elementary School

Activity - Learning Farm	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Farm/On-line program	Academic Support Program	08/09/2017	05/25/2018	\$1800 - General Fund	Principal, Asst. Principal, Teachers, & Instructional Coach

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Global Scholar Really Good Reading Learning Farm Apple Professional Development	Professional Learning	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Asst. Principal, Teachers, Instructional Coach, Librarian, & Support Staff

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each nine weeks students will be given a Global Scholar 9 weeks assessment	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Administrators, Teachers, Testing Coordinator

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Support Program/on-line assessment and progress monitoring	Academic Support Program	08/09/2017	05/25/2018	\$5000 - Title I Schoolwide	Principal, Asst. Principal, Teachers, Instructional Coach, & Librarian

Activity - Read with Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Read with Me Identified students will work with teacher 15 Minutes at least 3 times weekly	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 1 -Reading Wonders -Explicit and rigorous instruction Tier 3 -RTI Tier 4 -Special Ed., 504, AAA	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Asst. Principal, Teachers, & Instructional Coach, Special Education Teachers, Aides

Goal 2:

Collaborate to increase the number of proficient students in Math in grades 3 - 6 from 63 to 75 students and in grades K-2 by 3% as measured by approved State assessment and local K-2 assessments by May 25, 2018.

Measurable Objective 1:

collaborate to to increase the number of proficient students in Math in grades 3 - 6 from 63 to 75 students and in grades K-2 by 3% by 05/25/2018 as measured by by approved State assessment and local K-2 assessments .

Strategy1:

Strategic Teaching - Teachers will implement explicit strategic teaching weekly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Silver, H., Perini, M., & Strong, R. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Alexandria, VA: ASCD

Activity - Learning Farm	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An evidence based program used to support academic instruction as a means of progress monitoring.	Academic Support Program	08/09/2017	05/25/2018	\$1800 - Title I Part A	Principal, Asst. Principal, Teachers, & Instructional Coach

Activity - Math Moment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An activity used to assist with instruction and remediation. Tier 1 -Go Math -Explicit and rigorous instruction Tier 2 -Small Group/Intervention Tier 3 -RTI Tier 4 -Special Ed., 504, AAA	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Asst. Principal,, Teachers,& Instructional coach

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An evidence based program used to assist in academic instruction and progress monitoring.	Academic Support Program	08/09/2017	05/25/2018	\$7000 - Title I Part A	Principal, Asst. Principal, Teachers, Instructional Coach, & Librarian

Activity - Really Good Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An evidence based program used to enhance academic instruction in grades K-3.	Academic Support Program	08/09/2017	05/25/2018	\$23000 - Title I Part A	Principal, Asst. Principal, Teachers, & Instructional Coach

ACIP

J. E. Hobbs Elementary School

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A remediation and intervention program used to improve academic student performance.	Tutoring	08/09/2017	05/25/2018	\$24000 - Title I Part A	Principal, Asst. Principal, Teachers, and Instructional Coach

Activity - Academic Instructor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-K 1= 27% Pre-K 2= 30% Pre-K 3= 34% 4th Grade Teacher= 66% Instructional Coach= 20% Assistant Principal= 100% Teacher Aide= 100%	Recruitment and Retention	08/09/2017	05/31/2018	\$120000 - Title I Part A	Principal, Asst. Principal, Teachers, & Instructional coach

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An evidence based web program use to progress monitor, assess, and assist in academic instruction.	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Asst. Principal, Teachers, & Instructional Coach

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Collaborate to increase the number of proficient students in Math in grades 3 - 6 from 63 to 75 students and in grades K-2 by 3% as measured by approved State assessment and local K-2 assessments by May 25, 2018.

Measurable Objective 1:

collaborate to to increase the number of proficient students in Math in grades 3 - 6 from 63 to 75 students and in grades K-2 by 3% by 05/25/2018 as measured by by approved State assessment and local K-2 assessments .

Strategy1:

Strategic Teaching - Teachers will implement explicit strategic teaching weekly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Silver, H., Perini, M., & Strong, R. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Alexandria, VA: ASCD

ACIP

J. E. Hobbs Elementary School

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An evidence based program used to assist in academic instruction and progress monitoring.	Academic Support Program	08/09/2017	05/25/2018	\$7000 - Title I Part A	Principal, Asst. Principal, Teachers, Instructional Coach, & Librarian

Activity - Learning Farm	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An evidence based program used to support academic instruction as a means of progress monitoring.	Academic Support Program	08/09/2017	05/25/2018	\$1800 - Title I Part A	Principal, Asst. Principal, Teachers, & Instructional Coach

Activity - Math Moment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An activity used to assist with instruction and remediation. Tier 1 -Go Math -Explicit and rigorous instruction Tier 2 -Small Group/Intervention Tier 3 -RTI Tier 4 -Special Ed., 504, AAA	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Asst. Principal,, Teachers,& Instructional coach

Activity - Global Scholar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An evidence based web program use to progress monitor, assess, and assist in academic instruction.	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Asst. Principal, Teachers, & Instructional Coach

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Students will demonstrate a proficiency in applying key ideas and details, integration of knowledge and ideas and craft and structure in reading by an increase of 10% as measured by teacher observation and assessment

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency integration of Knowledge and ideas, key ideas and details, and craft and structure in Reading by 05/26/2017 as measured by state assessments such as ACT Aspire, DIBELS, school wide assesments such as STAR and general classroom assessments..

Strategy1:

Cooperative Grouping - Students will be placed in groups of 4 to 5 daily and work cooperatively to complete a given task. Each member of the group will actively participate in the group using their assigned job titles everyone takes part in the process.

Category:

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	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	08/10/2016	05/26/2017	\$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 Wonders reading programs provide a structured reading lesson to foster the development of comprehension, vocabulary, and fluency. Strategies will be monitored through classroom assessments 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.

Category: Develop/Implement Learning Supports

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.

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Activity - Wonders ELL Component	Activity Type	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	08/10/2016	05/26/2017	\$0 - Title I Part A	Teachers and Reading Coach

Activity - Intervention Sessions	Activity Type	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	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers, Reading Coaches, Administrator

Goal 2:

All students will be exposed to an enriching and challenging curriculum to become college and career ready

Measurable Objective 1:

A 2% increase of All Students will collaborate to demonstrate a proficiency in providing a justification and explanation for problems in Mathematics by 05/26/2017 as measured by the ACT Aspire, STAR Math and classroom assessments.

Strategy1:

Math Intervention - All identified students will receive small group instruction on their level for 15 minutes at least 3 times a week

Category: Develop/Implement Learning Supports

Research Cited: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (2009)

Activity - Math Moments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will locate a problem of the day around the school. During Math intervention sessions students will justify why they chose to solve the problem that way and explain the steps	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers, Instructional Coaches, Administrators

Goal 3:

Collaborate to increase the number of proficient students in Math in grades 3 - 6 from 63 to 75 students and in grades K-2 by 3% as measured by approved State assessment and local K-2 assessments by May 25, 2018.

Measurable Objective 1:

collaborate to to increase the number of proficient students in Math in grades 3 - 6 from 63 to 75 students and in grades K-2 by 3% by 05/25/2018 as measured by by approved State assessment and local K-2 assessments .

Strategy1:

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Strategic Teaching - Teachers will implement explicit strategic teaching weekly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Silver, H., Perini, M., & Strong, R. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Alexandria, VA: ASCD

Activity - Math Moment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An activity used to assist with instruction and remediation. Tier 1 -Go Math -Explicit and rigorous instruction Tier 2 -Small Group/Intervention Tier 3 -RTI Tier 4 -Special Ed., 504, AAA	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Asst. Principal,, Teachers,& Instructional coach

Activity - Academic Instructor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-K 1= 27% Pre-K 2= 30% Pre-K 3= 34% 4th Grade Teacher= 66% Instructional Coach= 20% Assistant Principal= 100% Teacher Aide= 100%	Recruitment and Retention	08/09/2017	05/31/2018	\$120000 - Title I Part A	Principal, Asst. Principal, Teachers,& Instructional coach

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

Students will demonstrate a proficiency in applying key ideas and details, integration of knowledge and ideas and craft and structure in reading by an increase of 10% as measured by teacher observation and assessment

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency integration of Knowledge and ideas, key ideas and details, and craft and structure in Reading by 05/26/2017 as measured by state assessments such as ACT Aspire, DIBELS, 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 Wonders reading

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programs provide a structured reading lesson to foster the development of comprehension, vocabulary, and fluency. Strategies will be monitored through classroom assessments 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.

Category: Develop/Implement Learning Supports

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	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	08/10/2016	05/26/2017	\$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 Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in mathematical computation and problem solving in Mathematics by 05/24/2016 as measured by state sponsored assessments such as ACT Aspire and Global Scholar, STAR Math, 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 step problem-solving strategies.

Category:

Research Cited: Research Cited:

Activity - ELL Math	Activity Type	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	08/10/2015	05/24/2016	\$0 - Title I Part A	Teachers

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Our school send home a Star Report 3 times per year that shows students' zone of proximal development and reading level for choosing book. Parents who are ELL are brought in to discuss with the school counselor and the district ELL coordinator.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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% certified teachers. The Wilcox County School System makes every effort to employ competent, certified 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 duly 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 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.

When recruiting staff, teachers who are certified are only selected, and it is a bonus if they have a background knowledge on programs being implemented. Teachers are placed based on their areas of strengths for academic instruction. Professional development is provided for areas of weakness.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

This year J. E. Hobbs lost teacher units, 0.5 counselor unit, a full assistant principal unit, and funding for 2 teacher aides.

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

All teachers are certified in their area of instruction. We also have several teachers who have a Master's Degree and Educational Specialist Degree.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

There is not a high turnover rate. However, the lost of units was due to a decrease in state funds because of a decrease in enrollment. Our school is implementing new programs with the hopes of attracting and recruiting new students. J. E. Hobbs Elementary 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. 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. The school places notable activities and events in the local newspaper.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**Describe how data is used from academic assessments to determine professional development.**

After analyzing data and completing a needs assessment, administrators and district leaders decided on the appropriate professional development to enhance and improve academic instruction.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

On-going job-embedded training will take place throughout the school year. Teachers will provide a turn-around session with their peers sharing what they learned. Teachers, reading coaches, and administrators will participate in the following: ARI trainings, Mega Conference, Lamp Workshop, Pre-K Conference, OSR Workshops, Pre-K & Kindergarten Conference, Early Intervention Conference, First grade Conference, AMSTI (PLT), Math Workshops, Technology Workshops and Conferences, Problem Solving Team, Staff Development Reading Workshops, CLAS Conference, Monthly district wide PD, SAMUEL Training, Counselors Conference, and Assistance Principal Conference are all quality professional development. Teachers will be engaged in training that will promote Rigor and Relevance in instruction.

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.

Describe how all professional development is "sustained and ongoing."

Teachers at J. E. Hobbs will participate in professional development that will assist in enhancing teaching and learning with rigor, relevance and engagement 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 (Sec.1114(7)(A)(iii)(V))

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 and/or high school to college/work force.

Goal 1:

All stakeholders will collaborate to promote positive student behaviors in all academic/and non academic settings.

Measurable Objective 1:

increase student growth by collaborating with all stakeholders by Increasing the number of awards and celebration for positive behavior from 4 to 9 by 05/25/2018 as measured by Office Referrals .

Strategy1:

Counselor Sessions - The counselor will meet with students and discuss issues that may hinder behavioral or academic success.

Category: Develop/Implement Student and School Culture Program

Research Cited: What Works Clearinghouse (US Dept. of Education): <http://ies.ed.gov/ncee/wwc/>

Activity - Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will transition into the next grade level for a few hours in day	Academic Support Program	05/09/2018	05/09/2018	\$0 - No Funding Required	Counselor, Administrators, Teachers

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

During leadership team 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 (Sec.1114 (7)(A))

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 Problem Solving Team meets to analyze data and discuss RTI strategies. The chairperson identifies students as below average, low average, high average, and above average. Student performance is discussed and an intervention plan is created to assist 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.

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?

Students are grouped according to academic needs, and they receive intensive and strategic instruction during intervention Re-teaching (Alternative Teaching), After School tutoring (when funds are available), STAR Math and Reading, and Peer Tutoring are also used to meet the needs of every learner. Each teacher implements RTI Strategies and keeps documentation to reinforce RTI. Teachers will promote active participation, formative assessment and close reading across the curriculum to assist in providing effective instruction. Academic talks will be conducted daily to help promote academic achievement and student motivation.

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.
- Students will have access to the library before and after school. After school tutoring will be offered if funds are available.

The system has implemented Classroom 411 that will give parents the opportunity to meet with teachers to discuss their child and/or to provide assistance with helping parents or students in understand the concept being taught.

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

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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 3 English Language Learners enrolled. Policies and procedures are in place. Students have taken the ACCESS for ELLs and have scored in the proficiency level but will be monitored for 4 academic years.

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

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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. The district receive funds from Title I, Rural & Low Income, Title II, Homeless, and Office of School Readiness (OSR).

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, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

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. In an effort, to address these areas outside agencies provide the system with information and resources concerning some of these issues. J. E. Hobbs houses two Head Start classes.

Component 10: Evaluation (Sec.1114(b)(3)):**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, Scantron, STAR Reading, STAR Math, DIBELS, and Really Good Reading. 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.

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.

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. Throughout the year we evaluate the goals that have been set and determine if what we are doing is working. If changes need to be made we make the necessary changes. At the end of the year we re-evaluate our goals and analyze the data supporting those goals to determine if we met those goals.

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

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	

Provide the number of classroom teachers.

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	

Provide the number of administrators.

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	

Provide the number of Assistant Principals.

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

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	

Provide the number of Counselors.

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

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	

Provide the number of Librarians.

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

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	

Provide the number of Career and Technical Education Administrators.

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	

Provide the number of Career and Technical Education Counselors.

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	

Not applicable, please place a value of 0 in the box.

Label	Question	Value
3.	Provide the total of all funding for Technology.	

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	

Not applicable, please place a value of 0 in the box.

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	

Provide the number of EL Teachers.

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	

Not applicable, please place a value of 0 in the box.

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	

Not applicable, please place a value of 0 in the box.

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	75130.0

Provide a brief explanation and breakdown of expenses.

Reading Coach

Teacher

Aid

Preschool Teachers

Technology

School Administration

Purchase Services

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	

Provide a brief explanation and breakdown of expenses.

2017-2018 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

Parent and Family Engagement

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. (Sec. 1116(c)(1))

The annual Title I meeting is convened at the beginning of the school year. The annual meeting is scheduled at a time that is convenient to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. Parents will be provided with an explanation of our Title I program and requirements. The meeting will be announced through school newsletter, the school marquee, local newspaper, and an all call.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

The leadership team at J. E. Hobbs Elementary has a strong belief in the importance of parental involvement and has put measures in place to offer parent meetings on a flexible schedule. Our annual Title 1 meeting will be at two separate times- one during the day and evening. We will also offer Parent Nights on different dates for all parents during the fall semester as well as parent nights related to academic areas. State- wide Parenting Day will be held each year in October. Parents may attend scheduled activities in their child's classroom and other various informational sessions. Parents are invited to eat lunch. In addition, our parenting room will be open every school day for parents to check out and get information. Each event is scheduled at different times throughout the day, in an effort to accommodate parents.

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. (Sec. 1116(c)(4)(A)(B)(C))

At least two parent conferences are set up between the teacher and the parents during the school year to discuss the curriculum; goals and expectations for the school year; the child's academic progress; and the assessments and data results of the child. Translators are provided, if needed, for parents upon request at these meetings. In this way, parents have full access to information about their child and have the opportunity to participate in their education. An Annual Title I Parent meeting for parents is held annually to discuss Title I programs and parent rights. Administrators/teachers hold Parenting Night(s) for parents to discuss current curriculum, assessments, and expectations for the current school year.

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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). (Sec.1116(d))

Parents and staff review, assess, and revise the J.E. Hobbs Elementary school-parent compacts at the end of each school year in preparation for the next school year through the local parent advisory committee.

A school-parent compact is approved for each grade level and is discussed by the classroom teacher. Parents will be asked to sign the compacts.

The compacts are stored in each classroom for easy access during conferences.

Teachers utilize the compacts during parent-teacher conferences as needed.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

There is parent representation on the CIP Team. Parents may provide comments of dissatisfaction for any section of the CIP through the methods in which they provide any other type of dissatisfaction - emails, conferences, phone calls, etc. If the complaint cannot be resolved at the school level, they will be submitted to the Federal Programs Supervisor at the Central Office.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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)

Training for parents in the areas of Reading Literacy and Math are held on parenting day as well as other days scheduled throughout the year in which parents receive materials and are trained to use them at home to support their child in these subjects.

- We hold several workshops for parents during the school year in the areas of reading, math, and technology to help parents understand strategies and procedures to help their child at home. These include: Computer workshops in the Computer lab; Reading workshops and Math workshops with the Instructional Coach.

-J.E. Hobbs Elementary will be able to utilize resources, and computers locate in the parenting room, library and office to assist in working with students.

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 ESSA Sec. 1116, 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)

- Parent involvement is a continuous area of focus for JEH.
- Administration will share with the faculty and staff the Title I surveys and importance of Title I. - Through focus groups, we are able to analyze data from parent surveys and develop plans to increase parental involvement.
- Teachers, office personnel, and other school staff are trained at the beginning of the school year meeting.
- We have a PTO made up of volunteer parents who help administrators plan purposeful activities for parents to meet their needs.

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 ESSA Sec 1116, 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 Elementary School coordinates its parental involvement program for all Title I parents. We encourage participation in all programs by including parents covered by ELL, migrant, and homeless education programs. District supervisors, counselor, and Softpedia Software Translator program are secured for all meetings and documents are translated as needed. Local Head Start parents invited to participate in various parenting activities. Additionally, JEH has implemented a Room Parent Volunteer Program to help support the students and teachers. Translators are secured for meetings when needed.

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 ESSA Sec. 1116, 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)

(1) Shall provide training for parents of participating children in understandings 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)

- Parent workshops are offered at various times throughout the school year. These are planned and presented by JEH parents and/or staff members.
- Reading Literacy Workshops are offered several times a year for kindergarten parents. First and second grade parents will receive instruction in math. These workshops provide specific training for parents in ways to support their child at home and are given materials to use at home.
- Statewide Parenting Week is held in October to promote parental involvement. Workshops are scheduled throughout the week for parents to attend on topics of interest based on the parent survey conducted in the spring of the previous year. Parents are encouraged visit their child's classroom and eat lunch with their child on that day.
- General Session/Meet the Teacher Night is held early each school year so that parents can meet their child's teacher and see the classroom.
- Annual Title I Parent Meeting held to address state academic achievement standards and state and local academic standards.
- JEH Web Page is kept current and is available to parents 24 hours per day for full information about upcoming school activities.
- Parent Conferences are held throughout the school year. A minimum of two per student is expected. Each teacher documents the conferences.
- Weekly/Daily Communication Folders and/or agendas are sent home with a summary student progress in academics and behavior, as well as notice of upcoming school activities. The JEH communication folder helps ensure that information related to the school and parent activities is communicated.
- Parenting Nights (per grade level) will be held to share information regarding school/classroom expectations, routines/procedures, as well as parenting tips to help support their children.
- Translation services are provided when needed. Documents are sent home in preferred language.

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 ESSA Sec. 1116, 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)

The school will stress the importance of parental involvement for student achievement. Parents will be encouraged to attend monthly parental meetings, PTO programs, and have scheduled conferences with teachers. Teachers will reach out to 2 different parents per week with positive feedback on his or her child. Parent will be asked to come in and volunteer their assistance at the school in different areas needed.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

The school will hold monthly parenting meetings, weekly newsletters, regularly scheduled conferences (as needed), teachers will use online

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technology such as email and remind.com, and use of the School Messenger (All-Calls) system. Communications for ELL students are provided in the language requested by parents. Translator services will be provided upon request for meeting.