ACIP

Elba Elementary School

Elba City Board of Education

Ms. Rena Averett, Principal
145 Tiger Drive
Elba, AL 36323

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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?

"Everything Lost, But we'll be back Again!" The sign painted on a ragged piece of plywood hung prominently on the lawn of the Coffee County Courthouse in Elba, Alabama in March, 1990, a testament to the tenacity of this small rural town in southeast Alabama. Nestled on the banks of the Pea River, the town had experienced a devastating flood that had destroyed approximately 78 percent of the buildings in the town, including the three schools, the post office, the major grocery store, and numerous houses of worship. City leaders and citizens decided to move the school system out of the flood plain and our all new modern facility was completed west of the downtown area in 1991. The system now consists of a K-6 elementary school, a 7-12 high school, a central office building that houses administrative offices, a bus shop, various playing fields and an outdoor classroom. Citizens flocked to see the new facilities and a sense of pride was evident among this rural town. However, both the town and the school have continued to feel the effects of the disaster. Job loss and poverty have become a way of life for approximately 80 percent of our current school population. Numbers continue to decline as we have dropped from a thriving 4-A school to barely a 2-A school. The make-up of the town has changed from predominantly middle-class to one of predominantly poverty and low-income housing units. Despite the loss and devastation, the citizens rally around the school making it the focal point of the town.

Elba Elementary School is currently home to 368 students, 28 certified staff, and 12 support staff. Each grade level is comprised of at least two sections, with kindergarten, 1st grade, 2nd grade, and 3rd grade maintaining three sections. In an attempt to meet the vast learning needs of all students and to allow teachers to concentrate on one subject area, Second through sixth grade classes are departmentalized with one teacher concentrating on reading instruction, while another teacher focuses on math instruction. Additional instruction is included in the areas of language, science, social studies, music, and physical education.   The student population is 45 percent white, 42 percent black, 6 percent multi-race,1 percent American Indian, 4 percent Hispanic, .05 percent Pacific Islander, and .05 percent Asian. The school currently has 177 male students and 191 female students.

An all new administrative staff including both the elementary and high school-level principals and the system superintendent were employed during the summer of 2012 bringing many changes to Elba City Schools. After only one year, our superintendent unexpectedly resigned.

Despite the changes, the students and staff of Elba City Schools are committed to the new motto, "One Team…One Goal…Excellence!" This motto was developed during the 2012-13 school year and has been embraced by students, staff and community stakeholders. The vision and beliefs which drive the system were also reviewed and revised and have been communicated to stakeholders. The Elba City School board policy manual has been studied and revised bringing all policies into alignment and into compliance with all applicable state and federal laws. A Strategic Plan has been developed with input from many community stakeholders, staff and students. This plan will be used to guide this system for the next five years.

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.

Elba Elementary School provides a challenging education in a student-centered, safe, nurturing environment. The needs of students are addressed through rigorous, relevant curriculum and effective instruction that produces graduates who contribute responsibly in a global community. In order to accomplish the mission of Elba Elementary School, the school is committed to: continuous school improvement while ensuring physically,emotionally safe and inclusive environments; a caring climate of respect and support among all stakeholders; challenging students of diverse abilities and interests through relevant content, varied teaching strategies and effective, engaging instruction; preserving and expanding collaborative and cooperative home/school/community relationships; and recruiting and retaining highly qualified, technically-proficient faculty and staff engaged in continuing professional development and data-informed decision-making that promotes student success.

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.

Elba Elementary School is proud of its achievements and improvements. The elementary school continues to earn Adequate Yearly Progress (AYP) and improve on the Alabama Reading and Math Test (ARMT+). All students in third-sixth grade participate in the ARMT+ each spring. In the area of reading, our grade levels averaged 91 percent of all students scoring at Level III or IV. In math, the grade levels averaged 80 percent of all students scoring at Level III or IV. The "Go Math" program was established as our primary math program during the 2012-13 school year and the "Wonders" reading program will be introduced as our primary reading program during the 2013-14 school year. These research-based programs will enable teachers to provide standards based instruction utilizing new textbooks in the crucial areas of math and reading.

The Global Scholar Assessments were introduced during the 2012-13 school year and will be instrumental in determining any area in need of remediation. Data meetings provide opportunities for teachers to study student data and make necessary adjustments to instruction. Communication with parents has been enhanced by the use of the student planner. These are provided for each student and enable parents to communicate daily with their child's teacher. Students enter their homework assignments in their planners each day. Parents are encouraged to sign the planners and to make note of the discipline code that is marked indicating the student's behavior for that day. "Fun Friday" is used to reward those students who maintain proper behavior during the week. Promethean Boards and document projectors are installed and utilized daily in the classrooms. Each teacher has been provided with a tablet to aid instruction. Music classes are provided for all students while 5th and 6th grade students are invited to participate in the band program. The Tiger Advocacy Program (TAP) was formed in the spring of 2013 and meets monthly enabling all students to spend time with their advocate. The Tiger Den located on the 5th grade hall, is a popular place for students and is used to reward deserving students for their accomplishments. Kaleidoscope Kids, a 21st Century Community Learning Center, provides after school enrichment opportunities for our students. An outdoor classroom has been constructed at the edge of the school complex. Improvements have also been made in the area of security with security cameras and doors being installed to enhance the safety of both students and staff members.

Elba Elementary School stakeholders are aware of several areas in need of improvement. An overall improvement in student test scores is needed. With the implementation of the new reading and math programs and with a focus on the College and Career Readiness Standards, a steady growth in test scores has already been recognized. An emphasis has been placed on Student Engagement and professional development has been offered for staff on this teaching strategy. By utilizing strategic teaching strategies and increasing student engagement, an increase in student learning is evident. As a result, student attendance and discipline should improve. By partnering with and utilizing the resources available from the Coffee County Juvenile Probation Office, Coffee County Juvenile Judge, we have seen improvements in these two areas. Parental Involvement among the parents of our student population is weak and in need of improvement. A wider variety of parental involvement opportunities will be offered in order to increase the number of parents participating. An increase in the availability, use and modernization of technology to aid instruction is needed. Professional development for support staff should be enhanced.

Additional Information

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

No additional information is noted at this time.

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.

N/A

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

N/A

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

N/A

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

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

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

The overall highest level of satisfaction:

STAFF is 4.37 (#9). "Our school's leaders expect staff members to hold all students to high academic standards."

PARENTS is 4.48 (#6). "Our school has high expectations for students in all classes."

ELEMENTARY STUDENTS is 2.98 (#5). "In my school my teachers want me to do my best work."

EARLY ELEMENTARY STUDENTS is 3.0 (#4). "I learn new things in school."

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

The following areas show a trend toward increasing stakeholder satisfaction or approval:

- "Our school shares responsibility for student learning with its stakeholders."

- "All of my child's teachers use a variety of teaching strategies and learning activities."

- "Our school ensures that all staff members monitor and report the achievement of school goals."

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

The following findings are consistent with findings from other stakeholder feedback sources:

- "Our school has established goals and a plan for improving student learning."

- "All of my child's teachers provide an equitable curriculum that meets his/her learning needs."

- "All of my child's teachers keep me informed regularly on how my child is being graded."

- "Our school provides qualified staff members to support student learning."

- "Our school provides excellent support services (e.g., counseling, and/or career planning).

- "Our school ensures that the facilities support student learning."

Areas in Need of Improvement

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

The lowest level of satisfaction or approval:

STAFF is 3.34 (#34) - "In our school, all school personnel regularly engage families in their children's learning progress."
PARENTS is 3.89 (#31) - "Our school ensures the effective use of financial resources."
ELEMENTARY is 2.14 (#4) - "In my school students treat adults with respect."
EARLY ELEMENTARY is 2.35 (#7) - "My family likes to come to my school."

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

A trend that is decreasing in stakeholder satisfaction or approval is in the area of support for new staff members in their professional practice. A need exists for a more formalized mentoring/coaching structure that will assist new faculty/staff members. A structured mentoring program has been established for the 2013-14 school year.

What are the implications for these stakeholder perceptions?

Survey data indicates that, overall, the stakeholder groups are satisfied with all aspects of the school system. However, the data can be used as a tool to ensure continuous improvement in all areas.

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

Survey results indicate a lack of parental involvement in our school. This finding was noted on both the Staff Survey and the Early Childhood Survey for Elba Elementary School and is consistent with other sources of feedback as well as general observations for our school.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5

Sections
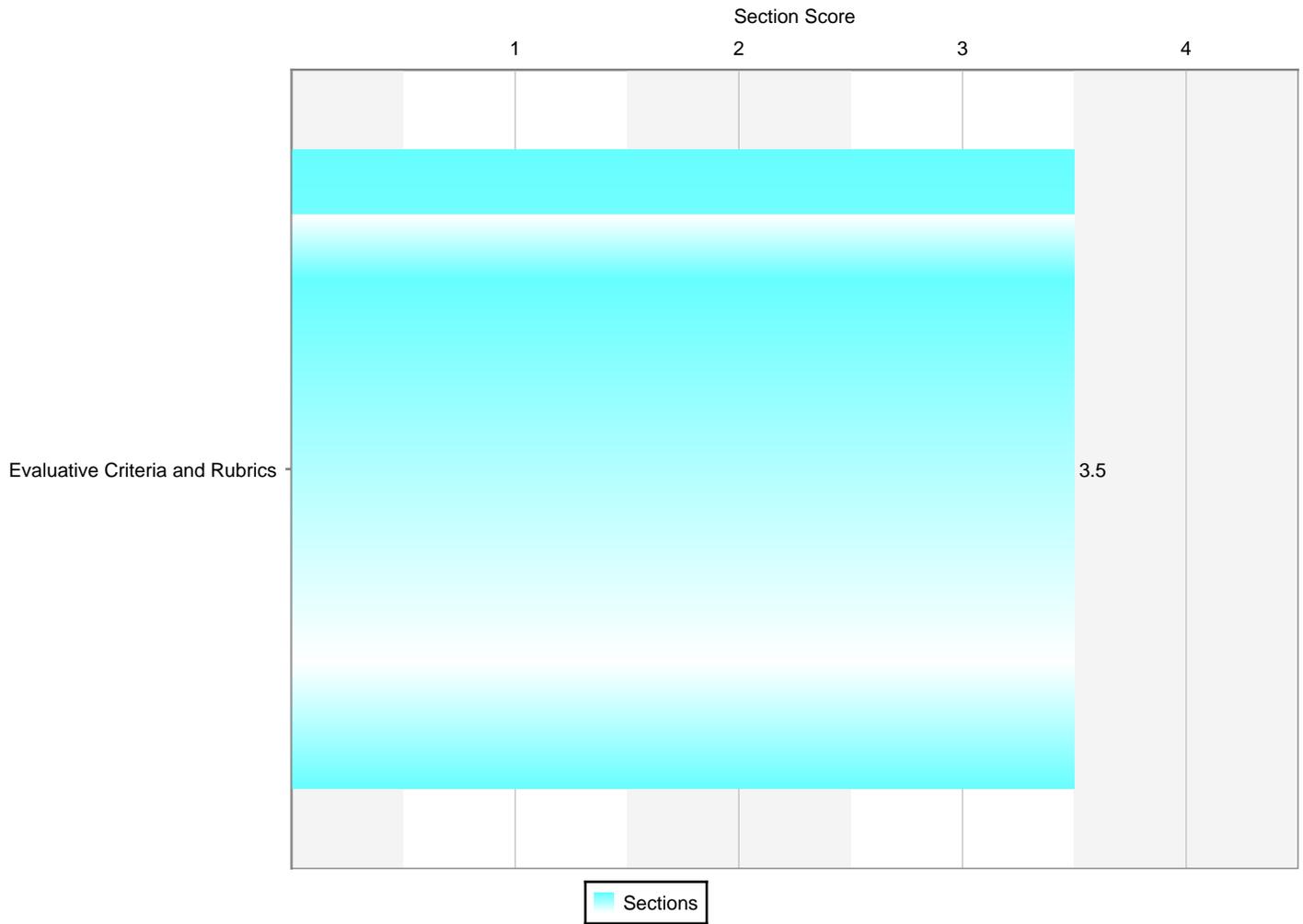
Student Performance Diagnostic

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

Assurance	Response	Comment	Attachment
Did you complete the Student Performance Data document offline and upload below?	Yes		Elba Elementary School Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

The following areas are above the expected levels of performance:

2013 ARMT Grade 5 Math - 98% of students scoring at Level III and IV

2013 ARMT Grade 4 Math - 98% Adding and subtracting fractions with common denominators

2013 ARMT Grade 3 Math - 91% Measure length in metric units

2011-12 ARMT Grade 6 Reading - 100% of Non-poverty students scored at Level IV

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

Positive trends in performance are noted in the area of Reading for Grade 3 and Grade 5 on the ARMT (Alabama Reading and Math Test) over the past three years.

Which area(s) indicate the overall highest performance?

The overall highest performance:

2013 Grade 5 Math with 98% of students scoring at Level III or IV on the ARMT (Alabama Reading and Math Test)

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

The following subgroups show a trend toward increasing performance:

Male students in Grade 4 Reading showed an increase of male students scoring at Level IV from 27.78% in 2010-2011 to 45.16% scoring at Level IV in 2011-2012.

White students increased from 68.00% scoring Level IV in 2010-2011 to 80.00% scoring Level IV in 2011-2012 in Grade 6 Reading.

Free lunch students increased from 68.18% scoring Level IV in 2010-2011 to 84.09% scoring Level IV in 2011-2012 in Grade 5 Math.

Between which subgroups is the achievement gap closing?

The achievement gap appears to be closing for these subgroups in the following areas:

Grade 5 Reading (2010-2011)	Non-Poverty students 58.82%	Poverty students 41.51%
Grade 5 Math (2011-2012)	White students 83.33%	Black students 76.00%

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

At Elba Elementary School, disaggregated data shows that achievement gaps are closing between male and female students and between black and white students, when calculating the number of students who meet or exceed the standards. These findings are consistent with local school data, which includes, Global Scholar Test results, Reading/Language Arts classroom and theme test results, Mathematics classroom tests results, and report card grades.

Areas in Need of Improvement

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

The following areas are below the expected levels of performance:

2013 ARMT+	Grade 6 Math	Only 18% scored Level IV
2013 ARMT+	Grade 3 Math	Only 14% scored Level IV on "Model equivalent forms of fractions"
2013 Science Assessment	Grade 5	Only 13% scored Level IV

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

Negative trends are noted in the following areas:

Grade 6 Math students at Level III and IV	2009-2010	71%	2010-2011	63%	2011-2012	80%
Grade 3 Math - Female Students at Level IV			2010-2011	35%	2011-2012	28%
Grade 3 Math - Black Students at Level IV			2010-2011	30%	2011-2012	19%

Which area(s) indicate the overall lowest performance?

The overall lowest performance areas are:

2013	ARMT	Grade 6 Math	Only 18% of students scoring at Level IV
2013	Science Assessment	Grade 5	Only 13% of students scoring at Level IV

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

The following subgroups are showing a trend toward decreasing performance:

ARMT scores are trending downward for Black students in Grade 3 Math, Grade 3 Reading, Grade 4 Reading, Grade 5 Reading and Grade 6 Math.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming greater between Black students and White students in Grade 6 Math on the ARMT. During the 2011-2012 school year, only 11.76 percent of Black students scored at Level IV compared to 43.33 percent of White students scoring at Level IV. A gap is also noted in Grade 6 Math between Poverty and Non-Poverty students. During the 2010-2011 school year, only 9.30 percent of

poverty students scored at Level IV compared to 41.67 percent of Non-Poverty students scoring at Level IV.

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

At Elba Elementary School, the disaggregated data is consistent with the following local assessments: Global Scholar Assessments,
Reading/Language Arts theme tests, classroom tests, and mathematics classroom tests.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3
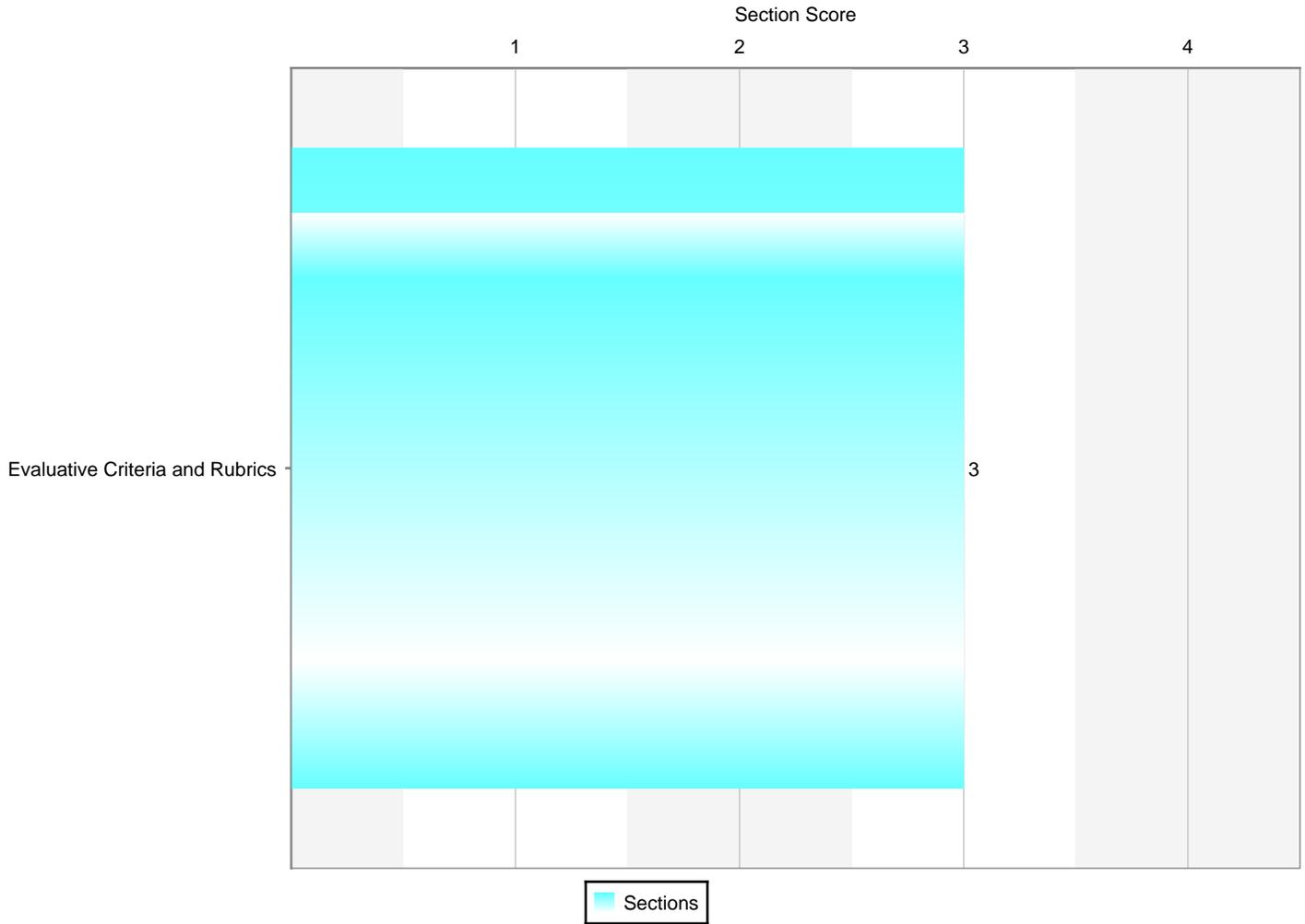
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

Assurance	Response	Comment	Attachment
The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Each year stakeholders(administration, faculty, staff, parents and community members) are actively involved in the decision-making process. The Instructional Leadership Team met to review the CIP from the 2012-13 school year, review test data, determine whether last year's goals were met, set goals for the upcoming year, appoint committees, and to discuss allocated funds. Committees were responsible for data collection and analysis, for determining strengths and weaknesses, and developing action steps. Parents, as well as other required members, were involved in the development of the CIP.	EES CIP Signature Page

Assurance	Response	Comment	Attachment
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	Elba City Schools Board Policy, policy 3.44, denies discrimination based on race, color, religion, gender, age, ethnicity, marital status, political beliefs, national origin,social/family background or primary language spoken. EES complies with the Americans with Disabilities Act of 1990, any and all board policy related to Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, and Elliott-Larsen which prohibits discrimination against religion.	Equal Opportunity Policy

Assurance	Response	Comment	Attachment
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	All Elba City Schools' employees are provided a copy of the employee handbook. The handbook includes employee responsibilities in complying with and carrying out non-discriminatory responsibilities. At the beginning of each school year, principals and supervisors review the roles and responsibilities with all employees and employees verify the information is understood by signing and submitting the employee handbook confirmation receipt.	Elba City Schools Employee Handbook

Assurance	Response	Comment	Attachment
The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Parental Involvement is evident at Elba Elementary School. Guidance from the Elba City School's Board Policy Section 9.15 fosters family involvement/empowerment in the school. At the annual Title I meeting, recent test data are reviewed and parents are informed of their rights as Title I parents. Faculty, Administration, and Parents are involved in the development and on-going review of the Parental Involvment Plan. The Parental Involvement Plan is made available on our school website, in the school office and upon parent request. The plan has been approved by the Elba City School Board.	Parental Involvement Policy

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	Elba Elementary School has a School-Parent Compact as is required of all Title I schools. It was jointly developed by faculty, parents and students. All required components are included (NCLB Section 1118(d)(1-2)(A,B,C). As a Title I School, we encourage a close partnership with the parents or guardians of all students. Teachers maintain these compacts in their classrooms and use them during conferences with parents and students. The form is signed by the principal, teacher, parent and student and is reviewed and/or revised often.	School-Parent Compact

Elba Elementary CIP 2013-14

Overview

Plan Name

Elba Elementary CIP 2013-14

Plan Description

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	Implementation of the College and Career Readiness Standards for English Language Arts	Objectives: 1 Strategies: 2 Activities: 9	Academic	$16500
2	Implementation of the College and Career Readiness Standards in Math.	Objectives: 1 Strategies: 2 Activities: 5	Academic	$10500
3	Implementation of the College and Career Readiness Standards in 4th- 6th Grade Social Studies	Objectives: 1 Strategies: 2 Activities: 2	Academic	$500
4	Students at Elba Elementary School will increase student attendance.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$500
5	New Teacher Mentoring	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
6	Student Transition	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0
7	Parental Involvement	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$4342
8	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$20000
9	Prepare and Support Teachers and Leaders to graduate College and Career Ready Students	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
10	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0

Goal 1: Implementation of the College and Career Readiness Standards for English Language Arts

Measurable Objective 1:

70% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency on College and Career Readiness Standards in English Language Arts by 05/30/2014 as measured by the number of students scoring at or above the proficient level on the ASPIRE test.

Strategy 1:

Increased Reading Achievement - The Instructional Coach and Curriculum Coordinator will coordinate Professional Learning opportunities to assist teachers in the delivery of the new English Language Arts standards. Staff and administrators have attended numerous trainings regarding the new standards and the resources needed to implement them. Training will continue throughout the school year.

Research Cited: All instruction should be aligned with the College and Career Readiness Standards

Activity - "Wonders" professional learning activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The McGraw-Hill "Wonders" Reading Program will be implemented to meet the new English Language Arts College and Career Readiness Standards. Our Instructional Coach and Curriculum Coordinator will oversee the Professional Learning opportunities to assist teachers in the delivery of this new program. Professional Development for faculty will be implemented and will be ongoing for the new "Wonders" program.	Professional Learning	06/03/2013	05/28/2014	$8000	Title I Part A	Federal Programs Coordinator, Curriculum Coordinator, Instructional Coach, Principal

Activity - Global Scholar/Compass Learning/Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The Global Scholar program (Performance Series) will be used to measure student progress three times a year. Compass Learning will be used in grades 3-6 to assign a reading learning path to each student. The Stride Academy(former Kid's College)program will be used in Kindergarten-2nd grade. Students will be able to access these programs in their classrooms and the computer lab. The program data will be used as part of our ongoing data analysis to assist with classroom instruction as well as part of RTI benchmarks. | Academic Support Program | 08/12/2013 | 05/28/2014 | $6000 | Other | The Curriculum Coordinator will oversee the Global Scholar Program. The computer lab facilitator will administer the tests. Teachers will monitor the data and assist with program learning paths for each student. |

Activity - RtI (Response to Instruction)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as Tier 3 (at risk) will receive small group and/or individualized instruction based on the RtI team's recommendations. Each student who receives Tier 3 instruction will have a RTI plan and folder with documentation.	Academic Support Program	08/19/2013	05/28/2014	$0	No Funding Required	The Instructional Coach will oversee the RTI team. The principal and teachers will participate in team meetings and decisions.

Activity - Posted Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Standards to be taught each day or week will be posted by the teacher in student-friendly terms. These standards will be posted in a location visible to students. The teacher will use their board or their weekly focus wall to highlight these standards.	Academic Support Program	08/19/2013	05/28/2014	$0	No Funding Required	Faculty members

Activity - Teachers Reading Assessment Notebook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Teachers will maintain a teacher assessment folder based on classroom data. These folders will be used with the instructional coach for data analysis. The instructional coach and teachers will use all elementary data, including but not limited to DIBELS and Wonders(reading program), in the assessment notebook. The Assessment Notebooks will be used for all academic support programs, including RtI.	Academic Support Program	08/19/2013	05/28/2014	$0	No Funding Required	Teachers, Instructional Coach

Activity - Student Reading Assessment Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach will develop a reading assessment folder for all new students, including kindergarten. This folder will be collected at the end of each year and distributed to the next year's reading teacher. The folder will contain DIBELS, Reading Star Test and program data for the student throughout the duration of the elementary years. Teachers use this information at the beginning of the year as well as throughout the year to differentiate instruction.	Academic Support Program	08/12/2013	07/31/2014	$0	No Funding Required	Instructional Coach, Principal, Reading Teacher

Activity - English Language Art College and Career Readiness Standards Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers attended the English Language Arts College and Career Readiness Standards training. The Principal, Instructional Coach, Curriculum Coordinator and 2 teachers will attend quarterly CCRS team meetings and will provide turn- around training for the remainder of the faculty.	Professional Learning	06/03/2013	05/29/2014	$2000	Title I Part A	Principal, Instructional Coach, Implementatio n Team Members, Curriculum Coordinator

Strategy 2:

Student Engagement - Teachers will implement strategies and activities that will increase student engagement.

Research Cited: Research indicates that the engagement of students is directly related to student success and achievement.

Activity - Book Study as it applies to Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement.	Professional Learning	06/03/2013	05/28/2014	$500	Title I Part A	Federal Programs Coordinator, Curriculum Coordinator, Principals, Instructional Coach

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Periodic walkthroughs will be conducted by various administrators. Feedback from these observations will be used to modify instruction as needed to ensure a high level of student engagement in the classrooms. These modifications will enable teachers to better meet the needs of all students.	Academic Support Program	08/19/2013	05/28/2014	$0	No Funding Required	School Administrator s, Instructional Coach

Goal 2: Implementation of the College and Career Readiness Standards in Math.

Measurable Objective 1:

70% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/28/2014 as measured by the number of students scoring at the proficient level on the ASPIRE test.

Strategy 1:

Student Engagement - Teachers will implement strategies and activities that will increase student engagement.

Research Cited: Research indicates that student engagement is directly related to student achievment.

Activity - Book Study as it Applies to Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement.	Professional Learning	06/03/2013	05/28/2014	$500	Title I Part A	Federal Program Director, Curriculum Coordinator, Principal, Instructional Coach, Teacher

Activity - Walkthrough	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Periodic walkthroughs will be conducted to determine the level of student engagement in the classrooms. Feedback will be used to modify instruction as needed to ensure a high level of student engagement.	Academic Support Program	08/19/2013	05/28/2014	$0	No Funding Required	Administrative staff

Strategy 2:

Implementation of "GO Math" - The Houghton Mifflin Harcourt "GO Math" Program will be implemented in grades K-5 to meet the Math College and Career Readiness Standards. (6th grade use Glencoe math material for instruction)

Research Cited: The Houghton Mifflin Harcourt "GO Math" is a researched based math program.

Activity - Summer Math Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers participated in a two day College and Career Readiness Math Training. Math standards were reviewed using Insights Tool and math activities were modeled by Jessica Jeffers. A correlation was provided for the CCRS-Math and AMSTI games.	Professional Learning	06/03/2013	05/28/2014	$2000	Title I Part A	Curriculum Coordinator, Principals

Activity - College and Career Readiness Implementation Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team from elementary school, including a math teacher, Instructional Coach, Curriculum Coordinator, and principal, will attend quarterly training meetings on the math standards and will provide turn around training for the remainder of the faculty.	Professional Learning	08/19/2013	05/28/2014	$2000	Title I Part A	Federal Program Director, Principal, Curriculum Coordinator, Instructional Coach, Math Teacher,

Activity - Global Scholar/Compass Learning/Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Global Scholar program (Performance Series) will be used to measure student progress. The Achievement Series component of the Global Scholar program will be used as a common assessment to measure the mastery of designated standards and objectives. Compass Learning will be used in grades 3-6 to assign a math learning path to each student. The Stride Academy(former Kids College) program will be used in Kindergarten-2nd grade.	Academic Support Program	08/19/2013	05/28/2014	$6000	Title I Part A	Curriculum Coordinator, Principal, Math Teachers

Goal 3: Implementation of the College and Career Readiness Standards in 4th- 6th Grade Social Studies

Measurable Objective 1:

70% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency in the College and Career Readiness Standards in Social Studies by 05/28/2014 as measured by the number of students scoring at the proficiency level on standards based test..

Strategy 1:

Student Engagement - Teachers will implement strategies and activities that will increase student engagement.

Research Cited: Research indicates that student engagement has a direct impact on student achievement.

Activity - Book Study as it Applies to Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement.	Professional Learning	06/03/2013	05/28/2014	$500	Title I Part A	Federal Program Director, Principal, Curriculum Coordinator, Instructional Coach

Strategy 2:

Strategic Teaching - Teachers will incorporate before, during and after strategies/activities in Social Studies lessons. Before, during and after activities will be posted visibly in classrooms and teachers will ensure that students are engaged in learning activities while assuming responsibility for their own learning.

Alabama Reading Initiative Regional Reading Coach will provide inservice training to content area teachers in order to begin the process of implementing strategic teaching in to all classrooms. Alabama Reading Initiative Regional Coach is available to faculty for further assistance on an as needed basis. The building instructional coach will also be used to assist and model this implementation throughout the year.

Research Cited: Before implementation of strategic teaching strategies, research was conducted that proved active engagement of students produced a higher success rate than students who were not engaged. A workshop was provided through the Alabama Reading Initiative on the effectiveness of Strategic Teaching.

Teachers were also provided an opportunity to attend a professional study on Phillip C. Schlechty's book "Engaging Students".

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A workshop was provided through the Alabama Reading Initiative by the regional coach on the effectiveness of strategic teaching. Handouts were provided and an overview of strategic teaching was reviewed. Training will continue throughout the year by the building Instructional Coach. Teachers will maintain a pocket folder with the information from training and sign in sheets will be kept for the trainings. Beginning 2nd semester, 4th-6th grade teachers will include strategic teaching strategies in their lesson plans.	Professional Learning	08/19/2013	05/28/2014	$0	No Funding Required	Alabama Reading Initiative Regional Coach, Curriculum Coordinator, Principal, Instructional Coach, Teachers

Goal 4: Students at Elba Elementary School will increase student attendance.

Measurable Objective 1:

demonstrate a behavior that will decrease the number of student absences by 05/29/2014 as measured by a decrease in student absences in the 2013-14 school year.

Strategy 1:

Alabama Compulsory Attendance Law - The Alabama Compulsory Attendance Laws require children between the ages of 6-17 to attend school. The law also states that parents or guardians having control over school-aged children are responsible for the children's regular attendance and proper conduct.

Research Cited: Research supports that attendance directly impacts student achievement and success.

Activity - Parental Notification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Parents will recieve a letter from the school upon their child's first unexcused absence. An additional letter will be sent after the child's 5th unexcused absence from school. Parents will be asked to respond stating the reason for the student absence. The school nurse will call absentees daily. | Other | 08/19/2013 | 05/29/2014 | $500 | General Fund | Principal, attendance officer, and nurse |

Activity - Early Warning Court	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The attendance officer will comply with Alabama Compulsory Attendance Law when referring students due to absences to the Early Warning Court.	Behavioral Support Program	08/19/2013	05/29/2014	$0	No Funding Required	Attendance Officer, Principal

Activity - Tiger Advocacy Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tiger Advocacy Program promotes school as a safe haven for students, allows students to develop a sense of belonging, develops a faculty who advocates for students, and monitors students' academic progress, attendance and behavioral concerns.	Behavioral Support Program	08/19/2013	05/29/2014	$0	No Funding Required	School administration, guidance counselors, classroom teachers and central office staff.

Goal 5: New Teacher Mentoring

Measurable Objective 1:

collaborate to train new teachers in order to recruit highly-qualified certified staff by 07/31/2014 as measured by a decrease in teacher turnover.

Strategy 1:

Mentor/Mentee Assignments - Prior to the beginning of the school year, each new certified hire will be assigned a mentor for their first school year.

Research Cited: Research supports that new staff members will be successful if they receive support or mentor in their professional practice.

Activity - New Teacher Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prior to the school year, mentors and mentees will attend an orientation at the Central Office. System information as well as school information will be reviewed with them.	Recruitment and Retention	07/01/2013	05/29/2014	$0	No Funding Required	Mentors as assigned by principal, principals, Central Office staff

Activity - Mentor/Mentee Checklist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Mentors will meet with their mentees on a regular basis to assist with questions regarding their daily instruction or day-to-day responsibilities. A checklist will be developed for a record of meetings with the mentor/mentee. | Professional Learning | 08/19/2013 | 05/29/2014 | $0 | No Funding Required | Mentor, Mentee, Principal |

Goal 6: Student Transition

Measurable Objective 1:

demonstrate a behavior that will result in a smooth transtion for students entering kindergarten as well as students that leave 6th grade(elementary school) to 7th grade(high school) by 05/29/2014 as measured by an increase in student and parent satisfaction in the student and parent surveys..

Strategy 1:

Student Orientation - A student orientation will be conducted for all students leaving the elementary school and entering the high school. The orientation will give

students an overview of what they might expect in their new setting.

Research Cited: Research students will be more successful in an environment in which they are comfortable.

Activity - Student High School Tour	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th grade students will participate in a high school tour toward the end of the school year. This will familiarize students with the high school environment, rules and expectations.	Career Preparation/Orientation	01/06/2014	05/29/2014	$0	No Funding Required	Elementary & High School Principals, 6th and 7th grade teachers, Counselors

Strategy 2:

Parent/Student Kindergarten Orientation - An orientation will be provided to parents in the spring prior to their students attending kindergarten at Elba Elementary

School. This will be provided at the elementary school as well as Elba Headstart. Kindergarten students also will participate in orientation with their kindergarten

teachers the week before school is in session.

Research Cited: Research supports students academics are influenced by a nurturing environment.

Activity - Kindergarten Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A kindergarten orientation is offered at two different times for parents to bring their children to meet their new teacher. Parents and students first meet as a group and then are permitted to go with their child to their new classroom. After an orientation with their child's teacher, parents return to the lunchroom for additional orientation with the counselor, nurse, instructional coach, PE coach, and principal while the students continue activities with their teacher in their new classroom.	Career Preparation/Orientation	08/12/2013	08/12/2013	$0	No Funding Required	Principal, Nurse, Instructional Coach, PE coach, kindergarten teachers, counselor

Activity - Kindergarten Pre-Registration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A two day pre-registration is offered at the elementary for students that will be eligible to enter kindergarten during the fall. Dates are announced in the local newspapers as well as the digital system sign at the entrance to the Elba City School's complex. Parents are asked to bring required documents in order to complete registration forms During this process, the instructional coach or counselor will do an academic pre-assessment with the upcoming kindergarteners.	Recruitment and Retention	04/21/2014	05/29/2014	$0	No Funding Required	Principal, Instructional Coach, Counselor, Curriculum Coordinator

Goal 7: Parental Involvement

Measurable Objective 1:

collaborate to increase parental involvement at Elba Elementary School by 05/29/2014 as measured by the number of participants in the parental involvement activities..

Strategy 1:

Communication - Elba Elementary will be implementing a program this school year to increase parental involvement. Activities and volunteer opportunities will be

planned throughout the year in an effort to encourage parents to become more involved in their child's education.

Research Cited: Research shows that students whose parents are actively involved in their chidl's education tend to achieve a higher level of academic success.

Activity - Student Planners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student is provided with a student planner. These planners will be used on a daily basis. By utilizing the planners, parents are able to view the skills being taught, the homework that has been assigned, and the child's daily conduct. All students are required to have a parent/guardian signature in their planners each day. Students/parents who consistently fail to meet this requirement will be asked to attend a conference with the teacher and principal as needed.	Parent Involvement	08/12/2013	05/29/2014	$4042	Title I Part A	Federal Programs Director, Teachers, Principal, Instructional Coach, Counselor

Activity - Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Family Night will be held in late January, early February. During Family Night, parents may choose from concurrent sessions that peak their interest while sessions will also be offered for students. Examples of sessions to be offered for parents include: Helping your child with reading, Helping your child with math, nutrition, etc. Examples of sessions to be offered for students include: art, computer learning games, improving basketball skills, cheerleading, etc.	Parent Involvement	01/01/2014	02/28/2014	$300	Title I Part A	Principal, Curriculum Coordinator, Counselor, Certified Staff

Activity - Monthly Calendar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly calendars will be distributed to students to put in their planners to take home to parents. The calendar will assist the school with communicating upcoming events and important dates to the parents. The principal, libarian, counselor, instructional coach, and other staff will give information to the elementary secretary that needs to be included on the monthly calendar. The secretary will type the calendar. After the principal approves the calendar, it will be copied and distributed to the students.	Parent Involvement	08/19/2013	05/29/2014	$0	No Funding Required	EES secretary, principal, instructional coach, counselor, librarian, and other stafff as needed

Activity - Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elba Elementary School will begin sending home several newsletters this school year. The first newsletter will be a Home-School Connection Newsletter that will be provided in Spanish and English. The second newletter will be the Math and Science Connection that will also be available in Spanish and English with a Beginner and Intermediate level.	Parent Involvement	09/02/2013	05/29/2014	$0	Title I Part A	Principal

Goal 8: Engage and Empower the Learner Through Technology

Measurable Objective 1:

demonstrate a proficiency in student use of digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information (1.3) by 05/29/2014 as measured by student products and decreased usage of paper and hard copy materials.

Strategy 1:

Technology Professional Development - Provide professional development opportunities for building level technology support to develop strategies that incorporate the use of digital tools into the curriculum.

Research Cited: Research supports that use of technology will increase student engagement.

Activity - Chrome Book Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Technology Coordinator will train the librarian on the Google Platform. The librarian will be responsible for turn-around training for teachers and students in grades 3rd-6th.	Professional Learning	09/03/2013	05/29/2014	$20000	Title I Part A	Technology Coordinator, Principal, Librarian, Federal Program Director

Goal 9: Prepare and Support Teachers and Leaders to graduate College and Career Ready Students

Measurable Objective 1:

demonstrate a proficiency in teachers' ability to use and assist students in the use of digital resources and technology tools in order to provide quality, engaging learning experiences that prepare students with skills needed to be successful in school(2.1) by 05/29/2014 as measured by walkthroughs.

Strategy 1:

Technology Standards Based Program Training - Teachers will receive additional professional development throughout the school year on the availability and use of digital resources and technology tools(Global Scholar, Compass Learning, Accelerated Math).

Research Cited: Research supports the use of technology increases student achievement.

Activity - Global Scholar/Compass Learning/Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive additional Global Scholar,Compass Learning, and Accelerated Math training throughout the 2013-14 school year. This training will included how the Performance Series test are given and the time frames for the benchmark test throughout the year. The teachers will be trained on how to develop their mid and end of the nine weeks test using the Achievement Series. Training will also include how to develop data and how to interpret the information through data analysis. Compass Learning training will assist teachers in developing a learning path for each individual student based on their data.	Professional Learning	08/12/2013	05/29/2014	$0	No Funding Required	Technology Coordinator, Curriculum Coordinator,

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

Measurable Objective 1:

demonstrate a proficiency in developing procedures and implementing security policies that meet but do not exceed the intention of the online safety regulations (Child Internet Protection Act) to ensure safe and reasonable, quick access to online digital content(3.6) by 05/29/2014 as measured by Transform 2020 survey results.

Strategy 1:

Internet Safety Habits - The Technology Coordinator will assist Computer Lab personnel to train students on the internet safety habits. Internet Safety Habits will be posted in each classroom during the 2013-14 school year.

Research Cited: Research supports the need for internet safety training for all students.

Activity - Student Internet Safety Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at Elba Elementary will be trained on internet safety during their computer lab visit as directed by CIPA regulations.	Technology	08/19/2013	05/29/2014	$0	Capital Improvement Fund	Technology Coordinator, Computer Lab Instructor

Activity - Posted Internet Safety Habits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will be provided with the Internet Safety Habits to post in their classroom.	Technology	08/12/2013	05/29/2014	$0	No Funding Required	Technology Coordinator, Principal, Classroom 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
Parental Notification	Parents will recieve a letter from the school upon their child's first unexcused absence. An additional letter will be sent after the child's 5th unexcused absence from school. Parents will be asked to respond stating the reason for the student absence. The school nurse will call absentees daily.	Other	08/19/2013	05/29/2014	$500	Principal, attendance officer, and nurse
				Total	$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Calendar	Monthly calendars will be distributed to students to put in their planners to take home to parents. The calendar will assist the school with communicating upcoming events and important dates to the parents. The principal, libarian, counselor, instructional coach, and other staff will give information to the elementary secretary that needs to be included on the monthly calendar. The secretary will type the calendar. After the principal approves the calendar, it will be copied and distributed to the students.	Parent Involvement	08/19/2013	05/29/2014	$0	EES secretary, principal, instructional coach, counselor, librarian, and other stafff as needed
Kindergarten Orientation	A kindergarten orientation is offered at two different times for parents to bring their children to meet their new teacher. Parents and students first meet as a group and then are permitted to go with their child to their new classroom. After an orientation with their child's teacher, parents return to the lunchroom for additional orientation with the counselor, nurse, instructional coach, PE coach, and principal while the students continue activities with their teacher in their new classroom.	Career Preparation/Orientation	08/12/2013	08/12/2013	$0	Principal, Nurse, Instructional Coach, PE coach, kindergarten teachers, counselor

Global Scholar/Compass Learning/Accelerated Math	Teachers will receive additional Global Scholar, Compass Learning, and Accelerated Math training throughout the 2013-14 school year. This training will included how the Performance Series test are given and the time frames for the benchmark test throughout the year. The teachers will be trained on how to develop their mid and end of the nine weeks test using the Achievement Series. Training will also include how to develop data and how to interpret the information through data analysis. Compass Learning training will assist teachers in developing a learning path for each individual student based on their data.	Professional Learning	08/12/2013	05/29/2014	$0	Technology Coordinator, Curriculum Coordinator,
Posted Standards	Standards to be taught each day or week will be posted by the teacher in student-friendly terms. These standards will be posted in a location visible to students. The teacher will use their board or their weekly focus wall to highlight these standards.	Academic Support Program	08/19/2013	05/28/2014	$0	Faculty members
Walkthrough	Periodic walkthroughs will be conducted to determine the level of student engagement in the classrooms. Feedback will be used to modify instruction as needed to ensure a high level of student engagement.	Academic Support Program	08/19/2013	05/28/2014	$0	Administrative staff
Walkthroughs	Periodic walkthroughs will be conducted by various administrators. Feedback from these observations will be used to modify instruction as needed to ensure a high level of student engagement in the classrooms. These modifications will enable teachers to better meet the needs of all students.	Academic Support Program	08/19/2013	05/28/2014	$0	School Administrators, Instructional Coach
Student High School Tour	6th grade students will participate in a high school tour toward the end of the school year. This will familiarize students with the high school environment, rules and expectations.	Career Preparation/Orientation	01/06/2014	05/29/2014	$0	Elementary & High School Principals, 6th and 7th grade teachers, Counselors
Tiger Advocacy Program	Tiger Advocacy Program promotes school as a safe haven for students, allows students to develop a sense of belonging, develops a faculty who advocates for students, and monitors students' academic progress, attendance and behavioral concerns.	Behavioral Support Program	08/19/2013	05/29/2014	$0	School administration, guidance counselors, classroom teachers and central office staff.
Mentor/Mentee Checklist	Mentors will meet with their mentees on a regular basis to assist with questions regarding their daily instruction or day-to-day responsibilities. A checklist will be developed for a record of meetings with the mentor/mentee.	Professional Learning	08/19/2013	05/29/2014	$0	Mentor, Mentee, Principal
Posted Internet Safety Habits	Each teacher will be provided with the Internet Safety Habits to post in their classroom.	Technology	08/12/2013	05/29/2014	$0	Technology Coordinator, Principal, Classroom teachers

Teachers Reading Assessment Notebook	Reading Teachers will maintain a teacher assessment folder based on classroom data. These folders will be used with the instructional coach for data analysis. The instructional coach and teachers will use all elementary data, including but not limited to DIBELS and Wonders(reading program), in the assessment notebook. The Assessment Notebooks will be used for all academic support programs, including RtI.	Academic Support Program	08/19/2013	05/28/2014	$0	Teachers, Instructional Coach
Early Warning Court	The attendance officer will comply with Alabama Compulsory Attendance Law when referring students due to absences to the Early Warning Court.	Behavioral Support Program	08/19/2013	05/29/2014	$0	Attendance Officer, Principal
Kindergarten Pre-Registration	A two day pre-registration is offered at the elementary for students that will be eligible to enter kindergarten during the fall. Dates are announced in the local newspapers as well as the digital system sign at the entrance to the Elba City School's complex. Parents are asked to bring required documents in order to complete registration forms During this process, the instructional coach or counselor will do an academic pre-assessment with the upcoming kindergarteners.	Recruitment and Retention	04/21/2014	05/29/2014	$0	Principal, Instructional Coach, Counselor, Curriculum Coordinator
New Teacher Orientation	Prior to the school year, mentors and mentees will attend an orientation at the Central Office. System information as well as school information will be reviewed with them.	Recruitment and Retention	07/01/2013	05/29/2014	$0	Mentors as assigned by principal, principals, Central Office staff
Strategic Teaching Training	A workshop was provided through the Alabama Reading Initiative by the regional coach on the effectiveness of strategic teaching. Handouts were provided and an overview of strategic teaching was reviewed. Training will continue throughout the year by the building Instructional Coach. Teachers will maintain a pocket folder with the information from training and sign in sheets will be kept for the trainings. Beginning 2nd semester, 4th-6th grade teachers will include strategic teaching strategies in their lesson plans.	Professional Learning	08/19/2013	05/28/2014	$0	Alabama Reading Initiative Regional Coach, Curriculum Coordinator, Principal, Instructional Coach, Teachers
RtI (Response to Instruction)	Students identified as Tier 3 (at risk) will receive small group and/or individualized instruction based on the RtI team's recommendations. Each student who receives Tier 3 instruction will have a RTI plan and folder with documentation.	Academic Support Program	08/19/2013	05/28/2014	$0	The Instructional Coach will oversee the RTI team. The principal and teachers will participate in team meetings and decisions.

Student Reading Assessment Folders	The Instructional Coach will develop a reading assessment folder for all new students, including kindergarten. This folder will be collected at the end of each year and distributed to the next year's reading teacher. The folder will contain DIBELS, Reading Star Test and program data for the student throughout the duration of the elementary years. Teachers use this information at the beginning of the year as well as throughout the year to differentiate instruction.	Academic Support Program	08/12/2013	07/31/2014	$0	Instructional Coach, Principal, Reading Teacher
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College and Career Readiness Implementation Team	A team from elementary school, including a math teacher, Instructional Coach, Curriculum Coordinator, and principal, will attend quarterly training meetings on the math standards and will provide turn around training for the remainder of the faculty.	Professional Learning	08/19/2013	05/28/2014	$2000	Federal Program Director, Principal, Curriculum Coordinator, Instructional Coach, Math Teacher,
Newsletters	Elba Elementary School will begin sending home several newsletters this school year. The first newsletter will be a Home-School Connection Newsletter that will be provided in Spanish and English. The second newletter will be the Math and Science Connection that will also be available in Spanish and English with a Beginner and Intermediate level.	Parent Involvement	09/02/2013	05/29/2014	$0	Principal
Book Study as it Applies to Social Studies	Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement.	Professional Learning	06/03/2013	05/28/2014	$500	Federal Program Director, Principal, Curriculum Coordinator, Instructional Coach
Book Study as it Applies to Math	Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement.	Professional Learning	06/03/2013	05/28/2014	$500	Federal Program Director, Curriculum Coordinator, Principal, Instructional Coach, Teacher

Summer Math Conference	Math teachers participated in a two day College and Career Readiness Math Training. Math standards were reviewed using Insights Tool and math activities were modeled by Jessica Jeffers. A correlation was provided for the CCRS-Math and AMSTI games.	Professional Learning	06/03/2013	05/28/2014	$2000	Curriculum Coordinator, Principals
English Language Art College and Career Readiness Standards Team	Reading teachers attended the English Language Arts College and Career Readiness Standards training. The Principal, Instructional Coach, Curriculum Coordinator and 2 teachers will attend quarterly CCRS team meetings and will provide turn- around training for the remainder of the faculty.	Professional Learning	06/03/2013	05/29/2014	$2000	Principal, Instructional Coach, Implementation Team Members, Curriculum Coordinator
Student Planners	Each student is provided with a student planner. These planners will be used on a daily basis. By utilizing the planners, parents are able to view the skills being taught, the homework that has been assigned, and the child's daily conduct. All students are required to have a parent/guardian signature in their planners each day. Students/parents who consistently fail to meet this requirement will be asked to attend a conference with the teacher and principal as needed.	Parent Involvement	08/12/2013	05/29/2014	$4042	Federal Programs Director, Teachers, Principal, Instructional Coach, Counselor
Book Study as it applies to Reading	Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement.	Professional Learning	06/03/2013	05/28/2014	$500	Federal Programs Coordinator, Curriculum Coordinator, Principals, Instructional Coach
"Wonders" professional learning activities	The McGraw-Hill "Wonders" Reading Program will be implemented to meet the new English Language Arts College and Career Readiness Standards. Our Instructional Coach and Curriculum Coordinator will oversee the Professional Learning opportunities to assist teachers in the delivery of this new program. Professional Development for faculty will be implemented and will be ongoing for the new "Wonders" program.	Professional Learning	06/03/2013	05/28/2014	$8000	Federal Programs Coordinator, Curriculum Coordinator, Instructional Coach, Principal
Global Scholar/Compass Learning/Stride Academy	The Global Scholar program (Performance Series) will be used to measure student progress. The Achievement Series component of the Global Scholar program will be used as a common assessment to measure the mastery of designated standards and objectives. Compass Learning will be used in grades 3-6 to assign a math learning path to each student. The Stride Academy(former Kids College) program will be used in Kindergarten-2nd grade.	Academic Support Program	08/19/2013	05/28/2014	$6000	Curriculum Coordinator, Principal, Math Teachers

Chrome Book Training	The Technology Coordinator will train the librarian on the Google Platform. The librarian will be responsible for turn-around training for teachers and students in grades 3rd-6th.	Professional Learning	09/03/2013	05/29/2014	$20000	Technology Coordinator, Principal, Librarian, Federal Program Director
Family Night	A Family Night will be held in late January, early February. During Family Night, parents may choose from concurrent sessions that peak their interest while sessions will also be offered for students. Examples of sessions to be offered for parents include: Helping your child with reading, Helping your child with math, nutrition, etc. Examples of sessions to be offered for students include: art, computer learning games, improving basketball skills, cheerleading, etc.	Parent Involvement	01/01/2014	02/28/2014	$300	Principal, Curriculum Coordinator, Counselor, Certified Staff
				Total	$45842	

Capital Improvement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Internet Safety Training	All students at Elba Elementary will be trained on internet safety during their computer lab visit as directed by CIPA regulations.	Technology	08/19/2013	05/29/2014	$0	Technology Coordinator, Computer Lab Instructor
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Global Scholar/Compass Learning/Stride Academy	The Global Scholar program (Performance Series) will be used to measure student progress three times a year. Compass Learning will be used in grades 3-6 to assign a reading learning path to each student. The Stride Academy(former Kid's College)program will be used in Kindergarten-2nd grade. Students will be able to access these programs in their classrooms and the computer lab. The program data will be used as part of our ongoing data analysis to assist with classroom instruction as well as part of RTI benchmarks.	Academic Support Program	08/12/2013	05/28/2014	$6000	The Curriculum Coordinator will oversee the Global Scholar Program. The computer lab facilitator will administer the tests. Teachers will monitor the data and assist with program learning paths for each student.
				Total	$6000	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

How was the comprehensive needs assessment conducted?

Each year, stakeholders (administration, faculty, staff, parents and community members) are actively involved in the decision-making process which becomes the Elba Elementary School's Continuous Improvement Plan. The Continuous Improvement Plan team met to review the CIP from last year, review test data, set goals for the upcoming year, appoint committees, and to discuss allocated funds. Committees were responsible for data collection and analysis, for determining strengths and weaknesses, and for developing action steps. Minutes and sign-in sheets from each meeting were prepared.

Parents were involved in the planning and development of our CIP and were asked to attend meetings, participate in discussions, and provide input.

To address weaknesses and strengths in the 2012-2013 CIP, stakeholders analyzed the 2012-2013 data. Assessment information was obtained from various sources including DIBELS, ARMT+, Harcourt Storytown Benchmark and Theme tests, and end of the year data. Data for enrollment, teacher and student attendance, and certification were examined. InformationNOW was also utilized as a data source.

Teachers were consulted as goals and action steps were developed, submitted and reviewed. Progress will be monitored throughout the year using various assessments. Results of the progress monitoring will be used by teachers, grade-levels, and faculty to make adjustments to ensure student success by the end of the 2013-2014 school year.

The Leadership Team met for final review of the plan and it was then submitted to Mrs. Rena' Averett, Elba Elementary School Principal, Dr. LaKesha Brackins, Federal Programs Coordinator, and Mr. Chresal Threadgill, Superintendent, for review and approval. The Plan was then submitted to the Elba City School Board for final approval. Final copies were then disseminated to all faculty and staff. The CIP is also made available on the school website, in the school office, in the central office, and live via the Alabama State Department of Education website.

What were the results of the comprehensive needs assessment?

The comprehensive needs assessment indicated the following:

increased student achievement - student met or exceeded standards in the areas of reading and math for grades 3-6

parent communication and involvement have increased but is still an identified need

student attendance decreased and referrals to truancy court increased over the 2012-2013 school year

need for increased student engagement across the curriculum

consistent CCRS implementation for Math and English Language Arts

What conclusions were drawn from the results?

The needs assessment results served as a guide for the development of the school's continuous improvement plan. This plan will be used as a guide to address all of the areas of need determined by the needs assessment.

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

It was concluded that Elba Elementary School's level of poverty is on a consistent increase. However, it was also concluded that our students are consistently performing above their expected level of achievement. This can be attributed to the school's educational programs and processes in place to meet the needs of all Elba Elementary School students.

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

The school's goals are developed and directly connected to the needs determined by the needs assessment.

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

The Title 1 School Wide Committee met to gather data and discuss applicable areas of the needs assessment. Multiple types of data sources were utilized including ARMT+, DIBELS, Science Assessment, ACCESS, AAA, attendance records (INOW), discipline reports (INOW), parent survey results, RtI records, Think Link, benchmark assessments, and AYP. The data was then presented to the faculty and committees were formed. The data was analyzed be each committee, areas of strengths and weaknesses were determined, and goals were written to address the noted areas.

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

The goals indicated in the Title I Plan and the Continuous Improvement Plan are school-wide goals due to the needs assessment showing the need for increased achievement by all subgroups. Disadvantaged students are continuously recognized through school-wide efforts in addition to concentrated efforts in areas such as special education and EL.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Implementation of the College and Career Readiness Standards for English Language Arts

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on College and Career Readiness Standards in English Language Arts by 05/30/2014 as measured by the number of students scoring at or above the proficient level on the ASPIRE test.

Strategy1:

Student Engagement - Teachers will implement strategies and activities that will increase student engagement.

Research Cited: Research indicates that the engagement of students is directly related to student success and achievement.

Activity - English Language Art College and Career Readiness Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers attended the English Language Arts College and Career Readiness Standards training. The Principal, Instructional Coach, Curriculum Coordinator and 2 teachers will attend quarterly CCRS team meetings and will provide turn around training for the remainder of the faculty.	Professional Learning	06/03/2013	05/28/2014	$2000 - Title I Part A	Principal, Instructional Coach, reading teachers

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic walkthroughs will be conducted by various administrators. Feedback from these observations will be used to modify instruction as needed to ensure a high level of student engagement in the classrooms. These modifications will enable teachers to better meet the needs of all students.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	School Administrators, Instructional Coach

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement.	Professional Learning	06/03/2013	05/28/2014	$500 - Title I Part A	Federal Programs Coordinator, Curriculum Coordinator, Principals, Instructional Coach

Strategy2:

Increased Reading Achievement - The Instructional Coach and Curriculum Coordinator will coordinate Professional Learning opportunities to

assist teachers in the delivery of the new language arts standards. Staff and administrators have attended numerous trainings regarding the

new standards and the resources needed to implement them. Training will continue throughout the school year.

Research Cited: All instruction should be aligned with the College and Career Readiness Standards

Activity - Posted Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards to be taught each day or week will be posted by the teacher in student friendly terms. These standards will be posted in a location visible to student. The teacher will use their board or their weekly focus wall to highlight these standards.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	Faculty members

Activity - Student Reading Assessment Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Coach will develop a reading assessment folder for all new student, including kindergarten. This folder will be collected at the end of each year and distributed to the next year's reading teacher. The folder will contain DIBELS, Reading Star Test and program data for the student throughout the duration of the elementary years. Teachers use this information at the beginning of the year as well as throughout the year to differentiate instruction.	Academic Support Program	08/12/2013	07/31/2014	$0 - No Funding Required	Instructional Coach, Principal, Reading Teacher

Activity - Teachers Reading Assessment Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain a teacher assessment folder based on classroom data. These folders will be used with the instructional coach for data analysis. The instructional coach and teachers will use all elementary data, including but not limited to DIBELS and Wonders(reading program), in the assessment notebook. The Assessment Notebooks will be used for all academic support programs, including RtI.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	Teachers, Instructional Coach

Activity - Global Scholar/Compass Learning/Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Global Scholar program (Performance Series) will be used to measure student progress three times a year. Compass Learning will be used in grades 3-6 to assign a reading learning path to each student. The Stride Academy(former Kid's College)program will be used in Kindergarten-2nd grade. Students will be able to access these programs in their classrooms and the computer lab. The program data will be used as part of our ongoing data analysis to assist with classroom instruction as well as part of RTI benchmarks.	Academic Support Program	08/12/2013	05/28/2014	$6000 - Other	The Curriculum Coordinator will oversee the Global Scholar Program. The computer lab facilitator will administer the tests. Teachers will monitor the data and assist with program learning paths for each student.

Activity - RtI (Response to Instruction)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as Tier 2 and Tier 3 (at risk) will receive small group and/or individualized instruction based on the RtI team's recommendations. Each student that receives Tier 3 instruction will have a RTI plan and folder with documentation.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	The Instructional Coach will oversee the RTI team. The principal and teachers will participate in team meetings and decisions.

Activity - "Wonders" professional learning activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The McGraw-Hill "Wonders" Reading Program will be implemented to meet the new English Language Arts College and Career Readiness Standards. Our Instructional Coach and Curriculum Coordinator will oversee the Professional Learning opportunities to assist teachers in the delivery of this new program. Professional Development for faculty will be implemented and will be ongoing for the new "Wonders" program.	Professional Learning	06/03/2013	05/28/2014	$8000 - Title I Part A	Federal Programs Coordinator, Curriculum Coordinator, Instructional Coach, Principal

Goal 2:

Implementation of the College and Career Readiness Standards in Math.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/28/2014 as measured by the number of students scoring at the proficient level on the ASPIRE test.

Strategy1:

Implementation of "GO Math" - The Houghton Mifflin Harcourt "GO Math" Program will be implemented in grades K-5 to meet the Math College and Career Readiness Standards. (6th grade use Glencoe math material for instruction)

Research Cited: The Houghton Mifflin Harcourt "GO Math" is a researched based math program.

Activity - Global Scholar/Compass Learning/Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Global Scholar program (Performance Series) will be used to measure student progress. The Achievement Series component of the Global Scholar program will be used as a common assessment to measure the mastery of designated standards and objectives. Compass Learning will be used in grades 3-6 to assign a math learning path to each student. The Stride Academy(former Kids College) program will be used in Kindergarten-2nd grade.	Academic Support Program	08/19/2013	05/28/2014	$6000 - Title I Part A	Curriculum Coordinator, Principal, Math Teachers

Activity - Summer Math Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers participated in a 2 day College and Career Readiness Math Training. Math standards were reviewed using Insights Tool and math activities were modeled by Jessica Jeffers. A correlation was provided for the CCRS-Math and AMSTI games.	Professional Learning	06/03/2013	05/28/2014	$2000 - Title I Part A	Curriculum Coordinator, Principals

Activity - College and Career Readiness Implementation Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from elementary school, including a math teacher, Instructional Coach, Curriculum Coordinator, and principal, will attend quarterly training meetings on the math standards and will provide turn around training for the remainder of the faculty.	Professional Learning	08/19/2013	05/28/2014	$2000 - Title I Part A	Federal Program Director, Principal, Curriculum Coordinator, Instructional Coach, Math Teacher,

Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction?

Goal 1:

Implementation of the College and Career Readiness Standards for English Language Arts

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on College and Career Readiness Standards in English Language Arts by 05/30/2014 as measured by the number of students scoring at or above the proficient level on the ASPIRE test.

Strategy1:

Increased Reading Achievement - The Instructional Coach and Curriculum Coordinator will coordinate Professional Learning opportunities to assist teachers in the delivery of the new language arts standards. Staff and administrators have attended numerous trainings regarding the new standards and the resources needed to implement them. Training will continue throughout the school year.

Research Cited: All instruction should be aligned with the College and Career Readiness Standards

Activity - Posted Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards to be taught each day or week will be posted by the teacher in student friendly terms. These standards will be posted in a location visible to student. The teacher will use their board or their weekly focus wall to highlight these standards.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	Faculty members

Activity - RtI (Response to Instruction)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as Tier 2 and Tier 3 (at risk) will receive small group and/or individualized instruction based on the RtI team's recommendations. Each student that receives Tier 3 instruction will have a RTI plan and folder with documentation.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	The Instructional Coach will oversee the RTI team. The principal and teachers will participate in team meetings and decisions.

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The McGraw-Hill "Wonders" Reading Program will be implemented to meet the new English Language Arts College and Career Readiness Standards. Our Instructional Coach and Curriculum Coordinator will oversee the Professional Learning opportunities to assist teachers in the delivery of this new program. Professional Development for faculty will be implemented and will be ongoing for the new "Wonders" program.	Professional Learning	06/03/2013	05/28/2014	$8000 - Title I Part A	Federal Programs Coordinator, Curriculum Coordinator, Instructional Coach, Principal

Activity - Student Reading Assessment Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Coach will develop a reading assessment folder for all new student, including kindergarten. This folder will be collected at the end of each year and distributed to the next year's reading teacher. The folder will contain DIBELS, Reading Star Test and program data for the student throughout the duration of the elementary years. Teachers use this information at the beginning of the year as well as throughout the year to differentiate instruction.	Academic Support Program	08/12/2013	07/31/2014	$0 - No Funding Required	Instructional Coach, Principal, Reading Teacher

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Activity - Teachers Reading Assessment Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain a teacher assessment folder based on classroom data. These folders will be used with the instructional coach for data analysis. The instructional coach and teachers will use all elementary data, including but not limited to DIBELS and Wonders(reading program), in the assessment notebook. The Assessment Notebooks will be used for all academic support programs, including RtI.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	Teachers, Instructional Coach

Strategy2:

Student Engagement - Teachers will implement strategies and activities that will increase student engagement.

Research Cited: Research indicates that the engagement of students is directly related to student success and achievement.

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement.	Professional Learning	06/03/2013	05/28/2014	$500 - Title I Part A	Federal Programs Coordinator, Curriculum Coordinator, Principals, Instructional Coach

Activity - English Language Art College and Career Readiness Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers attended the English Language Arts College and Career Readiness Standards training. The Principal, Instructional Coach, Curriculum Coordinator and 2 teachers will attend quarterly CCRS team meetings and will provide turn around training for the remainder of the faculty.	Professional Learning	06/03/2013	05/28/2014	$2000 - Title I Part A	Principal, Instructional Coach, reading teachers

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic walkthroughs will be conducted by various administrators. Feedback from these observations will be used to modify instruction as needed to ensure a high level of student engagement in the classrooms. These modifications will enable teachers to better meet the needs of all students.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	School Administrators, Instructional Coach

Goal 2:

Implementation of the College and Career Readiness Standards in Math.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/28/2014 as

measured by the number of students scoring at the proficient level on the ASPIRE test.

Strategy1:

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College and Career Readiness Standards. (6th grade use Glencoe math material for instruction)

Research Cited: The Houghton Mifflin Harcourt "GO Math" is a researched based math program.

Activity - Global Scholar/Compass Learning/Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Global Scholar program (Performance Series) will be used to measure student progress. The Achievement Series component of the Global Scholar program will be used as a common assessment to measure the mastery of designated standards and objectives. Compass Learning will be used in grades 3-6 to assign a math learning path to each student. The Stride Academy(former Kids College) program will be used in Kindergarten-2nd grade.	Academic Support Program	08/19/2013	05/28/2014	$6000 - Title I Part A	Curriculum Coordinator, Principal, Math Teachers

Activity - College and Career Readiness Implementation Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from elementary school, including a math teacher, Instructional Coach, Curriculum Coordinator, and principal, will attend quarterly training meetings on the math standards and will provide turn around training for the remainder of the faculty.	Professional Learning	08/19/2013	05/28/2014	$2000 - Title I Part A	Federal Program Director, Principal, Curriculum Coordinator, Instructional Coach, Math Teacher,

Activity - Summer Math Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers participated in a 2 day College and Career Readiness Math Training. Math standards were reviewed using Insights Tool and math activities were modeled by Jessica Jeffers. A correlation was provided for the CCRS-Math and AMSTI games.	Professional Learning	06/03/2013	05/28/2014	$2000 - Title I Part A	Curriculum Coordinator, Principals

Goal 3:

Implementation of the College and Career Readiness Standards in 4th- 6th Grade Social Studies

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Social Studies by 05/28/2014 as

measured by the number of students scoring at the proficiency level on standards based test..

Strategy1:

Strategic Teaching - Teachers will incorporate before, during and after strategies/activities in Social Studies lessons. Before, during and after

activities will be posted visibly in classrooms and teachers will ensure that students are engaged in learning activities while assuming

responsibility for their own learning.

Alabama Reading Initiative Regional Reading Coach will provide inservice training to content area teachers in order to begin the process of

implementing strategic teaching in to all classrooms. Alabama Reading Initiative Regional Coach is available to faculty for further assistance on an as needed basis. The building instructional coach will also be used to assist and model this implementation throughout the year.

Research Cited: Before implementation of strategic teaching strategies, research was conducted that proved active engagement of students produced a higher success rate than students who were not engaged. A workshop was provided through the Alabama Reading Initiative on the effectiveness of strategic teaching.

Teachers were also provided an opportunity to attend a professional study on Phillip C. Schlechty's book "Engaging Students".

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A workshop was provided through the Alabama Reading Initiative by the regional coach on the effectiveness of strategic teaching. Handouts were provided and an overview of strategic teaching was reviewed. Training will continue throughout the year by the building Instructional Coach. Teachers will maintain a pocket folder with the information from training and sign in sheets will be kept for the trainings. Beginning 2nd semester, 4th-6th grade teachers will include strategic teaching strategies in their lesson plans.	Professional Learning	08/19/2013	05/28/2014	$0 - No Funding Required	Alabama Reading Initiative Regional Coach, Curriculum Coordinator, Principal, Instructional Coach, Teachers

Goal 4:

Students at Elba Elementary School will increase student attendance.

Measurable Objective 1:

demonstrate a behavior that will decrease the number of student absences by 05/29/2014 as measured by a decrease in student absences in the 2013-14 school year.

Strategy1:

Compulsory Attendance Law - The Alabama Compulsory Attendance Laws require children between the ages of 7-17 to attend school. The law also states that parents or guardians having control over school age children are responsible for the children's regular attendance and proper conduct.

Research Cited: Research supports that attendance directly impacts student achievement and success.

Activity - Parent Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will recieve a letter from the school upon their child's first unexcused absence. An additional letter will be sent after the child's 5th unexcused absence from school. Parents will be asked to respond stating the reason for the student absence.	Other	08/19/2013	05/29/2014	$500 - General Fund	Principal, attendance officer, and nurse

Activity - Early Warning Court	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance officer will comply with Alabama Compulsory Attendance Law when referring students due to absences to the Early Warning Court.	Behavioral Support Program	08/19/2013	05/29/2014	$0 - No Funding Required	Attendance Officer, Principal

Goal 5:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

demonstrate a proficiency in student use of digitals tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information (1.3) by 05/29/2014 as measured by student products and decreased usage of paper and hard copy materials.

Strategy1:

Technology Professional Development - Provide professional development opportunities for building level technology support to develop strategies that incorporate the use of digital tools into the curriculum.

Research Cited: Research supports that use of technology will increase student engagement.

Activity - Chrome Book Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Technology Coordinator will train the librarian on the Google Platform. The librarian will be responsible for turn around training for teachers and students in grades 3rd-6th.	Professional Learning	09/03/2013	05/29/2014	$0 - Title I Part A	Technology Coordinator, Principal, Librarian, Federal Program Director

Goal 6:

Prepare and Support Teachers and Leaders to graduate College and Career Ready Students

Measurable Objective 1:

demonstrate a proficiency in teachers' ability to use and assist students in the use of digital resources and technology tools in order to provide quality, engaging learning experiences that prepare students with skills needed to be successful in school(2.1) by 05/29/2014 as measured by walkthroughs.

Strategy1:

Technology Standard Based Program Training - Teachers will receive additional professional development throughout the school year on the availability and use of digital resources and technology tools(Global Scholar, Compass Learning, Accelerated Math).

Research Cited: Research supports the use of technology increases student achievement.

Activity - Global Scholar/Compass Learning/Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive additional Global Scholar,Compass Learning, and Accelerated Math training throughout the 2013-14 school year. This training will included how the performance series test are given and the time frames for the benchmark test throughout the year. The teachers will be trained on how to develop their mid and end of the 9 week test using the achievement series. Training will also include how to develop data and how to interpret the information through data analysis. Compass Learning training will assist teachers in developing a learning path for each individual student based on their data.	Professional Learning	08/12/2013	05/29/2014	$0 - No Funding Required	Technology Coordinator, Curriculum Coordinator,

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

Goal 1:

Implementation of the College and Career Readiness Standards for English Language Arts

Measurable Objective 1:

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Strategy1:

Increased Reading Achievement - The Instructional Coach and Curriculum Coordinator will coordinate Professional Learning opportunities to assist teachers in the delivery of the new language arts standards. Staff and administrators have attended numerous trainings regarding the new standards and the resources needed to implement them. Training will continue throughout the school year.

Research Cited: All instruction should be aligned with the College and Career Readiness Standards

Activity - RtI (Response to Instruction)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as Tier 2 and Tier 3 (at risk) will receive small group and/or individualized instruction based on the RtI team's recommendations. Each student that receives Tier 3 instruction will have a RTI plan and folder with documentation.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	The Instructional Coach will oversee the RTI team. The principal and teachers will participate in team meetings and decisions.

Activity - Teachers Reading Assessment Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain a teacher assessment folder based on classroom data. These folders will be used with the instructional coach for data analysis. The instructional coach and teachers will use all elementary data, including but not limited to DIBELS and Wonders(reading program), in the assessment notebook. The Assessment Notebooks will be used for all academic support programs, including RtI.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	Teachers, Instructional Coach

Activity - Student Reading Assessment Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Standards to be taught each day or week will be posted by the teacher in student friendly terms. These standards will be posted in a location visible to student. The teacher will use their board or their weekly focus wall to highlight these standards.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	Faculty members

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Activity - "Wonders" professional learning activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The McGraw-Hill "Wonders" Reading Program will be implemented to meet the new English Language Arts College and Career Readiness Standards. Our Instructional Coach and Curriculum Coordinator will oversee the Professional Learning opportunities to assist teachers in the delivery of this new program. Professional Development for faculty will be implemented and will be ongoing for the new "Wonders" program.	Professional Learning	06/03/2013	05/28/2014	$8000 - Title I Part A	Federal Programs Coordinator, Curriculum Coordinator, Instructional Coach, Principal

Goal 2:

Implementation of the College and Career Readiness Standards in Math.

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Goal 3:

Students at Elba Elementary School will increase student attendance.

Measurable Objective 1:

demonstrate a behavior that will decrease the number of student absences by 05/29/2014 as measured by a decrease in student absences in the 2013-14 school year.

Strategy1:

Compulsory Attendance Law - The Alabama Compulsory Attendance Laws require children between the ages of 7-17 to attend school. The law also states that parents or guardians having control over school age children are responsible for the children's regular attendance and proper conduct.

Research Cited: Research supports that attendance directly impacts student achievement and success.

Activity - Parent Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will recieve a letter from the school upon their child's first unexcused absence. An additional letter will be sent after the child's 5th unexcused absence from school. Parents will be asked to respond stating the reason for the student absence.	Other	08/19/2013	05/29/2014	$500 - General Fund	Principal, attendance officer, and nurse

Activity - Early Warning Court	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance officer will comply with Alabama Compulsory Attendance Law when referring students due to absences to the Early Warning Court.	Behavioral Support Program	08/19/2013	05/29/2014	$0 - No Funding Required	Attendance Officer, Principal

Goal 4:

Parental Involvement

Measurable Objective 1:

collaborate to increase parental involvement at Elba Elementary School by 05/29/2014 as measured by the number of participants in the parental involvement activities..

Strategy1:

Communication - Elba Elementary will be implementing a program this school year to increase parental involvement. Activities and volunteer opportunities will be planned throughout the year in an effort to encourage parents to become more involved in their child's education.

Research Cited: Research shows that students whose parents are actively involved in their chidl's education tend to achieve a higher level of academic success.

Activity - Family Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Family Night will be held in late January, early February. During Family Night, parents may choose from concurrent sessions that peak their interest while sessions will also be offered for students. Examples of sessions to be offered for parents include: helping your child with reading, helping your child with math, nutrition, etc. examples of sessions to be offered for students include: art, computer learning games, improving basketball skills, cheerleading, etc.	Parent Involvement	01/01/2014	02/28/2014	$0 - Title I Part A	Principal, Curriculum Coordinator, Counselor, Certified Staff

Activity - Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elba Elementary School will begin sending home several newsletters this school year. The first newsletter will be a Home-School Connection Newsletter that will be provided in Spanish and English. The second newletter will be the Math and Science Connection that will also be available in Spanish and English with a Beginner and Intermediate level.	Parent Involvement	09/02/2013	05/29/2014	$0 - Title I Part A	Principal

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student is provided with a student planner. These planners will be used on a daily basis. By utilizing the planners, parents are able to view the skills being taught, the homework that has been assigned, and the child's daily conduct. All students are required to have parent/guardian signature in their planners each day. Students/parents who consistently fail to meet their requirement will be asked to attend a conference with the teacher and principal as needed.	Parent Involvement	08/12/2013	05/29/2014	$4042 - Title I Part A	Federal Programs Director, Teachers, Principal, Instructional Coach, Counselor

Activity - Monthly Calendar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly calendars will be distributed to students to put in their planners to take home to parents. The calendar will assist the school with communicating upcoming events and important dates to the parents. The principal, libarian, counselor, instructional coach, and other staff will give information to the elementary secretary that needs to be included on the monthly calendar. The secretary will type the calendar. After the principal approves the calendar, it will be copied and distributed to the students.	Parent Involvement	08/19/2013	05/29/2014	$0 - Title I Part A	EES secretary, principal, instructional coach, counselor, librarian, and other stafff as needed

Goal 5:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

demonstrate a proficiency in student use of digitals tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information (1.3) by 05/29/2014 as measured by student products and decreased usage of paper and hard copy materials.

Strategy1:

Technology Professional Development - Provide professional development opportunities for building level technology support to develop strategies that incorporate the use of digital tools into the curriculum.

Research Cited: Research supports that use of technology will increase student engagement.

Activity - Chrome Book Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Technology Coordinator will train the librarian on the Google Platform. The librarian will be responsible for turn around training for teachers and students in grades 3rd-6th.	Professional Learning	09/03/2013	05/29/2014	$0 - Title I Part A	Technology Coordinator, Principal, Librarian, Federal Program Director

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

Goal 1:

Implementation of the College and Career Readiness Standards for English Language Arts

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on College and Career Readiness Standards in English Language Arts by 05/30/2014 as measured by the number of students scoring at or above the proficient level on the ASPIRE test.

Strategy1:

Student Engagement - Teachers will implement strategies and activities that will increase student engagement.

Research Cited: Research indicates that the engagement of students is directly related to student success and achievement.

Activity - English Language Art College and Career Readiness Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers attended the English Language Arts College and Career Readiness Standards training. The Principal, Instructional Coach, Curriculum Coordinator and 2 teachers will attend quarterly CCRS team meetings and will provide turn around training for the remainder of the faculty.	Professional Learning	06/03/2013	05/28/2014	$2000 - Title I Part A	Principal, Instructional Coach, reading teachers

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement.	Professional Learning	06/03/2013	05/28/2014	$500 - Title I Part A	Federal Programs Coordinator, Curriculum Coordinator, Principals, Instructional Coach

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic walkthroughs will be conducted by various administrators. Feedback from these observations will be used to modify instruction as needed to ensure a high level of student engagement in the classrooms. These modifications will enable teachers to better meet the needs of all students.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	School Administrators, Instructional Coach

Strategy2:

Increased Reading Achievement - The Instructional Coach and Curriculum Coordinator will coordinate Professional Learning opportunities to assist teachers in the delivery of the new language arts standards. Staff and administrators have attended numerous trainings regarding the new standards and the resources needed to implement them. Training will continue throughout the school year.

Research Cited: All instruction should be aligned with the College and Career Readiness Standards

Activity - Teachers Reading Assessment Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain a teacher assessment folder based on classroom data. These folders will be used with the instructional coach for data analysis. The instructional coach and teachers will use all elementary data, including but not limited to DIBELS and Wonders(reading program), in the assessment notebook. The Assessment Notebooks will be used for all academic support programs, including RtI.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	Teachers, Instructional Coach

Activity - RtI (Response to Instruction)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as Tier 2 and Tier 3 (at risk) will receive small group and/or individualized instruction based on the RtI team's recommendations. Each student that receives Tier 3 instruction will have a RTI plan and folder with documentation.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	The Instructional Coach will oversee the RTI team. The principal and teachers will participate in team meetings and decisions.

Activity - Posted Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards to be taught each day or week will be posted by the teacher in student friendly terms. These standards will be posted in a location visible to student. The teacher will use their board or their weekly focus wall to highlight these standards.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	Faculty members

Activity - Student Reading Assessment Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Coach will develop a reading assessment folder for all new student, including kindergarten. This folder will be collected at the end of each year and distributed to the next year's reading teacher. The folder will contain DIBELS, Reading Star Test and program data for the student throughout the duration of the elementary years. Teachers use this information at the beginning of the year as well as throughout the year to differentiate instruction.	Academic Support Program	08/12/2013	07/31/2014	$0 - No Funding Required	Instructional Coach, Principal, Reading Teacher

Activity - "Wonders" professional learning activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The McGraw-Hill "Wonders" Reading Program will be implemented to meet the new English Language Arts College and Career Readiness Standards. Our Instructional Coach and Curriculum Coordinator will oversee the Professional Learning opportunities to assist teachers in the delivery of this new program. Professional Development for faculty will be implemented and will be ongoing for the new "Wonders" program.	Professional Learning	06/03/2013	05/28/2014	$8000 - Title I Part A	Federal Programs Coordinator, Curriculum Coordinator, Instructional Coach, Principal

Activity - Global Scholar/Compass Learning/Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Global Scholar program (Performance Series) will be used to measure student progress three times a year. Compass Learning will be used in grades 3-6 to assign a reading learning path to each student. The Stride Academy(former Kid's College)program will be used in Kindergarten-2nd grade. Students will be able to access these programs in their classrooms and the computer lab. The program data will be used as part of our ongoing data analysis to assist with classroom instruction as well as part of RTI benchmarks.	Academic Support Program	08/12/2013	05/28/2014	$6000 - Other	The Curriculum Coordinator will oversee the Global Scholar Program. The computer lab facilitator will administer the tests. Teachers will monitor the data and assist with program learning paths for each student.

Goal 2:

Implementation of the College and Career Readiness Standards in Math.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/28/2014 as measured by the number of students scoring at the proficient level on the ASPIRE test.

Strategy1:

Implementation of "GO Math" - The Houghton Mifflin Harcourt "GO Math" Program will be implemented in grades K-5 to meet the Math College and Career Readiness Standards. (6th grade use Glencoe math material for instruction)

Research Cited: The Houghton Mifflin Harcourt "GO Math" is a researched based math program.

Activity - Summer Math Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers participated in a 2 day College and Career Readiness Math Training. Math standards were reviewed using Insights Tool and math activities were modeled by Jessica Jeffers. A correlation was provided for the CCRS-Math and AMSTI games.	Professional Learning	06/03/2013	05/28/2014	$2000 - Title I Part A	Curriculum Coordinator, Principals

Activity - Global Scholar/Compass Learning/Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Global Scholar program (Performance Series) will be used to measure student progress. The Achievement Series component of the Global Scholar program will be used as a common assessment to measure the mastery of designated standards and objectives. Compass Learning will be used in grades 3-6 to assign a math learning path to each student. The Stride Academy(former Kids College) program will be used in Kindergarten-2nd grade.	Academic Support Program	08/19/2013	05/28/2014	$6000 - Title I Part A	Curriculum Coordinator, Principal, Math Teachers

Activity - College and Career Readiness Implementation Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from elementary school, including a math teacher, Instructional Coach, Curriculum Coordinator, and principal, will attend quarterly training meetings on the math standards and will provide turn around training for the remainder of the faculty.	Professional Learning	08/19/2013	05/28/2014	$2000 - Title I Part A	Federal Program Director, Principal, Curriculum Coordinator, Instructional Coach, Math Teacher,

Strategy2:

Student Engagement - Teachers will implement strategies and activities that will increase student engagement.

Research Cited: Research indicates that student engagement is directly related to student achievment.

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement	Professional Learning	06/03/2013	05/28/2014	$500 - Title I Part A	Federal Program Director, Curriculum Coordinator, Principal, Instructional Coach, Teacher

Activity - Walkthrough	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic walkthroughs will be conducted to determine the level of student engagement in the classrooms. Feedback will be used to modify instruction as needed to ensure a high level of student engagement.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	Administrative staff

Goal 3:

Implementation of the College and Career Readiness Standards in 4th- 6th Grade Social Studies

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Social Studies by 05/28/2014 as measured by the number of students scoring at the proficiency level on standards based test..

Strategy1:

Strategic Teaching - Teachers will incorporate before, during and after strategies/activities in Social Studies lessons. Before, during and after activities will be posted visibly in classrooms and teachers will ensure that students are engaged in learning activities while assuming responsibility for their own learning.

Alabama Reading Initiative Regional Reading Coach will provide inservice training to content area teachers in order to begin the process of implementing strategic teaching in to all classrooms. Alabama Reading Initiative Regional Coach is available to faculty for further assistance on an as needed basis. The building instructional coach will also be used to assist and model this implementation throughout the year.

Research Cited: Before implementation of strategic teaching strategies, research was conducted that proved active engagement of students produced a higher success rate than students who were not engaged. A workshop was provided through the Alabama Reading Initiative on the effectiveness of strategic teaching.

Teachers were also provided an opportunity to attend a professional study on Phillip C. Schlechty's book "Engaging Students".

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A workshop was provided through the Alabama Reading Initiative by the regional coach on the effectiveness of strategic teaching. Handouts were provided and an overview of strategic teaching was reviewed. Training will continue throughout the year by the building Instructional Coach. Teachers will maintain a pocket folder with the information from training and sign in sheets will be kept for the trainings. Beginning 2nd semester, 4th-6th grade teachers will include strategic teaching strategies in their lesson plans.	Professional Learning	08/19/2013	05/28/2014	$0 - No Funding Required	Alabama Reading Initiative Regional Coach, Curriculum Coordinator, Principal, Instructional Coach, Teachers

Goal 4:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

demonstrate a proficiency in student use of digitals tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information (1.3) by 05/29/2014 as measured by student products and decreased usage of paper and hard copy materials.

Strategy1:

Technology Professional Development - Provide professional development opportunities for building level technology support to develop strategies that incorporate the use of digital tools into the curriculum.

Research Cited: Research supports that use of technology will increase student engagement.

Activity - Chrome Book Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Technology Coordinator will train the librarian on the Google Platform. The librarian will be responsible for turn around training for teachers and students in grades 3rd-6th.	Professional Learning	09/03/2013	05/29/2014	$0 - Title I Part A	Technology Coordinator, Principal, Librarian, Federal Program Director

Goal 5:

Prepare and Support Teachers and Leaders to graduate College and Career Ready Students

Measurable Objective 1:

demonstrate a proficiency in teachers' ability to use and assist students in the use of digital resources and technology tools in order to provide quality, engaging learning experiences that prepare students with skills needed to be successful in school(2.1) by 05/29/2014 as measured by walkthroughs.

Strategy1:

Technology Standard Based Program Training - Teachers will receive additional professional development throughout the school year on the availability and use of digital resources and technology tools(Global Scholar, Compass Learning, Accelerated Math).

Research Cited: Research supports the use of technology increases student achievement.

Activity - Global Scholar/Compass Learning/Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive additional Global Scholar,Compass Learning, and Accelerated Math training throughout the 2013-14 school year. This training will included how the performance series test are given and the time frames for the benchmark test throughout the year. The teachers will be trained on how to develop their mid and end of the 9 week test using the achievement series. Training will also include how to develop data and how to interpret the information through data analysis. Compass Learning training will assist teachers in developing a learning path for each individual student based on their data.	Professional Learning	08/12/2013	05/29/2014	$0 - No Funding Required	Technology Coordinator, Curriculum Coordinator,

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

Goal 1:
Implementation of the College and Career Readiness Standards for English Language Arts

Measurable Objective 1:
70% of All Students will demonstrate a proficiency on College and Career Readiness Standards in English Language Arts by 05/30/2014 as measured by the number of students scoring at or above the proficient level on the ASPIRE test.

Strategy1:
Increased Reading Achievement - The Instructional Coach and Curriculum Coordinator will coordinate Professional Learning opportunities to assist teachers in the delivery of the new language arts standards. Staff and administrators have attended numerous trainings regarding the new standards and the resources needed to implement them. Training will continue throughout the school year.
Research Cited: All instruction should be aligned with the College and Career Readiness Standards

Activity - Teachers Reading Assessment Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain a teacher assessment folder based on classroom data. These folders will be used with the instructional coach for data analysis. The instructional coach and teachers will use all elementary data, including but not limited to DIBELS and Wonders(reading program), in the assessment notebook. The Assessment Notebooks will be used for all academic support programs, including RtI.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	Teachers, Instructional Coach

Activity - RtI (Response to Instruction)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as Tier 2 and Tier 3 (at risk) will receive small group and/or individualized instruction based on the RtI team's recommendations. Each student that receives Tier 3 instruction will have a RTI plan and folder with documentation.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	The Instructional Coach will oversee the RTI team. The principal and teachers will participate in team meetings and decisions.

Activity - "Wonders" professional learning activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The McGraw-Hill "Wonders" Reading Program will be implemented to meet the new English Language Arts College and Career Readiness Standards. Our Instructional Coach and Curriculum Coordinator will oversee the Professional Learning opportunities to assist teachers in the delivery of this new program. Professional Development for faculty will be implemented and will be ongoing for the new "Wonders" program.	Professional Learning	06/03/2013	05/28/2014	$8000 - Title I Part A	Federal Programs Coordinator, Curriculum Coordinator, Instructional Coach, Principal

Activity - Posted Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards to be taught each day or week will be posted by the teacher in student friendly terms. These standards will be posted in a location visible to student. The teacher will use their board or their weekly focus wall to highlight these standards.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	Faculty members

Activity - Global Scholar/Compass Learning/Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Global Scholar program (Performance Series) will be used to measure student progress three times a year. Compass Learning will be used in grades 3-6 to assign a reading learning path to each student. The Stride Academy(former Kid's College)program will be used in Kindergarten-2nd grade. Students will be able to access these programs in their classrooms and the computer lab. The program data will be used as part of our ongoing data analysis to assist with classroom instruction as well as part of RTI benchmarks.	Academic Support Program	08/12/2013	05/28/2014	$6000 - Other	The Curriculum Coordinator will oversee the Global Scholar Program. The computer lab facilitator will administer the tests. Teachers will monitor the data and assist with program learning paths for each student.

Activity - Student Reading Assessment Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Coach will develop a reading assessment folder for all new student, including kindergarten. This folder will be collected at the end of each year and distributed to the next year's reading teacher. The folder will contain DIBELS, Reading Star Test and program data for the student throughout the duration of the elementary years. Teachers use this information at the beginning of the year as well as throughout the year to differentiate instruction.	Academic Support Program	08/12/2013	07/31/2014	$0 - No Funding Required	Instructional Coach, Principal, Reading Teacher

Goal 2:

Implementation of the College and Career Readiness Standards in Math.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/28/2014 as

measured by the number of students scoring at the proficient level on the ASPIRE test.

Strategy1:

Student Engagement - Teachers will implement strategies and activities that will increase student engagement.

Research Cited: Research indicates that student engagement is directly related to student achievment.

Activity - Walkthrough	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodic walkthroughs will be conducted to determine the level of student engagement in the classrooms. Feedback will be used to modify instruction as needed to ensure a high level of student engagement.	Academic Support Program	08/19/2013	05/28/2014	$0 - No Funding Required	Administrative staff

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement	Professional Learning	06/03/2013	05/28/2014	$500 - Title I Part A	Federal Program Director, Curriculum Coordinator, Principal, Instructional Coach, Teacher

Strategy2:

Implementation of "GO Math" - The Houghton Mifflin Harcourt "GO Math" Program will be implemented in grades K-5 to meet the Math

College and Career Readiness Standards. (6th grade use Glencoe math material for instruction)

Research Cited: The Houghton Mifflin Harcourt "GO Math" is a researched based math program.

Activity - Summer Math Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers participated in a 2 day College and Career Readiness Math Training. Math standards were reviewed using Insights Tool and math activities were modeled by Jessica Jeffers. A correlation was provided for the CCRS-Math and AMSTI games.	Professional Learning	06/03/2013	05/28/2014	$2000 - Title I Part A	Curriculum Coordinator, Principals

Activity - Global Scholar/Compass Learning/Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Global Scholar program (Performance Series) will be used to measure student progress. The Achievement Series component of the Global Scholar program will be used as a common assessment to measure the mastery of designated standards and objectives. Compass Learning will be used in grades 3-6 to assign a math learning path to each student. The Stride Academy(former Kids College) program will be used in Kindergarten-2nd grade.	Academic Support Program	08/19/2013	05/28/2014	$6000 - Title I Part A	Curriculum Coordinator, Principal, Math Teachers

Activity - College and Career Readiness Implementation Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from elementary school, including a math teacher, Instructional Coach, Curriculum Coordinator, and principal, will attend quarterly training meetings on the math standards and will provide turn around training for the remainder of the faculty.	Professional Learning	08/19/2013	05/28/2014	$2000 - Title I Part A	Federal Program Director, Principal, Curriculum Coordinator, Instructional Coach, Math Teacher,

Goal 3:

Implementation of the College and Career Readiness Standards in 4th- 6th Grade Social Studies

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Social Studies by 05/28/2014 as measured by the number of students scoring at the proficiency level on standards based test..

Strategy1:

Strategic Teaching - Teachers will incorporate before, during and after strategies/activities in Social Studies lessons. Before, during and after activities will be posted visibly in classrooms and teachers will ensure that students are engaged in learning activities while assuming responsibility for their own learning.

Alabama Reading Initiative Regional Reading Coach will provide inservice training to content area teachers in order to begin the process of implementing strategic teaching in to all classrooms. Alabama Reading Initiative Regional Coach is available to faculty for further assistance on an as needed basis. The building instructional coach will also be used to assist and model this implementation throughout the year.

Research Cited: Before implementation of strategic teaching strategies, research was conducted that proved active engagement of students produced a higher success rate than students who were not engaged. A workshop was provided through the Alabama Reading Initiative on the effectiveness of strategic teaching.

Teachers were also provided an opportunity to attend a professional study on Phillip C. Schlechty's book "Engaging Students".

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A workshop was provided through the Alabama Reading Initiative by the regional coach on the effectiveness of strategic teaching. Handouts were provided and an overview of strategic teaching was reviewed. Training will continue throughout the year by the building Instructional Coach. Teachers will maintain a pocket folder with the information from training and sign in sheets will be kept for the trainings. Beginning 2nd semester, 4th-6th grade teachers will include strategic teaching strategies in their lesson plans.	Professional Learning	08/19/2013	05/28/2014	$0 - No Funding Required	Alabama Reading Initiative Regional Coach, Curriculum Coordinator, Principal, Instructional Coach, Teachers

Goal 4:

Students at Elba Elementary School will increase student attendance.

Measurable Objective 1:

demonstrate a behavior that will decrease the number of student absences by 05/29/2014 as measured by a decrease in student absences in the 2013-14 school year.

Strategy1:

Compulsory Attendance Law - The Alabama Compulsory Attendance Laws require children between the ages of 7-17 to attend school. The law also states that parents or guardians having control over school age children are responsible for the children's regular attendance and proper conduct.

Research Cited: Research supports that attendance directly impacts student achievement and success.

Activity - Parent Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will recieve a letter from the school upon their child's first unexcused absence. An additional letter will be sent after the child's 5th unexcused absence from school. Parents will be asked to respond stating the reason for the student absence.	Other	08/19/2013	05/29/2014	$500 - General Fund	Principal, attendance officer, and nurse

Activity - Early Warning Court	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance officer will comply with Alabama Compulsory Attendance Law when referring students due to absences to the Early Warning Court.	Behavioral Support Program	08/19/2013	05/29/2014	$0 - No Funding Required	Attendance Officer, Principal

Goal 5:

Parental Involvement

Measurable Objective 1:

collaborate to increase parental involvement at Elba Elementary School by 05/29/2014 as measured by the number of participants in the parental involvement activities..

Strategy1:

Communication - Elba Elementary will be implementing a program this school year to increase parental involvement. Activities and volunteer opportunities will be planned throughout the year in an effort to encourage parents to become more involved in their child's education.

Research Cited: Research shows that students whose parents are actively involved in their chidl's education tend to achieve a higher level of academic success.

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student is provided with a student planner. These planners will be used on a daily basis. By utilizing the planners, parents are able to view the skills being taught, the homework that has been assigned, and the child's daily conduct. All students are required to have parent/guardian signature in their planners each day. Students/parents who consistently fail to meet their requirement will be asked to attend a conference with the teacher and principal as needed.	Parent Involvement	08/12/2013	05/29/2014	$4042 - Title I Part A	Federal Programs Director, Teachers, Principal, Instructional Coach, Counselor

Activity - Family Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Family Night will be held in late January, early February. During Family Night, parents may choose from concurrent sessions that peak their interest while sessions will also be offered for students. Examples of sessions to be offered for parents include: helping your child with reading, helping your child with math, nutrition, etc. examples of sessions to be offered for students include: art, computer learning games, improving basketball skills, cheerleading, etc.	Parent Involvement	01/01/2014	02/28/2014	$0 - Title I Part A	Principal, Curriculum Coordinator, Counselor, Certified Staff

Activity - Monthly Calendar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly calendars will be distributed to students to put in their planners to take home to parents. The calendar will assist the school with communicating upcoming events and important dates to the parents. The principal, libarian, counselor, instructional coach, and other staff will give information to the elementary secretary that needs to be included on the monthly calendar. The secretary will type the calendar. After the principal approves the calendar, it will be copied and distributed to the students.	Parent Involvement	08/19/2013	05/29/2014	$0 - Title I Part A	EES secretary, principal, instructional coach, counselor, librarian, and other stafff as needed

Activity - Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elba Elementary School will begin sending home several newsletters this school year. The first newsletter will be a Home-School Connection Newsletter that will be provided in Spanish and English. The second newletter will be the Math and Science Connection that will also be available in Spanish and English with a Beginner and Intermediate level.	Parent Involvement	09/02/2013	05/29/2014	$0 - Title I Part A	Principal

Goal 6:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

demonstrate a proficiency in student use of digitals tools, individually and collaboratively, in and out of the classroom to gather, organize,

evaluate, and share and present information (1.3) by 05/29/2014 as measured by student products and decreased usage of paper and hard copy materials.

Strategy1:

Technology Professional Development - Provide professional development opportunities for building level technology support to develop strategies that incorporate the use of digital tools into the curriculum.

Research Cited: Research supports that use of technology will increase student engagement.

Activity - Chrome Book Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Technology Coordinator will train the librarian on the Google Platform. The librarian will be responsible for turn around training for teachers and students in grades 3rd-6th.	Professional Learning	09/03/2013	05/29/2014	$0 - Title I Part A	Technology Coordinator, Principal, Librarian, Federal Program Director

Component 3: Instruction by Highly Qualified Staff

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

Assurance	Response	Comment	Attachment
Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	All teachers recommended for employment at Elba Elementary School must have met highly qualified status. Currently all teachers are highly qualified, properly certified, and attend professional development opportunities to remain well-trained.	

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

All teachers recommended for employment at Elba Elementary School must have met highly qualified status. Currently all teachers are highly qualified, properly certified, and attend professional development opportunities to remain well-trained. All grade levels follow a standard schedule to ensure that instructional times meet Alabama State Courses of Study recommendations. Student data is reviewed during grade-level and school-wide data meetings to ensure the academic needs of all students are effectively being met.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Following the 2012-2013 school year, three veteran teachers retired. One new Kindergarten teacher has been employed for the 2013-14 school year. This employee has 15 years of teaching experience. Our Elementary Music/Band Instructor was promoted to the position of High School Band Director for our system. No other changes were made to the faculty of Elba Elementary School for the 2013-14 school year.

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

The average experience level for grade level and special education teachers at Elba Elementary School is 15.14 years. The highest level of experience is 32 years and the lowest level of experience is 2 years. Sixteen teachers have at least 10 years of experience. Twelve teachers have advanced degrees. Elba Elementary School serves students in Kindergarten through Sixth Grade.

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

Elba City Schools utilizes the Alabama State Department of Education's "Teach in Alabama" program to attract high quality teachers. Only teachers that are deemed highly qualified are interviewed for positions within the system. Once employed, a mentoring program is in place that pairs a veteran teacher with a new hire. These procedures help to ensure that these high quality teachers are retained.

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

Elba City School's utilizes the Alabama State Department of Education's "Teach in Alabama" program . Only teachers deemed highly qualified are interviewed for positions within the system. Once employed, a mentoring program is in place that pairs a veteran teacher with a new hire. These procedures help to ensure that these high quality teachers are effective and are retained.

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

The turnover rate for teachers at Elba Elementary School is low.

Component 5: High Quality and Ongoing Professional Development

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

Goal 1:

Implementation of the College and Career Readiness Standards for English Language Arts

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on College and Career Readiness Standards in English Language Arts by 05/30/2014 as measured by the number of students scoring at or above the proficient level on the ASPIRE test.

Strategy1:

Student Engagement - Teachers will implement strategies and activities that will increase student engagement.

Research Cited: Research indicates that the engagement of students is directly related to student success and achievement.

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement.	Professional Learning	06/03/2013	05/28/2014	$500 - Title I Part A	Federal Programs Coordinator, Curriculum Coordinator, Principals, Instructional Coach

Activity - English Language Art College and Career Readiness Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers attended the English Language Arts College and Career Readiness Standards training. The Principal, Instructional Coach, Curriculum Coordinator and 2 teachers will attend quarterly CCRS team meetings and will provide turn around training for the remainder of the faculty.	Professional Learning	06/03/2013	05/28/2014	$2000 - Title I Part A	Principal, Instructional Coach, reading teachers

Strategy2:

Increased Reading Achievement - The Instructional Coach and Curriculum Coordinator will coordinate Professional Learning opportunities to assist teachers in the delivery of the new language arts standards. Staff and administrators have attended numerous trainings regarding the new standards and the resources needed to implement them. Training will continue throughout the school year.

Research Cited: All instruction should be aligned with the College and Career Readiness Standards

Activity - "Wonders" professional learning activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The McGraw-Hill "Wonders" Reading Program will be implemented to meet the new English Language Arts College and Career Readiness Standards. Our Instructional Coach and Curriculum Coordinator will oversee the Professional Learning opportunities to assist teachers in the delivery of this new program. Professional Development for faculty will be implemented and will be ongoing for the new "Wonders" program.	Professional Learning	06/03/2013	05/28/2014	$8000 - Title I Part A	Federal Programs Coordinator, Curriculum Coordinator, Instructional Coach, Principal

Goal 2:

Implementation of the College and Career Readiness Standards in Math.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/28/2014 as measured by the number of students scoring at the proficient level on the ASPIRE test.

Strategy1:

Student Engagement - Teachers will implement strategies and activities that will increase student engagement.

Research Cited: Research indicates that student engagement is directly related to student achievment.

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement	Professional Learning	06/03/2013	05/28/2014	$500 - Title I Part A	Federal Program Director, Curriculum Coordinator, Principal, Instructional Coach, Teacher

Strategy2:

Implementation of "GO Math" - The Houghton Mifflin Harcourt "GO Math" Program will be implemented in grades K-5 to meet the Math

College and Career Readiness Standards. (6th grade use Glencoe math material for instruction)

Research Cited: The Houghton Mifflin Harcourt "GO Math" is a researched based math program.

Activity - College and Career Readiness Implementation Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from elementary school, including a math teacher, Instructional Coach, Curriculum Coordinator, and principal, will attend quarterly training meetings on the math standards and will provide turn around training for the remainder of the faculty.	Professional Learning	08/19/2013	05/28/2014	$2000 - Title I Part A	Federal Program Director, Principal, Curriculum Coordinator, Instructional Coach, Math Teacher,

Goal 3:

Implementation of the College and Career Readiness Standards in 4th- 6th Grade Social Studies

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Social Studies by 05/28/2014 as measured by the number of students scoring at the proficiency level on standards based test..

Strategy1:

Student Engagement - Teachers will implement strategies and activities that will increase student engagement.

Research Cited: Research indicates that student engagement has a direct impact on student achievement.

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement.	Professional Learning	06/03/2013	05/28/2014	$500 - Title I Part A	Federal Program Director, Principal, Curriculum Coordinator, Instructional Coach

Strategy2:

Strategic Teaching - Teachers will incorporate before, during and after strategies/activities in Social Studies lessons. Before, during and after activities will be posted visibly in classrooms and teachers will ensure that students are engaged in learning activities while assuming responsibility for their own learning.

Alabama Reading Initiative Regional Reading Coach will provide inservice training to content area teachers in order to begin the process of implementing strategic teaching in to all classrooms. Alabama Reading Initiative Regional Coach is available to faculty for further assistance on an as needed basis. The building instructional coach will also be used to assist and model this implementation throughout the year.

Research Cited: Before implementation of strategic teaching strategies, research was conducted that proved active engagement of students produced a higher success rate than students who were not engaged. A workshop was provided through the Alabama Reading Initiative on the effectiveness of strategic teaching.

Teachers were also provided an opportunity to attend a professional study on Phillip C. Schlechty's book "Engaging Students".

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A workshop was provided through the Alabama Reading Initiative by the regional coach on the effectiveness of strategic teaching. Handouts were provided and an overview of strategic teaching was reviewed. Training will continue throughout the year by the building Instructional Coach. Teachers will maintain a pocket folder with the information from training and sign in sheets will be kept for the trainings. Beginning 2nd semester, 4th-6th grade teachers will include strategic teaching strategies in their lesson plans.	Professional Learning	08/19/2013	05/28/2014	$0 - No Funding Required	Alabama Reading Initiative Regional Coach, Curriculum Coordinator, Principal, Instructional Coach, Teachers

Goal 4:

New Teacher Mentoring

Measurable Objective 1:

collaborate to train new teachers in order to recruit highly qualified certified staff by 07/31/2014 as measured by a decrease in teacher turnover.

Strategy1:

Mentor/Mentee Assignments - Prior to the beginning of the school year, each new certified hire will be assignent a mentor for their first school year.

Research Cited: Research supports that new staff members will be successful if they receive support or mentor in their professional practice.

Activity - Mentor/Mentee Checklist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentors will meet with their mentees on a regular basis to assist with questions regarding their daily instruction or day to day responsibilities. A checklist will be developed for a record of meetings with the mentor/mentee.	Professional Learning	08/19/2013	05/29/2014	$0 - No Funding Required	Mentor, Mentee, Principal

Activity - New Teacher Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the school year, mentors and mentees will attend an orientation at the Central Office. System information as well as school information will be reviewed with them.	Recruitment and Retention	07/01/2013	05/29/2014	$0 - No Funding Required	Mentors as assigned by principal, principals, Central Office staff

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

Goal 1:

Implementation of the College and Career Readiness Standards for English Language Arts

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on College and Career Readiness Standards in English Language Arts by 05/30/2014 as measured by the number of students scoring at or above the proficient level on the ASPIRE test.

Strategy1:

Increased Reading Achievement - The Instructional Coach and Curriculum Coordinator will coordinate Professional Learning opportunities to assist teachers in the delivery of the new language arts standards. Staff and administrators have attended numerous trainings regarding the new standards and the resources needed to implement them. Training will continue throughout the school year.

Research Cited: All instruction should be aligned with the College and Career Readiness Standards

Activity - "Wonders" professional learning activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The McGraw-Hill "Wonders" Reading Program will be implemented to meet the new English Language Arts College and Career Readiness Standards. Our Instructional Coach and Curriculum Coordinator will oversee the Professional Learning opportunities to assist teachers in the delivery of this new program. Professional Development for faculty will be implemented and will be ongoing for the new "Wonders" program.	Professional Learning	06/03/2013	05/28/2014	$8000 - Title I Part A	Federal Programs Coordinator, Curriculum Coordinator, Instructional Coach, Principal

Strategy2:

Student Engagement - Teachers will implement strategies and activities that will increase student engagement.

Research Cited: Research indicates that the engagement of students is directly related to student success and achievement.

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement.	Professional Learning	06/03/2013	05/28/2014	$500 - Title I Part A	Federal Programs Coordinator, Curriculum Coordinator, Principals, Instructional Coach

Goal 2:

Implementation of the College and Career Readiness Standards in Math.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/28/2014 as measured by the number of students scoring at the proficient level on the ASPIRE test.

Strategy1:

Implementation of "GO Math" - The Houghton Mifflin Harcourt "GO Math" Program will be implemented in grades K-5 to meet the Math College and Career Readiness Standards. (6th grade use Glencoe math material for instruction)

Research Cited: The Houghton Mifflin Harcourt "GO Math" is a researched based math program.

Activity - College and Career Readiness Implementation Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from elementary school, including a math teacher, Instructional Coach, Curriculum Coordinator, and principal, will attend quarterly training meetings on the math standards and will provide turn around training for the remainder of the faculty.	Professional Learning	08/19/2013	05/28/2014	$2000 - Title I Part A	Federal Program Director, Principal, Curriculum Coordinator, Instructional Coach, Math Teacher,

Activity - Summer Math Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers participated in a 2 day College and Career Readiness Math Training. Math standards were reviewed using Insights Tool and math activities were modeled by Jessica Jeffers. A correlation was provided for the CCRS-Math and AMSTI games.	Professional Learning	06/03/2013	05/28/2014	$2000 - Title I Part A	Curriculum Coordinator, Principals

Strategy2:

Student Engagement - Teachers will implement strategies and activities that will increase student engagement.

Research Cited: Research indicates that student engagement is directly related to student achievment.

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement	Professional Learning	06/03/2013	05/28/2014	$500 - Title I Part A	Federal Program Director, Curriculum Coordinator, Principal, Instructional Coach, Teacher

Goal 3:

Implementation of the College and Career Readiness Standards in 4th- 6th Grade Social Studies

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Social Studies by 05/28/2014 as measured by the number of students scoring at the proficiency level on standards based test..

Strategy1:

Student Engagement - Teachers will implement strategies and activities that will increase student engagement.

Research Cited: Research indicates that student engagement has a direct impact on student achievement.

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a study of the book "Engaging Students" by Phil Schlechty. This book stresses the importance of student engagement in order to increase student success and achievement.	Professional Learning	06/03/2013	05/28/2014	$500 - Title I Part A	Federal Program Director, Principal, Curriculum Coordinator, Instructional Coach

Strategy2:

Strategic Teaching - Teachers will incorporate before, during and after strategies/activities in Social Studies lessons. Before, during and after activities will be posted visibly in classrooms and teachers will ensure that students are engaged in learning activities while assuming responsibility for their own learning.

Alabama Reading Initiative Regional Reading Coach will provide inservice training to content area teachers in order to begin the process of implementing strategic teaching in to all classrooms. Alabama Reading Initiative Regional Coach is available to faculty for further assistance

on an as needed basis. The building instructional coach will also be used to assist and model this implementation throughout the year.

Research Cited: Before implementation of strategic teaching strategies, research was conducted that proved active engagement of students produced a higher success rate than students who were not engaged. A workshop was provided through the Alabama Reading Initiative on the effectiveness of strategic teaching.

Teachers were also provided an opportunity to attend a professional study on Phillip C. Schlechty's book "Engaging Students".

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A workshop was provided through the Alabama Reading Initiative by the regional coach on the effectiveness of strategic teaching. Handouts were provided and an overview of strategic teaching was reviewed. Training will continue throughout the year by the building Instructional Coach. Teachers will maintain a pocket folder with the information from training and sign in sheets will be kept for the trainings. Beginning 2nd semester, 4th-6th grade teachers will include strategic teaching strategies in their lesson plans.	Professional Learning	08/19/2013	05/28/2014	$0 - No Funding Required	Alabama Reading Initiative Regional Coach, Curriculum Coordinator, Principal, Instructional Coach, Teachers

Goal 4:

New Teacher Mentoring

Measurable Objective 1:

collaborate to train new teachers in order to recruit highly qualified certified staff by 07/31/2014 as measured by a decrease in teacher turnover.

Strategy1:

Mentor/Mentee Assignments - Prior to the beginning of the school year, each new certified hire will be assignent a mentor for their first school year.

Research Cited: Research supports that new staff members will be successful if they receive support or mentor in their professional practice.

Activity - Mentor/Mentee Checklist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentors will meet with their mentees on a regular basis to assist with questions regarding their daily instruction or day to day responsibilities. A checklist will be developed for a record of meetings with the mentor/mentee.	Professional Learning	08/19/2013	05/29/2014	$0 - No Funding Required	Mentor, Mentee, Principal

Activity - New Teacher Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the school year, mentors and mentees will attend an orientation at the Central Office. System information as well as school information will be reviewed with them.	Recruitment and Retention	07/01/2013	05/29/2014	$0 - No Funding Required	Mentors as assigned by principal, principals, Central Office staff

Goal 5:

Parental Involvement

Measurable Objective 1:

collaborate to increase parental involvement at Elba Elementary School by 05/29/2014 as measured by the number of participants in the

parental involvement activities..

Strategy1:

Communication - Elba Elementary will be implementing a program this school year to increase parental involvement. Activities and volunteer

opportunities will be planned throughout the year in an effort to encourage parents to become more involved in their child's education.

Research Cited: Research shows that students whose parents are actively involved in their chidl's education tend to achieve a higher level of

academic success.

Activity - Family Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Family Night will be held in late January, early February. During Family Night, parents may choose from concurrent sessions that peak their interest while sessions will also be offered for students. Examples of sessions to be offered for parents include: helping your child with reading, helping your child with math, nutrition, etc. examples of sessions to be offered for students include: art, computer learning games, improving basketball skills, cheerleading, etc.	Parent Involvement	01/01/2014	02/28/2014	$0 - Title I Part A	Principal, Curriculum Coordinator, Counselor, Certified Staff

Activity - Monthly Calendar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly calendars will be distributed to students to put in their planners to take home to parents. The calendar will assist the school with communicating upcoming events and important dates to the parents. The principal, libarian, counselor, instructional coach, and other staff will give information to the elementary secretary that needs to be included on the monthly calendar. The secretary will type the calendar. After the principal approves the calendar, it will be copied and distributed to the students.	Parent Involvement	08/19/2013	05/29/2014	$0 - Title I Part A	EES secretary, principal, instructional coach, counselor, librarian, and other stafff as needed

Activity - Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elba Elementary School will begin sending home several newsletters this school year. The first newsletter will be a Home-School Connection Newsletter that will be provided in Spanish and English. The second newletter will be the Math and Science Connection that will also be available in Spanish and English with a Beginner and Intermediate level.	Parent Involvement	09/02/2013	05/29/2014	$0 - Title I Part A	Principal

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student is provided with a student planner. These planners will be used on a daily basis. By utilizing the planners, parents are able to view the skills being taught, the homework that has been assigned, and the child's daily conduct. All students are required to have parent/guardian signature in their planners each day. Students/parents who consistently fail to meet their requirement will be asked to attend a conference with the teacher and principal as needed.	Parent Involvement	08/12/2013	05/29/2014	$4042 - Title I Part A	Federal Programs Director, Teachers, Principal, Instructional Coach, Counselor

Goal 6:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

demonstrate a proficiency in student use of digitals tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information (1.3) by 05/29/2014 as measured by student products and decreased usage of paper and hard copy materials.

Strategy1:

Technology Professional Development - Provide professional development opportunities for building level technology support to develop strategies that incorporate the use of digital tools into the curriculum.

Research Cited: Research supports that use of technology will increase student engagement.

Activity - Chrome Book Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Technology Coordinator will train the librarian on the Google Platform. The librarian will be responsible for turn around training for teachers and students in grades 3rd-6th.	Professional Learning	09/03/2013	05/29/2014	$0 - Title I Part A	Technology Coordinator, Principal, Librarian, Federal Program Director

Goal 7:

Prepare and Support Teachers and Leaders to graduate College and Career Ready Students

Measurable Objective 1:

demonstrate a proficiency in teachers' ability to use and assist students in the use of digital resources and technology tools in order to provide quality, engaging learning experiences that prepare students with skills needed to be successful in school(2.1) by 05/29/2014 as measured by walkthroughs.

Strategy1:

Technology Standard Based Program Training - Teachers will receive additional professional development throughout the school year on the availability and use of digital resources and technology tools(Global Scholar, Compass Learning, Accelerated Math).

Research Cited: Research supports the use of technology increases student achievement.

Activity - Global Scholar/Compass Learning/Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive additional Global Scholar,Compass Learning, and Accelerated Math training throughout the 2013-14 school year. This training will included how the performance series test are given and the time frames for the benchmark test throughout the year. The teachers will be trained on how to develop their mid and end of the 9 week test using the achievement series. Training will also include how to develop data and how to interpret the information through data analysis. Compass Learning training will assist teachers in developing a learning path for each individual student based on their data.	Professional Learning	08/12/2013	05/29/2014	$0 - No Funding Required	Technology Coordinator, Curriculum Coordinator,

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

Goal 1:

New Teacher Mentoring

Measurable Objective 1:

collaborate to train new teachers in order to recruit highly qualified certified staff by 07/31/2014 as measured by a decrease in teacher turnover.

Strategy1:

Mentor/Mentee Assignments - Prior to the beginning of the school year, each new certified hire will be assignent a mentor for their first school year.

Research Cited: Research supports that new staff members will be successful if they receive support or mentor in their professional practice.

Activity - Mentor/Mentee Checklist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentors will meet with their mentees on a regular basis to assist with questions regarding their daily instruction or day to day responsibilities. A checklist will be developed for a record of meetings with the mentor/mentee.	Professional Learning	08/19/2013	05/29/2014	$0 - No Funding Required	Mentor, Mentee, Principal

Activity - New Teacher Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the school year, mentors and mentees will attend an orientation at the Central Office. System information as well as school information will be reviewed with them.	Recruitment and Retention	07/01/2013	05/29/2014	$0 - No Funding Required	Mentors as assigned by principal, principals, Central Office staff

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

Teachers and staff are provided with on-going professional development activities throughout the year and during the summer months. Teachers are provided with release time to participate in some professional development activities and are given the opportunity to meet in grade-level meetings throughout the year to evaluate the professional development process and to design instructional plans for students.

Component 6: Strategies to Increase Parental Involvement

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

Elba Elementary School seeks to involve parents in the development of its Continuous Improvement Plan in accordance with Board Policy. To this end, an Advisory Committee of parent and staff representatives, the Parental Involvement Coordinator, and the school administrators is established. This committee convenes to evaluate and update the plan in order to best serve the changing needs of parents and students.

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

The leaders and staff of Elba Elementary School believe that parental involvement is crucial to student success and that parents are integral components in the learning community. Therefore, parents are encouraged to become involved in the process and to provide input into the implementation of the CIP. The ultimate goal for parents is for them to become a part of the learning community and to participate in all aspects of their child's education.

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

Elba Elementary School seeks to involve parents in the development of its School Wide Plan in accordance with Board Policy. To this end, an advisory committee of parent and staff representatives, the Parental Involvement Coordinators, and the LEA administrators is established. This committee will annually evaluate and update the plan in order to best serve the students' and parents' changing needs. Adjustments are made to the plan based upon parent evaluation surveys made available to all parents, as well as upon teacher input.

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

Elba Elementary School has a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f). The school seeks to provide meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

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

Elba Elementary School chooses to undertake activities that will build each parents' capacity for involvement in the their child's education, the school, and the school system. Activities will be planned and carried out according to Board Policy.

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

The parent involvement component of the school-wide plan will be evaluated periodically throughout the year. The committee convenes to evaluate and update the plan in order to best serve the changing needs of parents and students. Adjustments are made to the plan based upon parent evaluation surveys made available to all parents, as well as teacher input. Surveys are sent home with students and made available at the school.

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

The feedback, suggestions, and input from parents regarding the school-wide program will be used to update the CIP. Changes that will improve and strengthen the plan will be made as needed throughout the year based on feedback, suggestions, and input from parents and teachers .

How was the school-parent compact developed?

The school-parent compact was developed based on the guidelines set forth from the Alabama State Department of Education. Administrators, teachers, support staff and parents were asked to contribute to the design of the school-parent compact that is used with all families at Elba Elementary School.

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

The parent compact is used during parent teacher conferences at Elba Elementary School to remind all parties involved (teachers, parents, students) of their responsibility in the educational achievement of the student. Elba Elementary School strives to ensure a strong partnership between and among the students and their families. The compact serves as a reminder of that partnership.

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

Elba Elementary School is a K-6 school. The parent compact is utilized for all students at the school.

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

In addition to English, Elba Elementary School currently has students who speak Spanish and Chinese. An on-staff interpreter is available and helpful in providing individual student academic assessment results for the Spanish speaking students. TransAct is used for communication and to provide assessment results for the parents of our Chinese speaking students.

Component 7: Transition Strategies

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

Goal 1:

Student Transition

Measurable Objective 1:

demonstrate a behavior that will result in a smooth transtion for students entering kindergarten as well as students that leave 6th grade(elementary school) to 7th grade(high school) by 05/29/2014 as measured by an increase in student and parent satisfaction in the student and parent surveys..

Strategy1:

Student Orientation - A student orientation will be conducted for all students leaving the elementary school and entering the high school. The orientation will give students an overview of what they might expect in their new setting.

Research Cited: Research students will be more successful in an environment in which they are comfortable.

Activity - Student High School Tour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade students will participate in a high school tour toward the end of the school year. This will familiarize students with the high school environment, rules and expectations.	Career Preparation/ Orientation	01/06/2014	05/29/2014	$0 - No Funding Required	Elementary & High School Principals, 6th and 7th grade teachers, Counselors

Strategy2:

Parent/Student Kindergarten Orientation - An orientation will be provided to parents in the spring prior to their students attending kindergarten at Elba Elementary School. This will be provided at the elementary school as well as Elba Headstart. Kindergarten students also will participate in orientation with their kindergarten teachers the week before school is in session.

Research Cited: Research supports students academics are influenced by a nurturing environment.

Activity - Kindergarten Pre-Registration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 2 day pre-registration is offered at the elementary for students that will be eligible to enter kindergarten during the fall. Dates are announced in the local newspapers as well as the digital system sign at the entrance to the Elba City School's complex. Parents are asked to bring required documents in order to complete registration forms During this process, the instructional coach or counselor will do a pre-assessment with the upcoming kindergarteners.	Recruitment and Retention	04/21/2014	05/29/2014	$0 - No Funding Required	Principal, Instructional Coach, Counselor, Curriculum Coordinator

Activity - Kindergarten Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten orientation is offered at two different times for parents to bring their children to meet their new teacher. Parents and students first meet as a group and then are permitted to go with their child to their new classroom. After an orientation with their child's teacher, parents return to the lunchroom for additional orientation with the counselor, nurse, instructional coach, PE coach, and principal while the students continue activities with their teacher in their new classroom.	Career Preparation/ Orientation	08/12/2013	08/12/2013	$0 - No Funding Required	Principal, Nurse, Instructional Coach, PE coach, kindergarten teachers, counselor

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers are vital to the decisions made regarding assessments that are utilized at the school level. Professional learning teams, including grade-level and department level teams, contribute to school decisions regarding academic assessments. Data is reviewed, evaluated, and interpreted and input is considered in regard to the assessments decisions that are made locally.

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

Professional development is offered and ongoing for teachers on the use and analysis of data. Data meetings are held on a regular basis and include data analysis as well as discussions regarding intervention strategies that will ensure the academic achievement of all students.

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

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

Elba Elementary School uses information obtained from various assessments to assist in diagnosing the effectiveness of instruction. A plan of action is formulated through the use of several resources. Individual students who are considered to be at-risk are offered assistance through extended day (after-school tutorial), summer school programs, and interventions outside of the daily content area subjects. These students are identified by the classroom teacher based on classroom observations and data gathered from classroom assessments and formative assessments such as DIBELS and Global Scholar. Students are then targeted for receiving accommodations in the identified area(s) of weakness. Response to Instruction (RtI) monitors the progress of at-risk students to ensure that all students meet the State's academic achievement standards at a proficient or advanced level.

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?

Since data meetings are held on a regular basis, teachers are able to provide differentiated instruction in a timely and effective manner to students experiencing difficulty. The Instructional Coach collaborates with teachers on an ongoing basis to ensure intervention strategies are in place for all students experiencing difficulty mastering the State's academic achievement assessment standards. Instructional aides assist teachers in providing remediation for students as needed. Through RtI, students receive Tier 3 instruction. Resource teachers and instructional aides provide assistance for students with Individual Education Plans.

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

In addition to the use of RtI, the following additional strategies are often utilized to provide differentiated instruction to students: small group instruction, Tier II assistance from instructional aides, peer tutoring, sessions with the school counselor, behavior charts, contracts, reports, data meetings, grade-level meetings, preferential seating, Stride Academy, Compass Learning Paths, and Global Scholar Learning Paths.

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

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

Administrators and the Instructional Coach will oversee the coordination of the programs that affect student achievement.   Input from faculty, staff, parents, and community stakeholders will play a vital role in the development and revision of the schoolwide goals.

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.

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How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Currently, the child nutrition program is funded by the total enrollment and the poverty level for the school. Preschool funds are used to support the HeadStart program in conjunction with the special education program.

Evaluation:

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

Data that is specific to the Continuous Improvement Plan is collected from a variety of sources. The data is reviewed and analyzed to determine if the goals that have been addressed in the CIP are being met.   Achievement data is compared from year to year to determine trends related to student achievement in specific subjects and by specific groups of students. Walkthroughs are utilized as another evaluation tool to determine if the goals set forth in the CIP are being met.

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?

Data from the State's annual assessments, locally made assessments, and other indicators of academic achievement are analyzed to determine if the school-wide program goals are effective or if the goals are in need of revision. A data comparison is conducted to determine trends related to student achievement among groups of students and in specific subject areas. Intervention is provided for students who are not achieving at an adequate rate.

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 school-wide program is determined to be effective if student achievement is increasing and the achievement gaps among student subgroups are decreasing.

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?

Upon completion of the data collection, analysis and evaluation, the Continuous Improvement Plan is revised if needed to ensure all the goals of the plan are meeting the changing needs of all students. Walkthroughs are used to observe student engagement and teacher effectiveness and to ensure continued growth for all students of Elba Elementary School.

Coordination of Resources/Comprehensive Budget

Introduction

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

State Foundation Funds:

Label	Question	Value
State Foundation Funds:	Provide the total funds allocated for.	197341.95

Label	Question	Value
1.	Provide the number of teacher assigned units.	22.19

Label	Question	Value
2.	Provide the number of classroom teachers.	23.14

Label	Question	Value
3.	Provide the total of all salaries for the teacher assigned units and classroom teachers.	1503015.0

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

Label	Question	Value
5.	Provide the total funds allocated for Administrator salaries.	100138.0

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

Label	Question	Value
7.	Provide the total funds allocated for Assistant Principal salaries.	0.0

Label	Question	Value
8.	Provide the number of Counselor(s).	1.0

Label	Question	Value
9.	Provide the total funds allocated for Counselor salaries.	78015.0

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

Label	Question	Value
11.	Provide the total funds allocated for Librarian salaries.	67614.0

Label	Question	Value
12.	Provide total funds allocated for Instructional Supplies.	7407.0

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

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

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

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

Federal Funds: Title I Part A

Label	Question	Value
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	Provide the total funds allocated.	336300.0

Provide a brief explanation and breakdown of spending.

Personnel - Salaries and Benefits   228,564.50

.05 Teacher Unit

2 Instructional Aides

Curriculum Coordinator

Technology Facilitator

Attendance Officer

Software Agreement   10,240.00

Brain Pop

Renaissance Learning

Instructional Materials and Supplies   33,855.00

Textbooks   15,000.00

Hardware   21,470.50

Professional Development   27,200.00

Total Allocated to School   336,330.00

Federal Funds:School Improvement Grant – SIG

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

Provide a brief explanation and breakdown of spending.

No funds allocated

Federal Funds:Title II: Professional Development Activities

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

Provide a brief explanition and breakdown of spending.

Funds are budgeted in a system-wide cost center and not budgeted to the individual school.

Federal Funds:Title III: For English Language Learners

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

Provide a brief explanation and breakdown of spending.

Funds are budgeted in a system-wide cost center and not budgeted for the individual school.

Federal Funds:Other federal funds

Label	Question	Value
Title IV:	Provide the total funds allocated.	336330.0

Provide a brief explanation and breakdown of expenses.

No funds allocated.

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

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

Provide a brief explanation and breakdown of spending.

Funds are budgeted at a system-wide cost center. No funds are allocated to the individual school.

III. Local Funds (if applicable)

Label	Question	Value
Local Funds:	Provide the total funds allocated.	61150.0

Provide a brief explanation and breakdown of spending.

Association Dues   650.00

Telephone   4000.00

License Fees   1500.00

Garbage & Water   3000.00

Electricity   50,000.00

Purchased Services   1,000.00

Maintenance Supplies 1,000.00