



ACIP

Fayette Elementary School

Fayette County Board of Education

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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?

Fayette Elementary School (FES) portrays a warm and positive atmosphere that serves 518 students, kindergarten through fourth grade, in northwest Alabama. The racial makeup of students at FES is 75.0% (387) Caucasian, 17.0% (89) African American, 4.0% (23) multi-racial, 3.0% (16) Hispanic, 1.0% (3) Asian. Of the 518 students, 52.1% receive free or reduced lunch. The racial makeup of the faculty at FES is 87.2% (34) Caucasian, and 12.8% (5) African American. Of the 555 students, 52.1%.% received free or reduced lunch. The racial makeup of the faculty is 90.2% (37) Caucasian and 9.8% (4) African-American.

The population of the city of Fayette is approximately 4,550. The city is 71% urban and 29% rural. The racial makeup of Fayette is 72.8% Caucasian, 24.2% African American, 1.4 % Hispanic, 1% multi-racial, .3% Asian, and .2% American Indian. The city's poverty rate is 23.3%. The estimated median household income is \$28,158. The unemployment rate is 9.2%, which is higher than the state average.

Unique features at FES include, but not limited to, K-2 Challenge, intervention teacher, on-site literacy coach, leadership assemblies for the 7 habit leaders, Monthly Happy Hands Art Day, School-wide Brain Breaks, 35.3% of third and fourth graders have been identified for gifted education, and 100% of teachers meeting the highly qualified status. Through partnership with Alabama Credit Union, needy students are provided non- perishable food items through the "Secret Meals" program.

One of the major challenges at FES includes parental involvement. Because of this challenge, increased parent and family involvement will be the focus of our local school indicator. The faculty and staff at FES are working diligently to ensure that student needs are being met.

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.

The purpose of FES is to help our students develop socially, emotionally, and cognitively, which describes the school's motto: "Fayette Elementary School - Where Children Come First." This motto helps promote the theme "Look closely and you will see there is a 'Leader in Me'."

The goal at FES is to prepare our students for the real world through rigorous, academic content that will assist them in becoming life-long learners, which will, in turn, help them succeed in college or career choices.

We believe all students can learn if they receive quality instruction in all content areas with appropriate support.

FES firmly believes in the three R's: I will be "RESPECTFUL," "RESPONSIBLE," and "RESOURCEFUL."

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.

Notable Achievements

- First visually impaired student chosen to participate in Camp Courage
- Aesthetics enhancement of 10 bathrooms, the stage, cafeteria area, main halls, and library
- Library renovations
- Hold leadership assemblies to award students with high-quality leadership characteristics
- Continuation of the one-to-one initiative
- two computer labs
- First year of AMSTI implementation

Areas of Improvement

- The academic areas of math and all areas of reading to include a greater focus on writing
- Continue to update technology
- More parental involvement

Additional Information

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

N/A

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.

In order to engage a variety of stakeholders, parents and business leaders of our community were asked to be a part of the development of the school's improvement plan. These particular stakeholders were chosen because the school's leadership team felt they had the skills and knowledge needed to help our school develop and implement the plan in a timely fashion. These stakeholders were also chosen because they are positive members of the community.

They will help to ensure that our students are equipped with what they need in order to be successful while at our school as well as when they transition to the middle school. At our initial meeting, stakeholders were told they were needed to assist us in deciding the needs of our school and how we could properly address these needs.

Meetings were held during the school day, as well as after school, so that all stakeholders would be given the opportunity to share valuable input. They have and continue to be an asset in helping our school grow academically and financially.

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

Representation from stakeholder groups included the FES Leadership Team, parents, and local business leaders. The leadership team's responsibility was to ensure that necessary data was available so that pertinent goals could be established and written using attainable measures. Each team member had a role as to whether he/she would input data, gather essential data, or provide feedback from discussions. The role of teachers on the leadership team was to assist in planning strategies and activities that would help the school follow the plan once it was implemented. Local business leaders were utilized to find ways that the community could help with the implementation stage of the plan relative to the financial side. All members voiced opinions, concerns, and provided ideas that would help make our plan successful.

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

The final improvement plan was communicated to all stakeholders in several ways. Stakeholders were invited to a meeting to finalize the plan. Once the plan was completed, all stakeholders were given a copy of the finished product. A copy of the final plan was placed on the school's website. If revisions were made to the plan throughout the year, all stakeholders were notified of these changes in a timely manner to allow for immediate feedback.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Documentation of Student Performance Data include: ~ Disaggregated Data (ASPIRE) ~ Global Scholar data ~DIBELS data	Aspire Global Scholar Dibels

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

ASPIRE results indicate that 47% of students in 3rd grade were proficient (total ready) in math.

DIBELS - Kindergarten: Phoneme Segmentation (98%)

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

DIBELS - kindergarten through third grade students have consistently shown gains from fall to spring testing since the 2010-11 school year.

Which area(s) indicate the overall highest performance?

ASPIRE - 3rd grade math

DIBELS Kindergarten - Phoneme Segmentation

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

Due to the initial administration of the Aspire, sufficient data is not available.

Between which subgroups is the achievement gap closing?

Data not available

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

N/A

Areas in Need of Improvement

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

The areas of reading and math as indicated from Global Scholar and ASPIRE Assessments are areas below expected levels of performance.

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

N/A

Which area(s) indicate the overall lowest performance?

The areas of Math and Reading (4th grade) and Reading (3rd Grade) indicate the overall lowest performance as indicated by the ASPIRE assessments.

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

N/A

Between which subgroups is the achievement gap becoming greater?

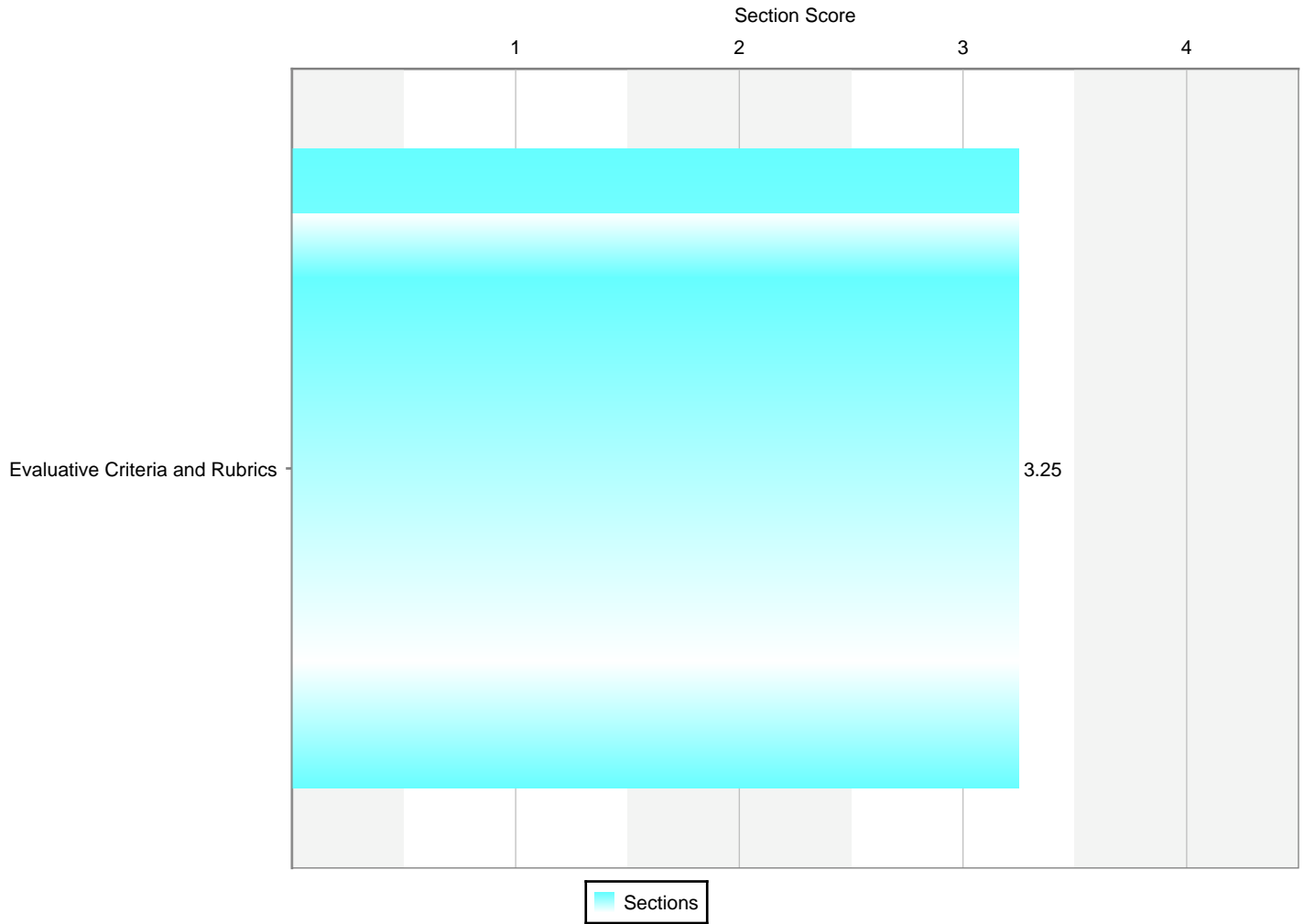
N/A

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

All of the above reported findings are consistent with findings from other data sources.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		2015-16 Leadership/Stakeholder Team

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Alicia Nalls Principal 509 2nd Street NE Fayette, AL 35555 205-932-3161	Designated Employee

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

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

2015-2016 ACIP Goals

Overview

Plan Name

2015-2016 ACIP Goals

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	Engage and Empower the Learner Through Technology	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$12000
2	Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$7000
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$61195
4	All students at Fayette Elementary School will become proficient in the area of Math	Objectives: 3 Strategies: 5 Activities: 7	Academic	\$7277
5	All students at Fayette Elementary School will become proficient in all areas of English Language Arts.	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$100510
6	All parents will understand the importance of parental involvement and how it relates positively to student achievement.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$1410

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in responsibly using technology in Reading by 05/25/2016 as measured by student observations and projects.

(shared) Strategy 1:

standard based digital media - Students will expand their knowledge of using digital media resources.

Research Cited: ALSDE Technology Initiative

Activity - Digital Media Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades three and four will increase their depth of knowledge in the areas of reading and math through the use of Math Facts in a Flash and Study Island. Math Facts in a Flash and Study Island will be utilized to assist in reinforcing reading and math skills (state standards) taught in the classroom.	Technology	09/07/2015	05/25/2016	\$0	No Funding Required	3rd and 4th grade teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in responsibly using technology in Mathematics by 05/25/2016 as measured by student observations and projects.

(shared) Strategy 1:

standard based digital media - Students will expand their knowledge of using digital media resources.

Research Cited: ALSDE Technology Initiative

Activity - Digital Media Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades three and four will increase their depth of knowledge in the areas of reading and math through the use of Math Facts in a Flash and Study Island. Math Facts in a Flash and Study Island will be utilized to assist in reinforcing reading and math skills (state standards) taught in the classroom.	Technology	09/07/2015	05/25/2016	\$0	No Funding Required	3rd and 4th grade teachers

Strategy 2:

Increasing Technology - Increase the number of devices that students can use.

Research Cited: ALSDE

Activity - Purchase of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Increase the number of devices in each classroom and/or computer labs.	Technology	08/04/2015	06/01/2016	\$12000	Title I Schoolwide	Principal, Technology Director
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Goal 2: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of All Students will demonstrate a proficiency using digital resources in Reading by 05/25/2016 as measured by informal observations..

Strategy 1:

Daily Exposure to Technology - The teacher will provide students with the use of a variety of technology on a daily basis.

Research Cited: ALSDE Technology Initiative

Activity - Technology Interaction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the projector to create interactive lessons for all subject areas via the Pearson Interactive Whiteboard (math), GOMATH! Think Central, Waltke's Literacy Page (reading), World Community Studies Weekly (3rd & 4th grade), and Science Studies Weekly (3rd & 4th grade), AR, STAR and Atrium Library Automation.	Technology	09/07/2015	05/25/2016	\$5000	Title I Schoolwide	Teachers

Strategy 2:

Professional Development - Administrators and lead teachers will attend conferences and workshops to increase knowledge of CCRS and other accountability issues.

Research Cited: ALSDE

Activity - Conferences, training, and workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and lead teachers will attend conferences, training, and workshops.	Professional Learning	10/01/2015	05/25/2016	\$2000	Title I Schoolwide	Administrators and lead teachers

Activity - Mobi training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The computer teacher will lead a professional development session on how to better utilize the Mobi in the classroom.	Technology	10/01/2015	05/25/2016	\$0	No Funding Required	Computer Teacher

Goal 3: 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 using interactive digital curriculum materials aligned with CCRS by 05/25/2016 as measured by informal observations.

Strategy 1:

Utilize AMSTI Investigations and Go Math! Digital Resources - Teachers will incorporate the use of Pearson interactive white board and Think Central during whole group and individualized instruction.

Research Cited: ALSDE Technology Initiative

Activity - Think Central	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be engaged in interactive lessons and activities using Go Math! digital resources.	Technology	09/01/2015	05/25/2016	\$0	No Funding Required	Teachers

Activity - Pearson interactive white board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be engaged in interactive lessons and activities using Pearson interactive white board digital resources.	Technology	09/01/2015	05/25/2016	\$0	No Funding Required	Teachers

Measurable Objective 2:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 08/08/2016 as measured by as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report..

Strategy 1:

Communication Services - - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Activity - Email Intergration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems.	Technology	08/20/2013	08/20/2015	\$4500	District Funding	Technology Coordinator

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Activity - Web Hosting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.	Technology	08/20/2013	08/08/2016	\$8695	District Funding	Technology Coordinator and Network Administrator
Activity - Firewall/Network Security	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/20/2013	05/25/2016	\$0	No Funding Required	Network Administrator
Activity - Phone Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide local and long distance telephone services to each of the schools and central office locations.	Technology	08/10/2015	07/29/2016	\$48000	District Funding	Technology Coordinator, Network Administrator, Principal

Goal 4: All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

A 4% increase of Third grade students will demonstrate a behavior that shows that they have mastered the standards in Mathematics from a baseline of 47% in Mathematics by 06/01/2016 as measured by ACT Aspire Assessment.

(shared) Strategy 1:

Global Scholar Data Dive - 3rd and 4th grade teachers will examine more closely Global Scholar reports through the use of data meetings after the beginning, middle, and end of year testing.

Research Cited: Global Scholar

Activity - Global Scholar Data Dive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
data interpretation	Professional Learning	09/16/2015	05/18/2016	\$0	No Funding Required	Principal, counselor, literacy coach, and teachers

(shared) Strategy 2:

Pearson Interactive Whiteboard & Think Central - Pearson Interactive Whiteboard and Think Central offer teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Math Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Pearson Interactive Whiteboard & Think Central.	Academic Support Program	08/10/2015	05/25/2016	\$0	No Funding Required	Teachers of kindergarten through 4th grade

(shared) Strategy 3:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need Tier III math instruction.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/10/2015	05/25/2016	\$0	No Funding Required	Teachers

Activity - Teacher Follow-Up Visits from AMSTI Support Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning	08/10/2015	05/25/2016	\$0	No Funding Required	Math teachers

Activity - Teacher Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the copier for additional resources in reading. Classroom supplies will enhance student engagement in reading centers, Tier I, II and III instruction, formative assessments, summative assessments, and practice.	Academic Support Program	08/04/2015	06/01/2017	\$7277	Title I Schoolwide	Principal

(shared) Strategy 4:

RtI Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: AMSTI Investigations & GO MATH! assessments

Activity - RtI Recommendation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The RtI Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program	09/24/2015	05/11/2016	\$0	No Funding Required	Teachers, counselor, literacy coach, intervention teacher, principal, assistant principal
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(shared) Strategy 5:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

Research Cited: GO MATH! series

Activity - Analyzing Math Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team leaders will analyze math standards and recommend professional development needs	Professional Learning	09/02/2014	05/01/2015	\$0	No Funding Required	Math team leaders

Measurable Objective 2:

100% of Kindergarten, First and Second grade students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/20/2015 as measured by end of the year Go MATH! assessments..

(shared) Strategy 1:

Pearson Interactive Whiteboard & Think Central - Pearson Interactive Whiteboard and Think Central offer teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Math Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Pearson Interactive Whiteboard & Think Central.	Academic Support Program	08/10/2015	05/25/2016	\$0	No Funding Required	Teachers of kindergarten through 4th grade

(shared) Strategy 2:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need Tier III math instruction.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/10/2015	05/25/2016	\$0	No Funding Required	Teachers
Activity - Teacher Follow-Up Visits from AMSTI Support Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning	08/10/2015	05/25/2016	\$0	No Funding Required	Math teachers
Activity - Teacher Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the copier for additional resources in reading. Classroom supplies will enhance student engagement in reading centers, Tier I, II and III instruction, formative assessments, summative assessments, and practice.	Academic Support Program	08/04/2015	06/01/2017	\$7277	Title I Schoolwide	Principal

(shared) Strategy 3:

RtI Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: AMSTI Investigations & GO MATH! assessments

Activity - RtI Recommendation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RtI Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program	09/24/2015	05/11/2016	\$0	No Funding Required	Teachers, counselor, literacy coach, intervention teacher, principal, assistant principal

Measurable Objective 3:

A 8% increase of Fourth grade students will demonstrate a behavior that shows that they have mastered the standards in Mathematics from a baseline of 32% in Mathematics by 06/01/2016 as measured by ACT Aspire Assessment.

(shared) Strategy 1:

Global Scholar Data Dive - 3rd and 4th grade teachers will examine more closely Global Scholar reports through the use of data meetings after the beginning, middle, and end of year testing.

Research Cited: Global Scholar

Activity - Global Scholar Data Dive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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data interpretation	Professional Learning	09/16/2015	05/18/2016	\$0	No Funding Required	Principal, counselor, literacy coach, and teachers
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(shared) Strategy 2:

Pearson Interactive Whiteboard & Think Central - Pearson Interactive Whiteboard and Think Central offer teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Math Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Pearson Interactive Whiteboard & Think Central.	Academic Support Program	08/10/2015	05/25/2016	\$0	No Funding Required	Teachers of kindergarten through 4th grade

(shared) Strategy 3:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need Tier III math instruction.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/10/2015	05/25/2016	\$0	No Funding Required	Teachers

Activity - Teacher Follow-Up Visits from AMSTI Support Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning	08/10/2015	05/25/2016	\$0	No Funding Required	Math teachers

Activity - Teacher Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the copier for additional resources in reading. Classroom supplies will enhance student engagement in reading centers, Tier I, II and III instruction, formative assessments, summative assessments, and practice.	Academic Support Program	08/04/2015	06/01/2017	\$7277	Title I Schoolwide	Principal

(shared) Strategy 4:

RtI Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: AMSTI Investigations & GO MATH! assessments

ACIP

Fayette Elementary School

Activity - Rtl Recommendation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Rtl Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program	09/24/2015	05/11/2016	\$0	No Funding Required	Teachers, counselor, literacy coach, intervention teacher, principal, assistant principal

(shared) Strategy 5:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

Research Cited: GO MATH! series

Activity - Analyzing Math Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team leaders will analyze math standards and recommend professional development needs	Professional Learning	09/02/2014	05/01/2015	\$0	No Funding Required	Math team leaders

Goal 5: All students at Fayette Elementary School will become proficient in all areas of English Language Arts.

Measurable Objective 1:

A 6% increase of Third grade students will demonstrate a behavior that shows that they have mastered the standards from a baseline of 31% in Reading by 06/01/2016 as measured by ACT Aspire Assessment.

(shared) Strategy 1:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series & Global Scholar

Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide explicit instruction to low performing students. Global scholar reports (grades 3 and 4) and DIBELS reports (grades K-2) will be utilized as a resource to identify low performing student needs.	Direct Instruction	08/20/2015	05/25/2016	\$0	No Funding Required	Teachers and intervention teacher

Activity - Literacy Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Fayette Elementary School

Literacy Coach and Intervention teacher will progress monitor weekly all students who have been identified as strategic or intensive in grades K-2. A Literacy Coach will be hired to support students and faculty. 75% will be paid from Title I, and 25% will be paid from State Foundation Funds.	Academic Support Program	09/04/2015	05/25/2016	\$46921	Title I Schoolwide	Literacy Coach and Intervention Teacher
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(shared) Strategy 2:

A Focus on Writing Standards - Teachers will meet in grade levels to discuss and understand how to implement the writing standards to fidelity.

Research Cited: 2010 Alabama COS for ELA: K-12 Anchor and Grade Level Standards

Activity - Mastery of Writing Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development on grade level specific writing standards. They will collaborate to create writing activities.	Professional Learning	09/16/2015	03/31/2016	\$0	No Funding Required	Teachers, literacy coach, principal, and counselor

(shared) Strategy 3:

Professional Development - Teachers in each grade level will work together to identify standards that are missing from the Scott Foresman reading series. After identifying missing standards, teachers will address how these standards would be covered.

Research Cited: 2010 Alabama COS for ELA: K-12 Anchor and Grade Level Standards

Activity - Hunt for Missing Anchor and Grade Level Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in each grade level will work together to identify missing standards in the Scott Foresman reading series. After identifying the missing standards, teach will have to provide evidence of how each standard will be addressed.	Academic Support Program	08/07/2015	10/28/2015	\$0	No Funding Required	teachers

Activity - Added Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be required to add an additional test question to their weekly tests to include a grade level standard. A written response should be used to ensure that rigor is being added. Alternate the different Anchor Standards each week to include Reading Literature, Informational Text, Reading Foundations, and Language.	Academic Support Program	10/14/2015	05/13/2016	\$0	No Funding Required	Principal, literacy coach, teachers, counselor

(shared) Strategy 4:

Class Size Reduction Unit - Reduce class sizes in Kindergarten

Research Cited: ALSDE

Activity - Additional Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Fayette Elementary School

A teacher will be employed to reduce class sizes in Kindergarten	Class Size Reduction	08/04/2015	06/01/2016	\$53589	Title I Schoolwide	Principal
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Measurable Objective 2:

A 5% increase of Fourth grade students will demonstrate a behavior that shows that they have mastered the standards from a baseline of 36% in Reading by 06/01/2016 as measured by ACT Aspire Assessment.

(shared) Strategy 1:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series & Global Scholar

Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide explicit instruction to low performing students. Global scholar reports (grades 3 and 4) and DIBELS reports (grades K-2) will be utilized as a resource to identify low performing student needs.	Direct Instruction	08/20/2015	05/25/2016	\$0	No Funding Required	Teachers and intervention teacher

Activity - Literacy Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach and Intervention teacher will progress monitor weekly all students who have been identified as strategic or intensive in grades K-2. A Literacy Coach will be hired to support students and faculty. 75% will be paid from Title I, and 25% will be paid from State Foundation Funds.	Academic Support Program	09/04/2015	05/25/2016	\$46921	Title I Schoolwide	Literacy Coach and Intervention Teacher

(shared) Strategy 2:

A Focus on Writing Standards - Teachers will meet in grade levels to discuss and understand how to implement the writing standards to fidelity.

Research Cited: 2010 Alabama COS for ELA: K-12 Anchor and Grade Level Standards

Activity - Mastery of Writing Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development on grade level specific writing standards. They will collaborate to create writing activities.	Professional Learning	09/16/2015	03/31/2016	\$0	No Funding Required	Teachers, literacy coach, principal, and counselor

(shared) Strategy 3:

Professional Development - Teachers in each grade level will work together to identify standards that are missing from the Scott Foresman reading series. After identifying missing standards, teachers will address how these standards would be covered.

Research Cited: 2010 Alabama COS for ELA: K-12 Anchor and Grade Level Standards

Activity - Hunt for Missing Anchor and Grade Level Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Fayette Elementary School

Teachers in each grade level will work together to identify missing standards in the Scott Foresman reading series. After identifying the missing standards, teach will have to provide evidence of how each standard will be addressed.	Academic Support Program	08/07/2015	10/28/2015	\$0	No Funding Required	teachers
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Activity - Added Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be required to add an additional test question to their weekly tests to include a grade level standard. A written response should be used to ensure that rigor is being added. Alternate the different Anchor Standards each week to include Reading Literature, Informational Text, Reading Foundations, and Language.	Academic Support Program	10/14/2015	05/13/2016	\$0	No Funding Required	Principal, literacy coach, teachers, counselor

(shared) Strategy 4:

Class Size Reduction Unit - Reduce class sizes in Kindergarten

Research Cited: ALSDE

Activity - Additional Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will be employed to reduce class sizes in Kindergarten	Class Size Reduction	08/04/2015	06/01/2016	\$53589	Title I Schoolwide	Principal

Goal 6: All parents will understand the importance of parental involvement and how it relates positively to student achievement.

Measurable Objective 1:

increase student growth through the encouragement of parental involvement in a variety of interactive school activities by 05/25/2016 as measured by the increased number of parents involved in school-related activities.

Strategy 1:

Math Workshop - Parents will be invited to participate in a variety of mathematical activities related the College and Career Readiness Standards.

Research Cited: "Kindergarten: Math Skills Prove Key to Later Academic Success, Researchers Say" by Eleanor Yang Su 12/23/2011

Activity - Magical Math Night at the Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will be responsible for setting up two booths to demonstrate the use of content standards through AMSTI Investigations.	Parent Involvement	11/10/2015	11/10/2015	\$300	Title I Schoolwide	teachers and administrators

Strategy 2:

Reach Out and Read - Parents will be invited to read to specific classrooms throughout the year.

Research Cited: "Reading Aloud...Is It Worth It?" by Wesley Sharpe, Ed.D 07/28/2009

Activity - Read Across the School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to read orally to all classes throughout the school year.	Parent Involvement	10/01/2015	04/28/2016	\$0	No Funding Required	Teachers
Activity - Read Across America	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to read Dr. Suess books to their child's classroom	Parent Involvement	02/29/2016	03/04/2016	\$0	No Funding Required	librarian and teachers

Strategy 3:

Positive School Climate - Throughout the school year, parents and grandparents will be invited to participate in non academic activities.

Research Cited: "How to Create a Positive School Climate" by Vicki Zakrzewski

Activity - Grandparent Lunch	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The grandparents will be invited throughout the week to enjoy school lunch with their grandchild.	Parent Involvement	09/14/2015	09/18/2015	\$0	No Funding Required	Teachers and lunchroom staff
Activity - Parent Lunch	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to eat lunch at school with their child on an assigned day of the week.	Parent Involvement	10/12/2015	10/16/2015	\$0	No Funding Required	Teachers and lunch staff
Activity - Fall Festival	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be able to attend the fall festival with their children to enjoy selected activities	Parent Involvement	10/22/2015	10/22/2015	\$0	No Funding Required	teachers and administration
Activity - Book Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and grandparents will be allowed to visit the book fair with their children/grandchildren as well as assist the librarian with facilitation of the book fair.	Parent Involvement	09/14/2015	09/18/2015	\$0	No Funding Required	librarian and teachers

Strategy 4:

Parent Communication - Parents will receive written communication about various school functions or progress monitoring. Funds will be utilized to purchase materials and postage.

Research Cited: ALSDE

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Fayette Elementary School

Activity - Postage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Postage will be purchased in order to mail home information.	Parent Involvement	08/04/2015	06/01/2016	\$200	Title I Schoolwide	Principal

Activity - Parent Involvement Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and Supplies will be purchased in order to send home communication	Parent Involvement	08/04/2015	06/01/2016	\$910	Title I Schoolwide	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Email Intergration	All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems.	Technology	08/20/2013	08/20/2015	\$4500	Technology Coordinator
Phone Services	Provide local and long distance telephone services to each of the schools and central office locations.	Technology	08/10/2015	07/29/2016	\$48000	Technology Coordinator, Network Administrator, Principal
Web Hosting	Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.	Technology	08/20/2013	08/08/2016	\$8695	Technology Coordinator and Network Administrator
Total					\$61195	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Interaction	Teachers will incorporate the projector to create interactive lessons for all subject areas via the Pearson Interactive Whiteboard (math), GOMATH! Think Central, Waltke's Literacy Page (reading), World Community Studies Weekly (3rd & 4th grade), and Science Studies Weekly (3rd & 4th grade), AR, STAR and Atrium Library Automation.	Technology	09/07/2015	05/25/2016	\$5000	Teachers
Parent Involvement Materials	Materials and Supplies will be purchased in order to send home communication	Parent Involvement	08/04/2015	06/01/2016	\$910	Principal
Postage	Postage will be purchased in order to mail home information.	Parent Involvement	08/04/2015	06/01/2016	\$200	Principal
Conferences, training, and workshops	Administrators and lead teachers will attend conferences, training, and workshops.	Professional Learning	10/01/2015	05/25/2016	\$2000	Administrators and lead teachers

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Fayette Elementary School

Teacher Assistance	Teachers will use the copier for additional resources in reading. Classroom supplies will enhance student engagement in reading centers, Tier I, II and III instruction, formative assessments, summative assessments, and practice.	Academic Support Program	08/04/2015	06/01/2017	\$7277	Principal
Magical Math Night at the Fair	Each grade level will be responsible for setting up two booths to demonstrate the use of content standards through AMSTI Investigations.	Parent Involvement	11/10/2015	11/10/2015	\$300	teachers and administrators
Literacy Coach	Literacy Coach and Intervention teacher will progress monitor weekly all students who have been identified as strategic or intensive in grades K-2. A Literacy Coach will be hired to support students and faculty. 75% will be paid from Title I, and 25% will be paid from State Foundation Funds.	Academic Support Program	09/04/2015	05/25/2016	\$46921	Literacy Coach and Intervention Teacher
Purchase of Technology	Increase the number of devices in each classroom and/or computer labs.	Technology	08/04/2015	06/01/2016	\$12000	Principal, Technology Director
Additional Teacher	A teacher will be employed to reduce class sizes in Kindergarten	Class Size Reduction	08/04/2015	06/01/2016	\$53589	Principal
					Total	\$128197

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Fair	Parents and grandparents will be allowed to visit the book fair with their children/grandchildren as well as assist the librarian with facilitation of the book fair.	Parent Involvement	09/14/2015	09/18/2015	\$0	librarian and teachers
Mastery of Writing Standards	Teachers will participate in professional development on grade level specific writing standards. They will collaborate to create writing activities.	Professional Learning	09/16/2015	03/31/2016	\$0	Teachers, literacy coach, principal, and counselor
Small Group	Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/10/2015	05/25/2016	\$0	Teachers
Read Across America	Parents will be invited to read Dr. Suess books to their child's classroom	Parent Involvement	02/29/2016	03/04/2016	\$0	librarian and teachers
Digital Media Projects	All students in grades three and four will increase their depth of knowledge in the areas of reading and math through the use of Math Facts in a Flash and Study Island. Math Facts in a Flash and Study Island will be utilized to assist in reinforcing reading and math skills (state standards) taught in the classroom.	Technology	09/07/2015	05/25/2016	\$0	3rd and 4th grade teachers
Pearson interactive white board	Students will be engaged in interactive lessons and activities using Pearson interactive white board digital resources.	Technology	09/01/2015	05/25/2016	\$0	Teachers

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Mobi training	The computer teacher will lead a professional development session on how to better utilize the Mobi in the classroom.	Technology	10/01/2015	05/25/2016	\$0	Computer Teacher
Fall Festival	Parents will be able to attend the fall festival with their children to enjoy selected activities	Parent Involvement	10/22/2015	10/22/2015	\$0	teachers and administration
Firewall/Network Security	M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/20/2013	05/25/2016	\$0	Network Administrator
Rtl Recommendation	The Rtl Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program	09/24/2015	05/11/2016	\$0	Teachers, counselor, literacy coach, intervention teacher, principal, assistant principal
Teacher Follow-Up Visits from AMSTI Support Team	All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning	08/10/2015	05/25/2016	\$0	Math teachers
Global Scholar Data Dive	data interpretation	Professional Learning	09/16/2015	05/18/2016	\$0	Principal, counselor, literacy coach, and teachers
Think Central	Students will be engaged in interactive lessons and activities using Go Math! digital resources.	Technology	09/01/2015	05/25/2016	\$0	Teachers
Read Across the School	Parents will be invited to read orally to all classes throughout the school year.	Parent Involvement	10/01/2015	04/28/2016	\$0	Teachers
Hunt for Missing Anchor and Grade Level Standards	Teachers in each grade level will work together to identify missing standards in the Scott Foresman reading series. After identifying the missing standards, teach will have to provide evidence of how each standard will be addressed.	Academic Support Program	08/07/2015	10/28/2015	\$0	teachers
Math Centers	Teachers will design math centers to reinforce whole group instruction which will include utilizing Pearson Interactive Whiteboard & Think Central.	Academic Support Program	08/10/2015	05/25/2016	\$0	Teachers of kindergarten through 4th grade
Grandparent Lunch	The grandparents will be invited throughout the week to enjoy school lunch with their grandchild.	Parent Involvement	09/14/2015	09/18/2015	\$0	Teachers and lunchroom staff
Small Group	Teachers will provide explicit instruction to low performing students. Global scholar reports (grades 3 and 4) and DIBELS reports (grades K-2) will be utilized as a resource to identify low performing student needs.	Direct Instruction	08/20/2015	05/25/2016	\$0	Teachers and intervention teacher
Parent Lunch	Parents will be invited to eat lunch at school with their child on an assigned day of the week.	Parent Involvement	10/12/2015	10/16/2015	\$0	Teachers and lunch staff

ACIP

Fayette Elementary School

Added Rigor	Teachers will be required to add an additional test question to their weekly tests to include a grade level standard. A written response should be used to ensure that rigor is being added. Alternate the different Anchor Standards each week to include Reading Literature, Informational Text, Reading Foundations, and Language.	Academic Support Program	10/14/2015	05/13/2016	\$0	Principal, literacy coach, teachers, counselor
Analyzing Math Standards	Team leaders will analyze math standards and recommend professional development needs	Professional Learning	09/02/2014	05/01/2015	\$0	Math team leaders
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Stakeholder Feedback Data was included for faculty, parents, and students.	Student Survey Staff Survey Parent Survey

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

14-15 school year

Staff and parents had an overall average score that was above 4.

Staff: Purpose and Direction - #s 1 and 5 from surveys

Guidance and Leadership - #s 9, 11, and 12

Teaching and Assessing for Learning - #s 16, 17, 18, 19, and 20

Resource and Support Systems - #s 39, 51, 52, and 53

Parents: Indicator 4.3 from surveys

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

2014-15 school year

The staff stakeholders show increasing satisfaction by scoring an average of 4.27 (staff).

2013-14 school year

The staff and parent stakeholders show increasing satisfaction by scoring an average of 4.25 (staff) and 4.22 (parents).

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

2014-15 school year

Additional feedback sources are no longer available.

2013-14 school year

The parent survey is consistent with findings from other stakeholder feedback sources such as the 2012-2013 Title I Parent School Survey.

Areas in Need of Improvement

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

School year 2014-15

The student survey indicated the overall lowest level of satisfaction or approval with an average of 2.74.
Using Results for Continuous Improvement - #18 from student survey.

School Year 2013-14

The student survey indicated the overall lowest level of satisfaction or approval with an average score of 2.84.

Teaching and Assessing for Learning - # 10 from student survey

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

2014-15 school year

Students: Teaching and Assessing for Learning - #10 from survey (remained the same)
Staff: based on surveys, no trend was evident relative to decreasing stakeholder satisfaction or approval.

2013-14 school year

Students: Teaching and Assessing Learning - #10 from survey
Staff: Teaching and Assessing for Learning - #s 31 (3.75), 35 (3.75), 44 (3.35), and 46 (3.72) from survey

What are the implications for these stakeholder perceptions?

2014-15 school year

The students' perception according to the survey indicates that more activities should be offered for parent involvement. Fayette Elementary school will implement more parent activities such as parent workshops, family movie day/night, and PTO program.

2013-14 school year

The students' perception according to the survey indicates that more activities should be offered for parent involvement. Fayette Elementary school will implement more parent activities such as parent workshops, family movie day/night, and PTO program.

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

2014-15 school year

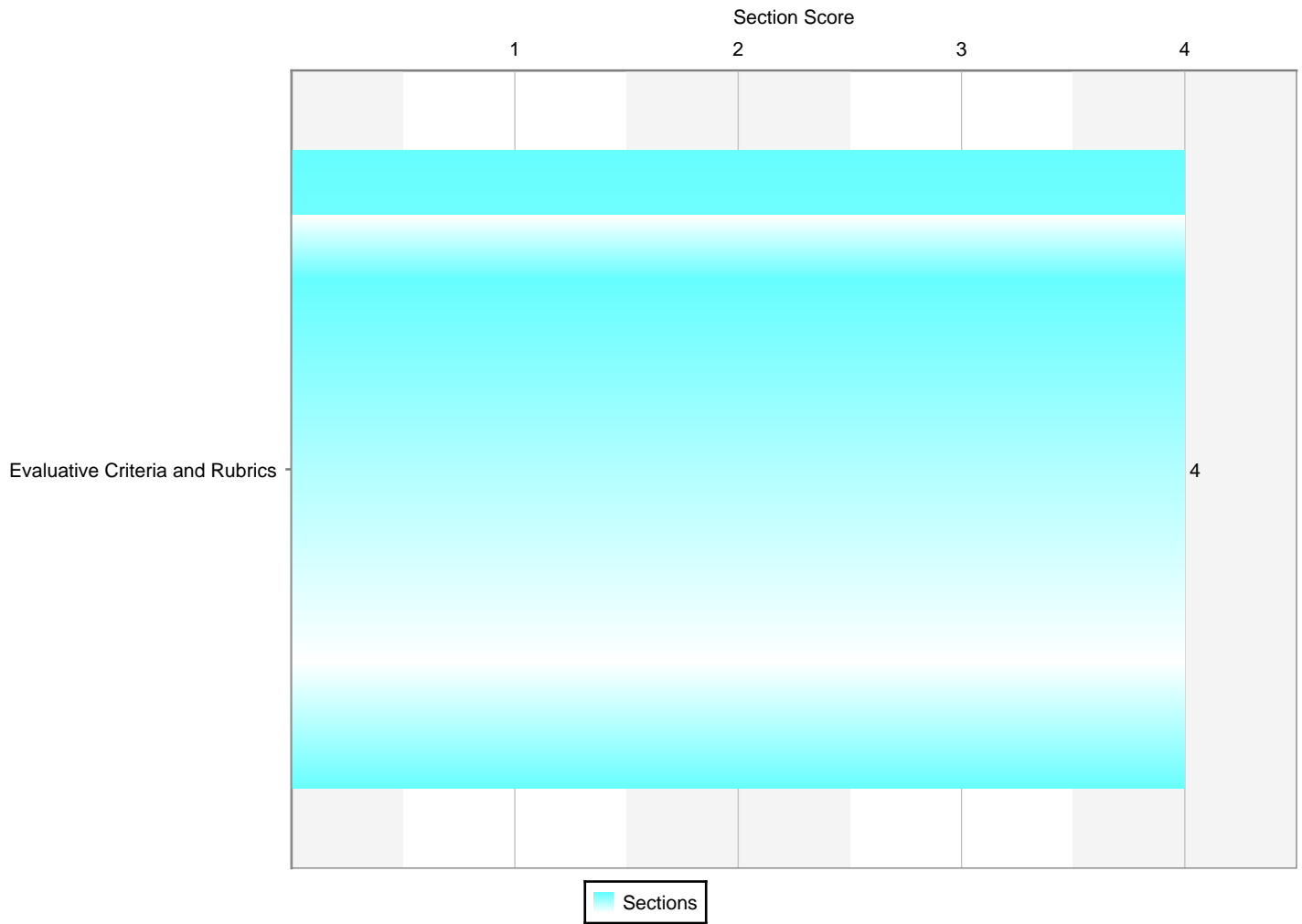
The overall findings suggest positive feedback from stakeholders.

2013-14 school year

The overall findings suggest positive feedback from stakeholders.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Meetings were held with the leadership team to analyze pertinent school data, ASPIRE, DIBELS, ACCESS, Global Scholar, attendance, and discipline. Common planning, grade-level data meetings, RtI Problem-Solving Team, and faculty meetings were utilized to analyze all data and determine needs. Teachers also used the Scott-Foresman end-of-year assessment test. The DIAL-3 test was used in assessing new kindergarten students during Kindergarten registration.

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

2014-2015 school year (2013-14 assessment data)

ASPIRE:

3rd grade: Reading-31% proficiency, Math-47% proficiency

4th grade: Reading-36% proficiency, Math-24% proficiency

GLOBAL SCHOLAR

3rd grade: Reading-42% met target, Math-45% met target

4th grade: Reading-41% met target, Math-19% met target

DIBELS

~98% of 2014 Kindergarten students are proficient in phoneme segmentation

~85% of 2014 Kindergarten students are proficient in letter naming

~87% of 2014 Kindergarten students are proficient in nonsense words

~90% of 2014 1st graders are proficient in phoneme segmentation

~82% of 2014 1st graders are proficient in nonsense words

~79% of 2014 1st graders are proficient in oral reading fluency

~74% of 2014 2nd graders are proficient in oral reading fluency

~53% of 2014 3rd graders are proficient in oral reading fluency

3. What conclusions were drawn from the results?

Due to the reading and math data analysis from the ASPIRE and GLOBAL SCHOLAR assessments, these areas will be a main focus of instruction for the 2014-15 school year. Positive Behavior Support (PBS) has been proven to be an effective form of altering and promoting positive behavior due to the decline of discipline office referrals.

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

As a result of analyzing surveys, the Leadership Team concluded that the overall perception of FES is positive. As a result of the ASPIRE and GLOBAL SCHOLAR scores, we feel that reading and math should have a greater focus because students showed a deficiency of the standards. Enrollment in the SMART program is at an all-time high due to its effective assistance with homework and tutoring. School-wide enrollment has increased by 18 students in the past year.

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

Our school goals are directly tied to the needs assessment.

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

The Leadership Team used multiple types of data including progress monitoring, Global Scholar assessment, reading and math assessments, DIBELS, and ASPIRE to determine the school goals.

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

The goals address the whole school population by differentiating instruction in all content areas. Disadvantaged students are provided intensive instruction during reading and math. We also provide interventions for students who are performing below grade level through Response to Instruction (RtI).

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in responsibly using technology in Mathematics by 05/25/2016 as measured by student observations and projects.

Strategy1:

standard based digital media - Students will expand their knowledge of using digital media resources.

Research Cited: ALSDE Technology Initiative

Activity - Digital Media Projects	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades three and four will increase their depth of knowledge in the areas of reading and math through the use of Math Facts in a Flash and Study Island. Math Facts in a Flash and Study Island will be utilized to assist in reinforcing reading and math skills (state standards) taught in the classroom.	Technology			09/07/2015	05/25/2016	\$0 - No Funding Required	3rd and 4th grade teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in responsibly using technology in Reading by 05/25/2016 as measured by student observations and projects.

Strategy1:

standard based digital media - Students will expand their knowledge of using digital media resources.

Research Cited: ALSDE Technology Initiative

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Activity - Digital Media Projects	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades three and four will increase their depth of knowledge in the areas of reading and math through the use of Math Facts in a Flash and Study Island. Math Facts in a Flash and Study Island will be utilized to assist in reinforcing reading and math skills (state standards) taught in the classroom.	Technology			09/07/2015	05/25/2016	\$0 - No Funding Required	3rd and 4th grade teachers

Goal 2:

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

Measurable Objective 1:

100% of All Students will demonstrate a proficiency using digital resources in Reading by 05/25/2016 as measured by informal observations..

Strategy1:

Daily Exposure to Technology - The teacher will provide students with the use of a variety of technology on a daily basis.

Research Cited: ALSDE Technology Initiative

Activity - Technology Interaction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the projector to create interactive lessons for all subject areas via the Pearson Interactive Whiteboard (math), GOMATH! Think Central, Waltke's Literacy Page (reading), World Community Studies Weekly (3rd & 4th grade), and Science Studies Weekly (3rd & 4th grade).	Technology			09/07/2015	05/25/2016	\$0 - No Funding Required	Teachers

Strategy2:

Professional Development - Administrators and lead teachers will attend conferences and workshops to increase knowledge of CCRS and other accountability issues.

Research Cited: ALSDE

Activity - Conferences, training, and workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and lead teachers will attend conferences, training, and workshops.	Professional Learning			10/01/2015	05/25/2016	\$2389 - Title I Schoolwide	Administrators and lead teachers

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Activity - Mobi training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The computer teacher will lead a professional development session on how to better utilize the Mobi in the classroom.	Technology			10/01/2015	05/25/2016	\$0 - No Funding Required	Computer Teacher

Goal 3:

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

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 08/08/2016 as measured by as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report..

Strategy1:

Communication Services - - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Research Cited:

Activity - Email Intergration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems.	Technology			08/20/2013	08/20/2015	\$4500 - District Funding	Technology Coordinator

Activity - Firewall/Network Security	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology			08/20/2013	05/25/2016	\$0 - No Funding Required	Network Administrator

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Activity - Web Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.	Technology			08/20/2013	08/08/2016	\$8695 - District Funding	Technology Coordinator and Network Administrator

Activity - Phone Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services to each of the schools and central office locations.	Technology			08/10/2015	07/29/2016	\$48000 - District Funding	Technology Coordinator, Network Administrator, Principal

Measurable Objective 2:

demonstrate a proficiency in using interactive digital curriculum materials aligned with CCRS by 05/25/2016 as measured by informal observations.

Strategy1:

Utilize AMSTI Investigations and Go Math! Digital Resources - Teachers will incorporate the use of Pearson interactive white board and Think Central during whole group and individualized instruction.

Research Cited: ALSDE Technology Initiative

Activity - Pearson interactive white board	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in interactive lessons and activities using Pearson interactive white board digital resources.	Technology			09/01/2015	05/25/2016	\$0 - No Funding Required	Teachers

Activity - Think Central	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in interactive lessons and activities using Go Math! digital resources.	Technology			09/01/2015	05/25/2016	\$0 - No Funding Required	Teachers

Goal 4:

All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

70% of Third and Fourth grade students will demonstrate a proficiency on the end of the year Global Scholar Performance Series

Assessment in Mathematics by 05/25/2016 as measured by Global Scholar End of Year Assessment.

Strategy1:

Global Scholar Data Dive - 3rd and 4th grade teachers will examine more closely Global Scholar reports through the use of data meetings after the beginning, middle, and end of year testing.

Research Cited: Global Scholar

Activity - Global Scholar Data Dive	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
data interpretation	Professional Learning			09/16/2015	05/18/2016	\$0 - No Funding Required	Principal, counselor, literacy coach, and teachers

Strategy2:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need Tier III math instruction.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers

Activity - Teacher Follow-Up Visits from AMSTI Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning			08/10/2015	05/25/2016	\$0 - No Funding Required	Math teachers

Strategy3:

Pearson Interactive Whiteboard & Think Central - Pearson Interactive Whiteboard and Think Central offer teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Pearson Interactive Whiteboard & Think Central.	Academic Support Program			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers of kindergarten through 4th grade

Strategy4:

Rtl Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: AMSTI Investigations & GO MATH! assessments

Activity - Rtl Recommendation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rtl Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program			09/24/2015	05/11/2016	\$0 - No Funding Required	Teachers, counselor, literacy coach, intervention teacher, principal, assistant principal

Strategy5:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

Research Cited: GO MATH! series

Activity - Analyzing Math Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team leaders will analyze math standards and recommend professional development needs	Professional Learning			09/02/2014	05/01/2015	\$0 - No Funding Required	Math team leaders

Measurable Objective 2:

100% of Kindergarten, First and Second grade students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/20/2015 as measured by end of the year Go MATH! assessments..

Strategy1:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need Tier III math instruction.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers

Activity - Teacher Follow-Up Visits from AMSTI Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning			08/10/2015	05/25/2016	\$0 - No Funding Required	Math teachers

Strategy2:

Rtl Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: AMSTI Investigations & GO MATH! assessments

Activity - Rtl Recommendation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rtl Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program			09/24/2015	05/11/2016	\$0 - No Funding Required	Teachers, counselor, literacy coach, intervention teacher, principal, assistant principal

Strategy3:

Pearson Interactive Whiteboard & Think Central - Pearson Interactive Whiteboard and Think Central offer teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Pearson Interactive Whiteboard & Think Central.	Academic Support Program			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers of kindergarten through 4th grade

Goal 5:

All students at Fayette Elementary School will become proficient in all areas of English Language Arts.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in all areas in Reading by 05/25/2016 as measured by scores from Global Scholar, ASPIRE, and DIBELS..

Strategy1:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series & Global Scholar

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Coach and Intervention teacher will progress monitor weekly all students who have been identified as strategic or intensive in grades K-2. A Literacy Coach will be hired to support students and faculty. 75% will be paid from Title I, and 25% will be paid from State Foundation Funds.	Academic Support Program			09/04/2015	05/25/2016	\$44670 - Title I Schoolwide	Literacy Coach and Intervention Teacher

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Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction to low performing students. Global scholar reports (grades 3 and 4) and DIBELS reports (grades K-2) will be utilized as a resource to identify low performing student needs.	Direct Instruction			08/20/2015	05/25/2016	\$0 - No Funding Required	Teachers and intervention teacher

Strategy2:

A Focus on Writing Standards - Teachers will meet in grade levels to discuss and understand how to implement the writing standards to fidelity.

Research Cited: 2010 Alabama COS for ELA: K-12 Anchor and Grade Level Standards

Activity - Mastery of Writing Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development on grade level specific writing standards. They will collaborate to create writing activities.	Professional Learning			09/16/2015	03/31/2016	\$0 - No Funding Required	Teachers, literacy coach, principal, and counselor

Strategy3:

Professional Development - Teachers in each grade level will work together to identify standards that are missing from the Scott Foresman reading series. After identifying missing standards, teachers will address how these standards would be covered.

Research Cited: 2010 Alabama COS for ELA: K-12 Anchor and Grade Level Standards

Activity - Hunt for Missing Anchor and Grade Level Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each grade level will work together to identify missing standards in the Scott Foresman reading series. After identifying the missing standards, teach will have to provide evidence of how each standard will be addressed.	Academic Support Program			08/07/2015	10/28/2015	\$0 - No Funding Required	teachers

Activity - Added Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be required to add an additional test question to their weekly tests to include a grade level standard. A written response should be used to ensure that rigor is being added. Alternate the different Anchor Standards each week to include Reading Literature, Informational Text, Reading Foundations, and Language.	Academic Support Program			10/14/2015	05/13/2016	\$0 - No Funding Required	Principal, literacy coach, teachers, counselor

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in responsibly using technology in Mathematics by 05/25/2016 as measured by student observations and projects.

Strategy1:

standard based digital media - Students will expand their knowledge of using digital media resources.

Research Cited: ALSDE Technology Initiative

Activity - Digital Media Projects	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades three and four will increase their depth of knowledge in the areas of reading and math through the use of Math Facts in a Flash and Study Island. Math Facts in a Flash and Study Island will be utilized to assist in reinforcing reading and math skills (state standards) taught in the classroom.	Technology			09/07/2015	05/25/2016	\$0 - No Funding Required	3rd and 4th grade teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in responsibly using technology in Reading by 05/25/2016 as measured by student observations and projects.

Strategy1:

standard based digital media - Students will expand their knowledge of using digital media resources.

Research Cited: ALSDE Technology Initiative

Activity - Digital Media Projects	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades three and four will increase their depth of knowledge in the areas of reading and math through the use of Math Facts in a Flash and Study Island. Math Facts in a Flash and Study Island will be utilized to assist in reinforcing reading and math skills (state standards) taught in the classroom.	Technology			09/07/2015	05/25/2016	\$0 - No Funding Required	3rd and 4th grade teachers

Goal 2:

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

Measurable Objective 1:

100% of All Students will demonstrate a proficiency using digital resources in Reading by 05/25/2016 as measured by informal observations..

Strategy1:

Professional Development - Administrators and lead teachers will attend conferences and workshops to increase knowledge of CCRS and other accountability issues.

Research Cited: ALSDE

Activity - Conferences, training, and workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and lead teachers will attend conferences, training, and workshops.	Professional Learning			10/01/2015	05/25/2016	\$2389 - Title I Schoolwide	Administrators and lead teachers

Activity - Mobi training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The computer teacher will lead a professional development session on how to better utilize the Mobi in the classroom.	Technology			10/01/2015	05/25/2016	\$0 - No Funding Required	Computer Teacher

Strategy2:

Daily Exposure to Technology - The teacher will provide students with the use of a variety of technology on a daily basis.

Research Cited: ALSDE Technology Initiative

Activity - Technology Interaction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the projector to create interactive lessons for all subject areas via the Pearson Interactive Whiteboard (math), GOMATH! Think Central, Waltke's Literacy Page (reading), World Community Studies Weekly (3rd & 4th grade), and Science Studies Weekly (3rd & 4th grade).	Technology			09/07/2015	05/25/2016	\$0 - No Funding Required	Teachers

Goal 3:

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 using interactive digital curriculum materials aligned with CCRS by 05/25/2016 as measured by informal observations.

Strategy1:

Utilize AMSTI Investigations and Go Math! Digital Resources - Teachers will incorporate the use of Pearson interactive white board and Think Central during whole group and individualized instruction.

Research Cited: ALSDE Technology Initiative

Activity - Pearson interactive white board	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in interactive lessons and activities using Pearson interactive white board digital resources.	Technology			09/01/2015	05/25/2016	\$0 - No Funding Required	Teachers

Activity - Think Central	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in interactive lessons and activities using Go Math! digital resources.	Technology			09/01/2015	05/25/2016	\$0 - No Funding Required	Teachers

Measurable Objective 2:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 08/08/2016 as measured by as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report..

Strategy1:

Communication Services - - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Research Cited:

Activity - Email Intergration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems.	Technology			08/20/2013	08/20/2015	\$4500 - District Funding	Technology Coordinator

Activity - Web Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.	Technology			08/20/2013	08/08/2016	\$8695 - District Funding	Technology Coordinator and Network Administrator

Activity - Phone Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services to each of the schools and central office locations.	Technology			08/10/2015	07/29/2016	\$48000 - District Funding	Technology Coordinator, Network Administrator, Principal

Activity - Firewall/Network Security	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology			08/20/2013	05/25/2016	\$0 - No Funding Required	Network Administrator

Goal 4:

All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

100% of Kindergarten, First and Second grade students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/20/2015 as measured by end of the year Go MATH! assessments..

Strategy1:

Rtl Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: AMSTI Investigations &GO MATH! assessments

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Activity - Rtl Recommendation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rtl Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program			09/24/2015	05/11/2016	\$0 - No Funding Required	Teachers, counselor, literacy coach, intervention teacher, principal, assistant principal

Strategy2:

Pearson Interactive Whiteboard & Think Central - Pearson Interactive Whiteboard and Think Central offer teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Pearson Interactive Whiteboard & Think Central.	Academic Support Program			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers of kindergarten through 4th grade

Strategy3:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need Tier III math instruction.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers

Activity - Teacher Follow-Up Visits from AMSTI Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning			08/10/2015	05/25/2016	\$0 - No Funding Required	Math teachers

Measurable Objective 2:

70% of Third and Fourth grade students will demonstrate a proficiency on the end of the year Global Scholar Performance Series Assessment in Mathematics by 05/25/2016 as measured by Global Scholar End of Year Assessment.

Strategy1:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need Tier III math instruction.

Research Cited: AMSTI Investigations & GO MATH! math series

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Activity - Teacher Follow-Up Visits from AMSTI Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning			08/10/2015	05/25/2016	\$0 - No Funding Required	Math teachers

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers

Strategy2:

Global Scholar Data Dive - 3rd and 4th grade teachers will examine more closely Global Scholar reports through the use of data meetings after the beginning, middle, and end of year testing.

Research Cited: Global Scholar

Activity - Global Scholar Data Dive	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
data interpretation	Professional Learning			09/16/2015	05/18/2016	\$0 - No Funding Required	Principal, counselor, literacy coach, and teachers

Strategy3:

Rtl Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: AMSTI Investigations & GO MATH! assessments

Activity - Rtl Recommendation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rtl Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program			09/24/2015	05/11/2016	\$0 - No Funding Required	Teachers, counselor, literacy coach, intervention teacher, principal, assistant principal

Strategy4:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

Research Cited: GO MATH! series

Activity - Analyzing Math Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team leaders will analyze math standards and recommend professional development needs	Professional Learning			09/02/2014	05/01/2015	\$0 - No Funding Required	Math team leaders

Strategy5:

Pearson Interactive Whiteboard & Think Central - Pearson Interactive Whiteboard and Think Central offer teachers research-based lessons

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and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Pearson Interactive Whiteboard & Think Central.	Academic Support Program			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers of kindergarten through 4th grade

Goal 5:

All students at Fayette Elementary School will become proficient in all areas of English Language Arts.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in all areas in Reading by 05/25/2016 as measured by scores from Global Scholar, ASPIRE, and DIBELS..

Strategy1:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series & Global Scholar

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction to low performing students. Global scholar reports (grades 3 and 4) and DIBELS reports (grades K-2) will be utilized as a resource to identify low performing student needs.	Direct Instruction			08/20/2015	05/25/2016	\$0 - No Funding Required	Teachers and intervention teacher

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Coach and Intervention teacher will progress monitor weekly all students who have been identified as strategic or intensive in grades K-2. A Literacy Coach will be hired to support students and faculty. 75% will be paid from Title I, and 25% will be paid from State Foundation Funds.	Academic Support Program			09/04/2015	05/25/2016	\$44670 - Title I Schoolwide	Literacy Coach and Intervention Teacher

Strategy2:

A Focus on Writing Standards - Teachers will meet in grade levels to discuss and understand how to implement the writing standards to fidelity.

Research Cited: 2010 Alabama COS for ELA: K-12 Anchor and Grade Level Standards

Activity - Mastery of Writing Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development on grade level specific writing standards. They will collaborate to create writing activities.	Professional Learning			09/16/2015	03/31/2016	\$0 - No Funding Required	Teachers, literacy coach, principal, and counselor

Strategy3:

Professional Development - Teachers in each grade level will work together to identify standards that are missing from the Scott Foresman reading series. After identifying missing standards, teachers will address how these standards would be covered.

Research Cited: 2010 Alabama COS for ELA: K-12 Anchor and Grade Level Standards

Activity - Added Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be required to add an additional test question to their weekly tests to include a grade level standard. A written response should be used to ensure that rigor is being added. Alternate the different Anchor Standards each week to include Reading Literature, Informational Text, Reading Foundations, and Language.	Academic Support Program			10/14/2015	05/13/2016	\$0 - No Funding Required	Principal, literacy coach, teachers, counselor

Activity - Hunt for Missing Anchor and Grade Level Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each grade level will work together to identify missing standards in the Scott Foresman reading series. After identifying the missing standards, teach will have to provide evidence of how each standard will be addressed.	Academic Support Program			08/07/2015	10/28/2015	\$0 - No Funding Required	teachers

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in responsibly using technology in Reading by 05/25/2016 as measured by student observations and projects.

Strategy1:

standard based digital media - Students will expand their knowledge of using digital media resources.

Research Cited: ALSDE Technology Initiative

Activity - Digital Media Projects	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades three and four will increase their depth of knowledge in the areas of reading and math through the use of Math Facts in a Flash and Study Island. Math Facts in a Flash and Study Island will be utilized to assist in reinforcing reading and math skills (state standards) taught in the classroom.	Technology			09/07/2015	05/25/2016	\$0 - No Funding Required	3rd and 4th grade teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in responsibly using technology in Mathematics by 05/25/2016 as measured by student observations and projects.

Strategy1:

standard based digital media - Students will expand their knowledge of using digital media resources.

Research Cited: ALSDE Technology Initiative

Activity - Digital Media Projects	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades three and four will increase their depth of knowledge in the areas of reading and math through the use of Math Facts in a Flash and Study Island. Math Facts in a Flash and Study Island will be utilized to assist in reinforcing reading and math skills (state standards) taught in the classroom.	Technology			09/07/2015	05/25/2016	\$0 - No Funding Required	3rd and 4th grade teachers

Goal 2:

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

Measurable Objective 1:

100% of All Students will demonstrate a proficiency using digital resources in Reading by 05/25/2016 as measured by informal observations..

Strategy1:

Daily Exposure to Technology - The teacher will provide students with the use of a variety of technology on a daily basis.

Research Cited: ALSDE Technology Initiative

Activity - Technology Interaction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the projector to create interactive lessons for all subject areas via the Pearson Interactive Whiteboard (math), GOMATH! Think Central, Waltke's Literacy Page (reading), World Community Studies Weekly (3rd & 4th grade), and Science Studies Weekly (3rd & 4th grade).	Technology			09/07/2015	05/25/2016	\$0 - No Funding Required	Teachers

Strategy2:

Professional Development - Administrators and lead teachers will attend conferences and workshops to increase knowledge of CCRS and other accountability issues.

Research Cited: ALSDE

Activity - Mobi training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The computer teacher will lead a professional development session on how to better utilize the Mobi in the classroom.	Technology			10/01/2015	05/25/2016	\$0 - No Funding Required	Computer Teacher

Activity - Conferences, training, and workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and lead teachers will attend conferences, training, and workshops.	Professional Learning			10/01/2015	05/25/2016	\$2389 - Title I Schoolwide	Administrators and lead teachers

Goal 3:

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 using interactive digital curriculum materials aligned with CCRS by 05/25/2016 as measured by informal observations.

Strategy1:

Utilize AMSTI Investigations and Go Math! Digital Resources - Teachers will incorporate the use of Pearson interactive white board and Think Central during whole group and individualized instruction.

Research Cited: ALSDE Technology Initiative

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Activity - Pearson interactive white board	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in interactive lessons and activities using Pearson interactive white board digital resources.	Technology			09/01/2015	05/25/2016	\$0 - No Funding Required	Teachers

Activity - Think Central	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in interactive lessons and activities using Go Math! digital resources.	Technology			09/01/2015	05/25/2016	\$0 - No Funding Required	Teachers

Goal 4:

All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

70% of Third and Fourth grade students will demonstrate a proficiency on the end of the year Global Scholar Performance Series Assessment in Mathematics by 05/25/2016 as measured by Global Scholar End of Year Assessment.

Strategy1:

Global Scholar Data Dive - 3rd and 4th grade teachers will examine more closely Global Scholar reports through the use of data meetings after the beginning, middle, and end of year testing.

Research Cited: Global Scholar

Activity - Global Scholar Data Dive	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
data interpretation	Professional Learning			09/16/2015	05/18/2016	\$0 - No Funding Required	Principal, counselor, literacy coach, and teachers

Strategy2:

Pearson Interactive Whiteboard & Think Central - Pearson Interactive Whiteboard and Think Central offer teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Pearson Interactive Whiteboard & Think Central.	Academic Support Program			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers of kindergarten through 4th grade

Strategy3:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need Tier III math instruction.

Research Cited: AMSTI Investigations &GO MATH! math series

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers

Activity - Teacher Follow-Up Visits from AMSTI Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning			08/10/2015	05/25/2016	\$0 - No Funding Required	Math teachers

Measurable Objective 2:

100% of Kindergarten, First and Second grade students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/20/2015 as measured by end of the year Go MATH! assessments..

Strategy1:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need Tier III math instruction.

Research Cited: AMSTI Investigations &GO MATH! math series

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers

Activity - Teacher Follow-Up Visits from AMSTI Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning			08/10/2015	05/25/2016	\$0 - No Funding Required	Math teachers

Strategy2:

RtI Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: AMSTI Investigations &GO MATH! assessments

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Activity - RtI Recommendation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RtI Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program			09/24/2015	05/11/2016	\$0 - No Funding Required	Teachers, counselor, literacy coach, intervention teacher, principal, assistant principal

Strategy3:

Pearson Interactive Whiteboard & Think Central - Pearson Interactive Whiteboard and Think Central offer teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Pearson Interactive Whiteboard & Think Central.	Academic Support Program			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers of kindergarten through 4th grade

Goal 5:

All students at Fayette Elementary School will become proficient in all areas of English Language Arts.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in all areas in Reading by 05/25/2016 as measured by scores from Global Scholar, ASPIRE, and DIBELS..

Strategy1:

Professional Development - Teachers in each grade level will work together to identify standards that are missing from the Scott Foresman reading series. After identifying missing standards, teachers will address how these standards would be covered.

Research Cited: 2010 Alabama COS for ELA: K-12 Anchor and Grade Level Standards

Activity - Hunt for Missing Anchor and Grade Level Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each grade level will work together to identify missing standards in the Scott Foresman reading series. After identifying the missing standards, teach will have to provide evidence of how each standard will be addressed.	Academic Support Program			08/07/2015	10/28/2015	\$0 - No Funding Required	teachers

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Activity - Added Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be required to add an additional test question to their weekly tests to include a grade level standard. A written response should be used to ensure that rigor is being added. Alternate the different Anchor Standards each week to include Reading Literature, Informational Text, Reading Foundations, and Language.	Academic Support Program			10/14/2015	05/13/2016	\$0 - No Funding Required	Principal, literacy coach, teachers, counselor

Strategy2:

A Focus on Writing Standards - Teachers will meet in grade levels to discuss and understand how to implement the writing standards to fidelity.

Research Cited: 2010 Alabama COS for ELA: K-12 Anchor and Grade Level Standards

Activity - Mastery of Writing Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development on grade level specific writing standards. They will collaborate to create writing activities.	Professional Learning			09/16/2015	03/31/2016	\$0 - No Funding Required	Teachers, literacy coach, principal, and counselor

Strategy3:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series & Global Scholar

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction to low performing students. Global scholar reports (grades 3 and 4) and DIBELS reports (grades K-2) will be utilized as a resource to identify low performing student needs.	Direct Instruction			08/20/2015	05/25/2016	\$0 - No Funding Required	Teachers and intervention teacher

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Coach and Intervention teacher will progress monitor weekly all students who have been identified as strategic or intensive in grades K-2. A Literacy Coach will be hired to support students and faculty. 75% will be paid from Title I, and 25% will be paid from State Foundation Funds.	Academic Support Program			09/04/2015	05/25/2016	\$44670 - Title I Schoolwide	Literacy Coach and Intervention Teacher

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in responsibly using technology in Reading by 05/25/2016 as measured by student observations and projects.

Strategy1:

standard based digital media - Students will expand their knowledge of using digital media resources.

Research Cited: ALSDE Technology Initiative

Activity - Digital Media Projects	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades three and four will increase their depth of knowledge in the areas of reading and math through the use of Math Facts in a Flash and Study Island. Math Facts in a Flash and Study Island will be utilized to assist in reinforcing reading and math skills (state standards) taught in the classroom.	Technology			09/07/2015	05/25/2016	\$0 - No Funding Required	3rd and 4th grade teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in responsibly using technology in Mathematics by 05/25/2016 as measured by student observations and projects.

Strategy1:

standard based digital media - Students will expand their knowledge of using digital media resources.

Research Cited: ALSDE Technology Initiative

Activity - Digital Media Projects	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades three and four will increase their depth of knowledge in the areas of reading and math through the use of Math Facts in a Flash and Study Island. Math Facts in a Flash and Study Island will be utilized to assist in reinforcing reading and math skills (state standards) taught in the classroom.	Technology			09/07/2015	05/25/2016	\$0 - No Funding Required	3rd and 4th grade teachers

Goal 2:

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

Measurable Objective 1:

100% of All Students will demonstrate a proficiency using digital resources in Reading by 05/25/2016 as measured by informal observations..

Strategy1:

Daily Exposure to Technology - The teacher will provide students with the use of a variety of technology on a daily basis.

Research Cited: ALSDE Technology Initiative

Activity - Technology Interaction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the projector to create interactive lessons for all subject areas via the Pearson Interactive Whiteboard (math), GOMATH! Think Central, Waltke's Literacy Page (reading), World Community Studies Weekly (3rd & 4th grade), and Science Studies Weekly (3rd & 4th grade).	Technology			09/07/2015	05/25/2016	\$0 - No Funding Required	Teachers

Strategy2:

Professional Development - Administrators and lead teachers will attend conferences and workshops to increase knowledge of CCRS and other accountability issues.

Research Cited: ALSDE

Activity - Conferences, training, and workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and lead teachers will attend conferences, training, and workshops.	Professional Learning			10/01/2015	05/25/2016	\$2389 - Title I Schoolwide	Administrators and lead teachers

Activity - Mobi training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The computer teacher will lead a professional development session on how to better utilize the Mobi in the classroom.	Technology			10/01/2015	05/25/2016	\$0 - No Funding Required	Computer Teacher

Goal 3:

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 using interactive digital curriculum materials aligned with CCRS by 05/25/2016 as measured by informal observations.

Strategy1:

Utilize AMSTI Investigations and Go Math! Digital Resources - Teachers will incorporate the use of Pearson interactive white board and Think Central during whole group and individualized instruction.

Research Cited: ALSDE Technology Initiative

Activity - Think Central	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in interactive lessons and activities using Go Math! digital resources.	Technology			09/01/2015	05/25/2016	\$0 - No Funding Required	Teachers

Activity - Pearson interactive white board	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in interactive lessons and activities using Pearson interactive white board digital resources.	Technology			09/01/2015	05/25/2016	\$0 - No Funding Required	Teachers

Goal 4:

All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

100% of Kindergarten, First and Second grade students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/20/2015 as measured by end of the year Go MATH! assessments..

Strategy1:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need Tier III math instruction.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Teacher Follow-Up Visits from AMSTI Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning			08/10/2015	05/25/2016	\$0 - No Funding Required	Math teachers

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Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers

Strategy2:

Pearson Interactive Whiteboard & Think Central - Pearson Interactive Whiteboard and Think Central offer teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Pearson Interactive Whiteboard & Think Central.	Academic Support Program			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers of kindergarten through 4th grade

Measurable Objective 2:

70% of Third and Fourth grade students will demonstrate a proficiency on the end of the year Global Scholar Performance Series

Assessment in Mathematics by 05/25/2016 as measured by Global Scholar End of Year Assessment.

Strategy1:

Rtl Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: AMSTI Investigations & GO MATH! assessments

Activity - Rtl Recommendation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rtl Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program			09/24/2015	05/11/2016	\$0 - No Funding Required	Teachers, counselor, literacy coach, intervention teacher, principal, assistant principal

Strategy2:

Pearson Interactive Whiteboard & Think Central - Pearson Interactive Whiteboard and Think Central offer teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Pearson Interactive Whiteboard & Think Central.	Academic Support Program			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers of kindergarten through 4th grade

Strategy3:

Global Scholar Data Dive - 3rd and 4th grade teachers will examine more closely Global Scholar reports through the use of data meetings after the beginning, middle, and end of year testing.

Research Cited: Global Scholar

Activity - Global Scholar Data Dive	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
data interpretation	Professional Learning			09/16/2015	05/18/2016	\$0 - No Funding Required	Principal, counselor, literacy coach, and teachers

Strategy4:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need Tier III math instruction.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers

Activity - Teacher Follow-Up Visits from AMSTI Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning			08/10/2015	05/25/2016	\$0 - No Funding Required	Math teachers

Goal 5:

All students at Fayette Elementary School will become proficient in all areas of English Language Arts.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in all areas in Reading by 05/25/2016 as measured by scores from Global Scholar, ASPIRE, and DIBELS..

Strategy1:

A Focus on Writing Standards - Teachers will meet in grade levels to discuss and understand how to implement the writing standards to fidelity.

Research Cited: 2010 Alabama COS for ELA: K-12 Anchor and Grade Level Standards

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Activity - Mastery of Writing Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development on grade level specific writing standards. They will collaborate to create writing activities.	Professional Learning			09/16/2015	03/31/2016	\$0 - No Funding Required	Teachers, literacy coach, principal, and counselor

Strategy2:

Professional Development - Teachers in each grade level will work together to identify standards that are missing from the Scott Foresman reading series. After identifying missing standards, teachers will address how these standards would be covered.

Research Cited: 2010 Alabama COS for ELA: K-12 Anchor and Grade Level Standards

Activity - Hunt for Missing Anchor and Grade Level Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each grade level will work together to identify missing standards in the Scott Foresman reading series. After identifying the missing standards, teach will have to provide evidence of how each standard will be addressed.	Academic Support Program			08/07/2015	10/28/2015	\$0 - No Funding Required	teachers

Activity - Added Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be required to add an additional test question to their weekly tests to include a grade level standard. A written response should be used to ensure that rigor is being added. Alternate the different Anchor Standards each week to include Reading Literature, Informational Text, Reading Foundations, and Language.	Academic Support Program			10/14/2015	05/13/2016	\$0 - No Funding Required	Principal, literacy coach, teachers, counselor

Strategy3:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series & Global Scholar

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Coach and Intervention teacher will progress monitor weekly all students who have been identified as strategic or intensive in grades K-2. A Literacy Coach will be hired to support students and faculty. 75% will be paid from Title I, and 25% will be paid from State Foundation Funds.	Academic Support Program			09/04/2015	05/25/2016	\$44670 - Title I Schoolwide	Literacy Coach and Intervention Teacher

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction to low performing students. Global scholar reports (grades 3 and 4) and DIBELS reports (grades K-2) will be utilized as a resource to identify low performing student needs.	Direct Instruction			08/20/2015	05/25/2016	\$0 - No Funding Required	Teachers and intervention teacher

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

Goal 1:

All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

100% of Kindergarten, First and Second grade students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/20/2015 as measured by end of the year Go MATH! assessments..

Strategy1:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need Tier III math instruction.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers

Activity - Teacher Follow-Up Visits from AMSTI Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning			08/10/2015	05/25/2016	\$0 - No Funding Required	Math teachers

Strategy2:

Pearson Interactive Whiteboard & Think Central - Pearson Interactive Whiteboard and Think Central offer teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: AMSTI Investigations & GO MATH! math series

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Activity - Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Pearson Interactive Whiteboard & Think Central.	Academic Support Program			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers of kindergarten through 4th grade

Strategy3:

Rtl Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: AMSTI Investigations & GO MATH! assessments

Activity - Rtl Recommendation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rtl Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program			09/24/2015	05/11/2016	\$0 - No Funding Required	Teachers, counselor, literacy coach, intervention teacher, principal, assistant principal

Measurable Objective 2:

70% of Third and Fourth grade students will demonstrate a proficiency on the end of the year Global Scholar Performance Series

Assessment in Mathematics by 05/25/2016 as measured by Global Scholar End of Year Assessment.

Strategy1:

Rtl Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: AMSTI Investigations & GO MATH! assessments

Activity - Rtl Recommendation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rtl Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program			09/24/2015	05/11/2016	\$0 - No Funding Required	Teachers, counselor, literacy coach, intervention teacher, principal, assistant principal

Strategy2:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need Tier III math instruction.

Research Cited: AMSTI Investigations & GO MATH! math series

Activity - Teacher Follow-Up Visits from AMSTI Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning			08/10/2015	05/25/2016	\$0 - No Funding Required	Math teachers

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Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers

Goal 2:

All students at Fayette Elementary School will become proficient in all areas of English Language Arts.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in all areas in Reading by 05/25/2016 as measured by scores from Global Scholar, ASPIRE, and DIBELS..

Strategy1:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series & Global Scholar

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction to low performing students. Global scholar reports (grades 3 and 4) and DIBELS reports (grades K-2) will be utilized as a resource to identify low performing student needs.	Direct Instruction			08/20/2015	05/25/2016	\$0 - No Funding Required	Teachers and intervention teacher

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Coach and Intervention teacher will progress monitor weekly all students who have been identified as strategic or intensive in grades K-2. A Literacy Coach will be hired to support students and faculty. 75% will be paid from Title I, and 25% will be paid from State Foundation Funds.	Academic Support Program			09/04/2015	05/25/2016	\$44670 - Title I Schoolwide	Literacy Coach and Intervention Teacher

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

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

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 08/08/2016 as measured by as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report..

Strategy1:

Communication Services - - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Research Cited:

Activity - Phone Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services to each of the schools and central office locations.	Technology			08/10/2015	07/29/2016	\$48000 - District Funding	Technology Coordinator, Network Administrator, Principal

Goal 2:

All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

100% of Kindergarten, First and Second grade students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/20/2015 as measured by end of the year Go MATH! assessments..

Strategy1:

Rtl Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: AMSTI Investigations &GO MATH! assessments

Activity - Rtl Recommendation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rtl Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program			09/24/2015	05/11/2016	\$0 - No Funding Required	Teachers, counselor, literacy coach, intervention teacher, principal, assistant principal

Strategy2:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need Tier III math instruction.

Research Cited: AMSTI Investigations &GO MATH! math series

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Activity - Teacher Follow-Up Visits from AMSTI Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in follow-up visits through the use of the AMSTI Support Team.	Professional Learning			08/10/2015	05/25/2016	\$0 - No Funding Required	Math teachers

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction			08/10/2015	05/25/2016	\$0 - No Funding Required	Teachers

Measurable Objective 2:

70% of Third and Fourth grade students will demonstrate a proficiency on the end of the year Global Scholar Performance Series Assessment in Mathematics by 05/25/2016 as measured by Global Scholar End of Year Assessment.

Strategy1:

Rtl Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: AMSTI Investigations & GO MATH! assessments

Activity - Rtl Recommendation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rtl Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program			09/24/2015	05/11/2016	\$0 - No Funding Required	Teachers, counselor, literacy coach, intervention teacher, principal, assistant principal

Goal 3:

All students at Fayette Elementary School will become proficient in all areas of English Language Arts.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in all areas in Reading by 05/25/2016 as measured by scores from Global Scholar, ASPIRE, and DIBELS..

Strategy1:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series & Global Scholar

Activity - Small Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction to low performing students. Global scholar reports (grades 3 and 4) and DIBELS reports (grades K-2) will be utilized as a resource to identify low performing student needs.	Direct Instruction			08/20/2015	05/25/2016	\$0 - No Funding Required	Teachers and intervention teacher

Activity - Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Coach and Intervention teacher will progress monitor weekly all students who have been identified as strategic or intensive in grades K-2. A Literacy Coach will be hired to support students and faculty. 75% will be paid from Title I, and 25% will be paid from State Foundation Funds.	Academic Support Program			09/04/2015	05/25/2016	\$44670 - Title I Schoolwide	Literacy Coach and Intervention Teacher

Goal 4:

All parents will understand the importance of parental involvement and how it relates positively to student achievement.

Measurable Objective 1:

increase student growth through the encouragement of parental involvement in a variety of interactive school activities by 05/25/2016 as measured by the increased number of parents involved in school-related activities.

Strategy1:

Math Workshop - Parents will be invited to participate in a variety of mathematical activities related the College and Career Readiness Standards.

Research Cited: "Kindergarten: Math Skills Prove Key to Later Academic Success, Researchers Say" by Eleanor Yang Su 12/23/2011

Activity - Magical Math Night at the Fair	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will be responsible for setting up two booths to demonstrate the use of content standards through AMSTI Investigations.	Parent Involvement			11/10/2015	11/10/2015	\$300 - Title I Part A	teachers and administrators

Strategy2:

Reach Out and Read - Parents will be invited to read to specific classrooms throughout the year.

Research Cited: "Reading Aloud...Is It Worth It?" by Wesley Sharpe, Ed.D 07/28/2009

ACIP

Fayette Elementary School

Activity - Read Across America	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to read Dr. Suess books to their child's classroom	Parent Involvement			02/29/2016	03/04/2016	\$0 - No Funding Required	librarian and teachers

Activity - Read Across the School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to read orally to all classes throughout the school year.	Parent Involvement			10/01/2015	04/28/2016	\$0 - No Funding Required	Teachers

Strategy3:

Positive School Climate - Throughout the school year, parents and grandparents will be invited to participate in non academic activities.

Research Cited: "How to Create a Positive School Climate" by Vicki Zakrzewski

Activity - Book Fair	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and grandparents will be allowed to visit the book fair with their children/grandchildren as well as assist the librarian with facilitation of the book fair.	Parent Involvement			09/14/2015	09/18/2015	\$0 - No Funding Required	librarian and teachers

Activity - Fall Festival	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be able to attend the fall festival with their children to enjoy selected activities	Parent Involvement			10/22/2015	10/22/2015	\$0 - No Funding Required	teachers and administration

Activity - Parent Lunch	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to eat lunch at school with their child on an assigned day of the week.	Parent Involvement			10/12/2015	10/16/2015	\$0 - No Funding Required	Teachers and lunch staff

Activity - Grandparent Lunch	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The grandparents will be invited throughout the week to enjoy school lunch with their grandchild.	Parent Involvement			09/14/2015	09/18/2015	\$0 - No Funding Required	Teachers and lunchroom staff

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

All students at Fayette Elementary School will become proficient in all areas of English Language Arts.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in all areas in Reading by 05/25/2016 as measured by scores from Global Scholar, ASPIRE, and DIBELS..

Strategy1:

A Focus on Writing Standards - Teachers will meet in grade levels to discuss and understand how to implement the writing standards to fidelity.

Research Cited: 2010 Alabama COS for ELA: K-12 Anchor and Grade Level Standards

Activity - Mastery of Writing Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development on grade level specific writing standards. They will collaborate to create writing activities.	Professional Learning			09/16/2015	03/31/2016	\$0 - No Funding Required	Teachers, literacy coach, principal, and counselor

Strategy2:

Professional Development - Teachers in each grade level will work together to identify standards that are missing from the Scott Foresman reading series. After identifying missing standards, teachers will address how these standards would be covered.

Research Cited: 2010 Alabama COS for ELA: K-12 Anchor and Grade Level Standards

Activity - Added Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be required to add an additional test question to their weekly tests to include a grade level standard. A written response should be used to ensure that rigor is being added. Alternate the different Anchor Standards each week to include Reading Literature, Informational Text, Reading Foundations, and Language.	Academic Support Program			10/14/2015	05/13/2016	\$0 - No Funding Required	Principal, literacy coach, teachers, counselor

Activity - Hunt for Missing Anchor and Grade Level Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each grade level will work together to identify missing standards in the Scott Foresman reading series. After identifying the missing standards, teach will have to provide evidence of how each standard will be addressed.	Academic Support Program			08/07/2015	10/28/2015	\$0 - No Funding Required	teachers

Component 3: Instruction by Highly Qualified Staff

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

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

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

At Fayette Elementary School, teachers provide high-quality instruction through the use of common planning and data meetings. They meet weekly to ensure that the curriculum is adhered to and the data (once reviewed) is used to drive instruction

Component 4: Strategies to Attract Highly Qualified Teachers

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

5 retirees
2 transfers

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

An average of 15 years.

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

Because Fayette Elementary School provides a family-based working environment, many teachers are attracted to the community

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

We are not aware of any specific initiatives provided by our district.

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

No, Fayette Elementary School does not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

Professional development is gained through collaboration and participation with AMSTI, ARI, and the UA-UWA In-Service Center. Activities include: College and Career Ready Standards (CCRS) Quarterly Trainings, Cognitive Guided Instruction Task (progression of math skills) provided by AMSTI for grades K-4, cross grade-level planning, and faculty meetings.

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

Teachers: CCRS turn-around

Counselor: ALCA Annual Conference

Principal: Annual Elementary School Principal Conference, Local PLU for principals, Educator Effectiveness Training

Paraprofessionals: CPR Certification, Managing Crisis Safely Training

Parents: Magical Night of Math at the Fair and Read Across the School

Professional development opportunities are on-going for teachers, paraprofessionals, principals, other staff, and parents

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

New or inexperienced teachers are given support from an assigned mentor. The Literacy Coach provides additional support on a daily basis. All teachers were assigned partners (BFFs - Best Friends Forever) to support one another throughout the year

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

The professional development activities are sustained through participation in opportunities provided by the UA-UWA In-Service Center and the school district. The District School Calendar provides Early Release Days which allows time for professional development

Component 6: Transition Strategies

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

Kindergarten Registration-incoming students are invited to visit and tour the school the week of registration. Students also participate in the DIAL-3 assessment.

K students participate in the staggered-start schedule.

K-3 students are allowed to meet their upcoming teacher the last day of school.

4th grade students visit and tour the middle school.

All students are invited to attend Open House which allows them to meet their new teacher and classmates

Component 7: Teacher Participation in Making Assessment Decisions

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

Through collaboration among peers, teachers provide input about assessments:

*Monthly data meetings

*Weekly reading tests

*Math chapter tests

*Weekly common planning used to drive instruction

*Data notebooks

*Analyzing summative assessments

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

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

Teachers provide individualized instruction. If students do not progress, they are referred to the Problem Solving Team (PST). The team recommends interventions to enhance student progress. If students do not progress after a period of time, the PST will refer for testing.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Teachers provide assistance immediately. Data-meetings are conducted monthly to discuss student progress. In addition, PST meetings are conducted each six weeks.

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

- ~Mandatory intervention provided 30 minutes daily
- ~Small-group ability based instruction provided daily
- ~Reading and math centers

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

- ~EL tutoring
- ~S.M.A.R.T. (after school program)

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

- ~Counselor's individual conferencing
- ~Data-meetings
- ~PST meetings
- ~Funding provided
- ~Secret Meals program
- ~Interpreter
- ~S.M.A.R.T.

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

N/A

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

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

S.M.A.R.T. (after school program) provides daily tutoring and allotted homework time to reinforce mastery of standards.

Title I provides funding to enhance learning with materials such as technology, books, learning games, and additional adult educators.

CNP provides students with healthy and nutritious meals.

The EL program provides tutoring 3 hours weekly to improve understanding of spoken and written English.

These resources help to achieve school-wide goals.

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

S.M.A.R.T. provides tutoring and homework time daily, a healthy snack to stimulate thinking and learning, and collaborates with the classroom teacher to ensure student achievement. Title I provides funds which are used to purchase educational material and additional teacher units/paraprofessionals to enhance learning. CNP feeds children breakfast and lunch daily to fuel minds for learning.

The EL program prepares students by implementing English language lessons and activities to enhance fluency and understanding.

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

CNP feeds children breakfast and lunch daily to fuel minds for learning.

Head Start collaborates with the school staff to ensure preschool students are prepared for the transition to kindergarten.

Northwest Alabama Mental Health Fayette Children's Office serves students K-4

Component 10: Evaluation

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

The school evaluates all programs through an on-line survey and by holding meetings with the Leadership Team.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The Leadership Team analyzes state and local mandated assessments such as ASPIRE and Global Scholar.

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

~Leadership Team meetings

~Rtl meetings

~Data meetings

~Grade-level meetings

~IEP meetings

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

School surveys and student data are used to revise the plan annually.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Yes, through continuous meetings held to re-evaluate student progress and analyze data.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

We added increasing parental involvement because we wanted to give parents a chance to be more supportive and involved in their children's academic achievement.

We decided to omit the goal of holding students more accountable for their own learning because this goal is an ongoing goal for our school. It is still being implemented throughout the school year.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	35.14	35.40	1,580,996.00
Administrator Units	1.00	1	96,163.00
Assistant Principal	0.50	.5	29,312.00
Counselor	1.00	1	53,286.00
Librarian	1.00	1	52,699.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	2,464.85	0	2,464.85
Professional Development	2,464.85	0	2,464.85
State ELL Funds	0.00	0	0.00
Instructional Supplies	14,911.00	0	14,911.00
Library Enhancement	821.49	0	821.49
Totals			1,833,118.19

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	128197.78

Provide a brief explanation and breakdown of expenses.

Class-size reduction teacher salary and benefits totaling \$53,589. A Literacy Coach totaling \$49,921 for salaries and benefits. Purchased services for copier maintenance totaling \$2,500. Materials and supplies totaling \$4,777,44. Computers and software totaling \$17,000. Parent involvement for postage and supplies totaling \$1,410.34. Professional development travel and registration totaling \$2,000. These amounts together total \$128,197.78.

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	287550.0

Provide a brief explanation and breakdown of expenses

FES spends their local money in the following areas: salaries/benefits, instructional materials/supplies, utilities, operation/maintenance, travel/training, office supplies, copier maintenance, items for resale, and transfers.

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

At the school's annual Open House night and the first PTO meeting, the Parent Involvement Coordinator will inform parents of the school's participation in Title 1 and all requirements.

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

Parents will receive a monthly calendar which includes dates for parent involvement meetings, PTO meetings, district wide parent conference dates. Parent conferences are scheduled as needed to meet the needs of parents. Parents will be given the opportunity to preview the ACIP plan from the school website. All parents are invited through the SchoolCast system to attend Title I meetings.

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

The school provides parents information about Title 1 Programs through the use of data notebooks, school newsletters, and teacher notes. Parents are given opportunities to hold conferences with classroom and resource teachers to gain understanding of academic expectations and achievements. An interpreter can be utilized in cases where English is not the primary language.

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

We're all in this together, and it shows. The School-Parent Compact states that the school staff, parents, and students are responsible for following the compact. The compact is reviewed and revised annually by the Parent Involvement Committee.

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

The Continuous Improvement Plan (CIP) is available on the school website. Parents are invited to review and make recommendations for change, if needed, to the CIP. They will be notified through the SchoolCast system that the CIP is available for review.

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

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Parents are invited to participate in workshops that pertain to academic achievement. The requirements of Title I are explained at the annual fall parental involvement meeting. Student academic progress is sent home weekly through red folders and data binders.

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

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Resource teachers provide parent training through workshops that pertain to advancing academic achievement. Some resources that will be utilized include computers, projectors, ipads, and viable infrastructure

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

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

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

FES utilizes the ALSDE website to gain ideas and activities for involving all components of the community. A special invitation is offered to parents and grandparents of current students to have lunch with their child. One day in October is allocated for parent/teacher conferences; however, parents can always schedule a conference during teachers' planning times. PTO is responsible for leading community meetings, membership drives, and fundraising efforts. Parents volunteer to assist teachers, office personnel, and other school staff as needed.

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

involvement.)

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

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

Creating a parent resource center is currently an area of focus at FES. Our plan is to develop a parent involvement center that will provide technology and literary resources for parents in a welcoming environment.

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

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

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

A variety of communicative formats are used to ensure that parents understand information about school programs; such as, red folders, SchoolCast system, data notebooks, newsletters, calendars, and teacher-parent conferences via phone or face-to-face

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

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

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

FES provides an informational center where current parental involvement activities and other resources can be easily located.

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

Upon request, FES will provide information in a language can understand. Resources available are TransAct (used to translate forms in native language) and an interpreter.