



ACIP

Tallassee Elementary School

Tallassee City 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?

Tallassee Elementary School is a Title I school, kindergarten through fourth grade facility, currently serving 754 students. The student population is 53% male, 47% female, 68% white, 27% black, 4% Hispanic, and 1% Asian. The faculty is composed of 59 certified members and 13 non-certified aides. These include two administrative units, one counselor, a school nurse, one media specialist, and grade level teachers. Faculty resource teachers serve in the areas of special education, technology, library media, and physical education. TES is currently a Title I schoolwide school with three Title I teachers and three Title I aides. Tallassee Elementary houses the following: 26 teachers with a bachelor's degree, 28 teachers with a master's degree, and 3 with a specialist, and one with a doctorate.

Tallassee's Elementary Title I status is based on the percentage of the student body qualifying for free/reduced lunch assistance under the U.S. Department of Agriculture standards. For the 2015-2016 school year 62% of the school population qualified for free or reduced lunch.

The community is a mixture of manufacturing, service industry, and retail businesses. The religious orientation of the community is varied, including the following houses of worship: African Methodist Episcopal, Assembly of God, Christian Church, Church of Christ, Church of God, Congregational Christian Church, Episcopal, Full Gospel, God's Congregation, Holiness House of Prayer, Independent Baptist, Independent Methodist, Jehovah's Witness, Missionary Baptist, Pentecostal, Presbyterian, Primitive Baptist, Roman Catholic, Southern Baptist, and United Methodist.

Fifty seven percent of TES students are regular bus riders and forty three percent are car riders. None of the students walk to or from school. None of the students ride bicycles to or from school.

Tallassee Elementary School consists of 39 homeroom classes. This includes two pre-k classes, eight kindergarten classes, eight first grade classes, eight second grade classes, seven third grade classes, and six fourth grade classes. There are three certified physical education teachers, one nurse who is stationed at TES, one media specialist, one full-time counselor, one principal, one assistant principal, one administrative assistant, one bookkeeper, one Reading Specialist, three Title I teachers, five special education teachers, one art teacher, one Gifted and Talented teacher, two speech therapists, eight instructional assistants, one ISS teacher, and six lunchroom workers.

In 1998 Tallassee Elementary School became one of the first 16 schools in the state to be selected as a state Literacy Demonstration Site for the Alabama Reading Initiative. All teachers received intense training in Reading/Language Development. While being a Literacy Demonstration Site, TES has concentrated on struggling readers. Struggling students are provided with additional assistance and technology. The computer lab is used to help these as well as all students with math and reading skills. Students also use computers to take individual assessments for the Accelerated Reading program and Global Scholar. Students at Tallassee Elementary School provide outreach to the community through participating in the following: cards provided to the nursing home, ACTS food drive, Coats for Kids, Jump Rope for Heart, St. Jude Children's Hospital Math Marathon, and Pennies for Patients.

Location:

Tallassee Elementary is located in a growing rural area which is approximately 29.2 miles northeast of Montgomery, Alabama approximately 20 miles west of Auburn, Alabama, 21.6 miles from Wetumpka, Alabama and only a mere 14.8 miles from historic Tuskegee University in
SY 2015-2016

Tuskegee, AL.

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.

Purpose:

The purpose of Tallassee Elementary is to lay the foundation in fostering an environment where students are eager to learn.

Vision:

Maximizing student potential to develop productive, ethical, and successful citizens.

Mission:

The mission of the Tallassee Elementary School is to provide a quality education, providing the basis for students to become lifelong learners as well as moral, ethical, and compassionate people. A partnership of staff, students, parents, and the community will prepare students to become responsible citizens and productive members of the communities in which they live.

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.

Areas of Notable Achievements

Data and Instruction

During each nine weeks period, students are administered a pre and post assessment based on the content that is being covered for the nine weeks period. Based off this data, teachers use this information to streamline their area of instruction. Also, teachers create a line item analysis for each major assessment to use as an instructional guide. Once the data is collected, teachers meet as a grade level to identify the common trend to readdress this content in future instruction.

Technology

In the area of technology, 98% of the classrooms are equipped with a Promethean Board or interactive white board. Teachers utilized this instructional tool on a daily basis within each content area. Also, the school has established a mobile iPad lab to administer assessments and small group instruction.

Jump Start to Kindergarten Camp

Jump Start to Kindergarten Camp was developed to assist the pre-school population of Tallassee into smoothly transitioning to kindergarten. The program is operated at Tallassee Elementary during the month of June. Incoming kindergarten students learn some basic tools to help with the upcoming year. Prior to attending the camp, incoming kindergarten students are given a kindergarten screener to determine the level of needs that can be addressed at camp.

Enrichment Nights

At Tallassee Elementary, we encourage parent involvement. Throughout the school year, we host Enrichment Nights for each grade level. During this event, parents have an opportunity to get a glimpse of their child's typical school day. Parents are informed of various teaching strategies they can use at home to foster a learning environment for at home. During the Make and Take session, parents receive an instructional activity they can utilize at home.

Purple Ambassadors

The Purple Ambassadors is a 4th grade Honor Society. The ambassadors consist of students maintaining high academic excellence in all areas. This group of students exhibit their academic skills, good character and willingness to serve others within our community. The purpose of the Purple Ambassadors is to produce lifelong community members. The experience of being a Purple Ambassador should motivate the students to want to do more for others. Purple Ambassadors are a symbol of honor in our school. Several Purple Ambassadors have wanted to be a part of the honor society since 2nd Grade. This is a launching pad for a well rounded student who wants to achieve greatness.

Physical Education

The department effectively implements state department resources regarding Alabama Fitness assessment and Michelle Obama's "Let's Move" initiative. During aspects of instruction, students are provided an opportunity to use Wii Fit. The Physical Education department ranked #7 in the state in raising funds for the American Heart Association.

Areas of Improvement:

In regards to area of concentration for the upcoming three years for Tallassee Elementary, we will streamline our focus to minimize the achievement gap among our ethnicity subgroup in the area reading on district and state mandated assessments. Data has revealed our third and fourth grade minority students are under-performing compared to their counterparts. Based off our standardized assessment results, our content domains in the area of math we will concentrate on is measurement and data and numbers of operations in base tens. After identifying these area of concern, we have incorporated intervention classes in our daily schedule. With the addition of intervention classes, we are striving to improve our minority students performance on state assessments.

Additional Information

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

If you take the time to walk the halls at Tallassee Elementary School, you will quickly see that young artists abound in the community. This year Art classes were reinstated at TES in hopes of providing an additional outlet for students to be creative and innovative during the regular school day.

With our new schedule, students go to P.E. daily and then participate in courses such as Library, Computer, Reading Horizons, Art, and Quest (math and science enrichment). During the school year, students will have an opportunity to matriculate through each to ensure a wide range of experiences.

On another note, prestigious universities such as Auburn University, Tuskegee University, Auburn University Montgomery, and other collegiate level institutions request potential educators to observe and intern at Tallassee Elementary. Due to the high level of professionalism and commitment to education, we continue to receive prospective educators from those institutions.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The ACIP team consists of teachers, administrators, and pillars of the community. Teachers were assigned to this committee based on availability and other areas of responsibility. 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 confident these individuals would assist in developing and implementing the school's plan.

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

The representation from stakeholder groups included parents, TES faculty, and TES Leadership Team. The responsibility of the leadership team involved providing the panel with pertinent data that is essential in developing S.M.A.R.T. goals. The stakeholders role involved analyzing the plan and providing valuable feedback regarding vital improvements for enhancing TES.

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

TES faculty and staff are provided the opportunity to review the initial ACIP at the October faculty/grade level meeting. If any concerns are raised regarding the ACIP from nonACIP committee members, those concerns are relayed to ACIP representatives at anytime. If adjustments are made to ACIP, each committee member has a turn around meeting with their department to address adjustments. Furthermore, there will be meetings periodically scheduled throughout the year to discuss progress towards goals.

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	We used the data from ACT Aspire.	ASSIST Data - ACT Aspire

Evaluative Criteria and Rubrics

Overall Rating: 2.5

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

After analyzing our data collected from the 2014-2015 academic year, some positive trends occurred. In regards to our district wide pre/post assessments, each grade level and subgroups (demographics and exceptionality) showed areas of growth (refer to attachment). In addition to our district wide assessments, our state assessment results revealed third and fourth grade students ranked in the "Ready" range compared to the national average in the area of mathematics. The national percentage in the area of math for 3rd grade math was 50% and T.E.S. third grade students scored 6% above the national average. Fourth grade students scored 8% above the national average of 45% percent in the area of math. When analyzing our subgroups by ethnicity, it is evident there is a gap amongst our minority and Caucasian population (refer to attachment). Now that our school has completed its second year of administering ACT Aspire to students, we tracked the performance level of 2013-2014 third grade students to their fourth grade year. From analyzing their performance from year to year, the number of minorities students scoring in the bracket of Level I: In Need of Support has slightly decreased (refer to attachment). In third and fourth grade, students scored at or above the expected level of performance in ELA and math compared to the national average. In 3rd grade, 68% of students scored within the proficient level. In 4th grade 71% of students scored with the proficiency level of ELA. 81% of second grade students benchmarked in the fall of 2015 in Oral Reading Fluency and Nonsense Word Fluency overall. When they were in first grade, 92% of students benchmarked on the DIBELS assessment in the spring of 2015.

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

When tracking the 2013-2014 third grade class performance to their fourth grade performance, our students performed well in the areas listed below.

2013-2014 Testing Period

3rd grade - 71% ELA

4th grade - 72% ELA

3rd grade - 29% Reading

2014-2015 Testing Period

3rd grade - 68% ELA

4th grade - 71% ELA

4th grade - 31% Reading

Which area(s) indicate the overall highest performance?

On the ELA portion of the ACT Aspire, our students tend to perform well in this area.

2013-2014 Testing Period

3rd grade - 71% ELA

4th grade - 72% ELA

2014-2015 Testing Period

3rd grade - 68% ELA

4th grade - 71% ELA

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

When analyzing our subgroups by ethnicity, it is evident there is a gap amongst our minority and Caucasian population (refer to attachment). Now that our school has completed its second year of administering ACT Aspire to students, we tracked the performance level of 2013-2014 third grade students to their fourth grade year. From analyzing their performance from year to year, the number of minorities students scoring in the bracket of Level I: In Need of Support has slightly decreased (refer to attachment).

Between which subgroups is the achievement gap closing?

Based off current 4th grade students' ACT Aspire 2014-2015 results, the achievement gap appears to be slightly closing among gender in the content areas of ELA and Math.

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

Scantron Achievement series results correlates with students state mandated assessment results.

Areas in Need of Improvement

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

In the area of reading on the ACT Aspire for the 2014-2015 academic year, third grade students performed in the achievement level of "close." Scoring within this range indicates students for both grade levels partially met the academic content standards. During the academic year of 2014-2015, only 33% of 3rd grade students and 31% of 4th grade students met the academic standards in the area of reading. In regards of special education students, less than 5% of this population were proficient in grade level content standards.

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

When comparing subgroups based off students' demographics, there is a negative trend in students' performance on state mandated assessments. Also, there is a negative trend in our students with exceptionalities population.

Which area(s) indicate the overall lowest performance?

Based off our ACT Aspire results from the previous two testing sessions, reading is an area of concern for our school.

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

From analyzing our state assessment results, we are able to make the distinction that our minority population is under performing compared to the Caucasian population. When tracking their performance from year to year, there is a slight increase in their performance.

Between which subgroups is the achievement gap becoming greater?

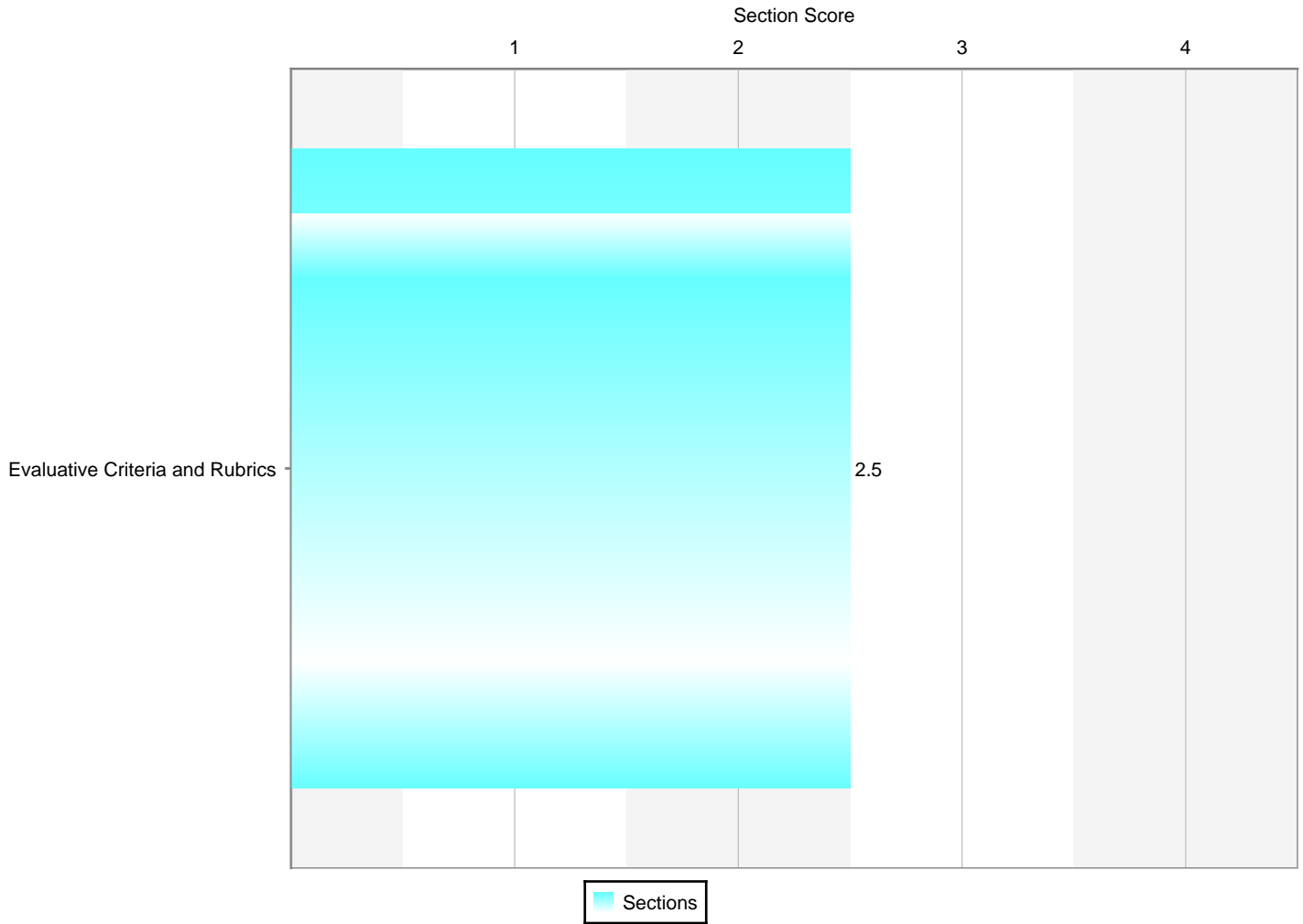
When analyzing ACT Aspire results, it is evident that the achievement gap is becoming greater among our Caucasian and Black/African American population.

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

Third and fourth grade minority students' results are typically lower than Caucasian students. This information is evident in previous state mandated assessments (ACT Aspire).

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	Every effort was made to include all team members and gain insight into areas that need improvement. The team did meet to discuss the planning process for development of the ACIP. If team members were not present, they were informed of the information discussed in the meeting by the LEA.	

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Wade Shipman Superintendent 308 King Street Tallassee, AL 36078	

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		Parent Involvement Plan

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

ACIP Goals Plan 2015

Overview

Plan Name

ACIP Goals Plan 2015

Plan Description

As a result of being a focus school, this plan is a document that lists what steps must be taken in order to achieve our goals to exiting from being a focus school. The purpose of this plan is to clarify what resources are required to reach the goal, formulate a timeline for when specific tasks need to be completed and determine what resources are required.

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	Provide professional development to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$17635
2	Engage and empower the learner through the use of technology.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Students at Tallassee Elementary will increase reading and math proficiency after being taught and having practiced grade specific Alabama College and Career Readiness Standards	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1000
4	To increase the number of third and fourth grade students with disabilities and minority students scoring at a proficient level in reading.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$5714

Goal 1: Provide professional development to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning.

Measurable Objective 1:

demonstrate a behavior where educators are making instructional decisions based off students' data (Scantron & ACT Aspire & weekly assessments) by 05/19/2016 as measured by classroom observations, reflections from content received from PD sessions, and pre/post results.

Strategy 1:

Instructional Decision Making - During each nine weeks period, students will take Scantron reading/math assessment. Also, students will take DIBELS Next assessment in the area of reading three times throughout the academic year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data. With this information, stakeholders will collaborate to determine effective professional development sessions that will be facilitated to address areas of concern.

Category:

Research Cited: National Reading Association, National Council of Teachers of English, and Alabama English Language Common Core Standards; National Council of the Teachers of Mathematics (2010)

Activity - Professional Development - Wonders Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the Wonders training session, teachers will be provided insight on how to effectively implement this new reading program. Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation.	Professional Learning	08/11/2015	05/19/2016	\$0	No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers
Activity - Professional Development - Collaborative Data Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Students who are performing below proficiency level will be identified and instructional plans will be discussed for student achievement. Student results will be tracked and compiled for each classroom teacher and/or grade level.	Professional Learning	08/11/2015	05/19/2016	\$0	No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Activity - GoMath/Think Central - Upgrade Platform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within this professional development session, teachers will be provided the opportunity to manipulate this interactive software that is aligned with math curriculum and student textbook. This online upgrade resource contains teaching videos to reinforce lessons and assessments. Furthermore, it contains animated education games and assignments that students can complete at home.	Professional Learning	09/01/2015	05/19/2016	\$10640	Other	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers
Activity - Interpreting Data - State & District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in professional development on interpreting and analyzing assessment results (state and district) to effectively use the data to make informed decisions regarding curriculum, instruction, and student learning.	Professional Learning	08/11/2015	05/19/2016	\$0	No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches
Activity - Edviation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With this on-demand professional learning resource, teachers will watch videos or blog with educational communities to assist them with improving their practice and, in turn, raise student achievement. One of the main focuses they will be working on is designing coherent lessons that integrate a variety of appropriate and effective instructional strategies.	Professional Learning	08/11/2015	05/19/2016	\$6995	Title II Part A, Title I Part A	Administrators Teachers

Goal 2: Engage and empower the learner through the use of technology.

Measurable Objective 1:

collaborate to enhance students use of digital tools, individually and collaboratively in and out of the classroom to gather, organize, evaluate, and share and present information by 05/19/2016 as measured by student work samples to assist with the learning process.

Strategy 1:

Technology Implementation - Provide professional development opportunities for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum. Teachers will receive professional development concerning digital pedagogy. Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. Teachers will also be provided tools to help instruct students on the use of 21st Century devices as an instructional tool and the proper use of this tool.

Category:

Research Cited: <http://center.all4ed.org/site/default.aspx?PageID=1>

Activity - Professional Dev. - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead professional development sessions to inform their coworkers on digital learning options they use and find helpful. Furthermore, teachers will meet in grade-level meetings to discuss ways to incorporate technology and digital tools into the curriculum.	Academic Support Program, Professional Learning	09/28/2015	05/19/2016	\$0	No Funding Required	Administrators Instructional Coach Teachers

Activity - Enrichment Digital Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided instruction on the proper use of the iPad/computer which includes appropriate instructional tools and the appropriate use of social applications.	Academic Support Program	09/28/2015	05/19/2016	\$0	No Funding Required	Administration Instructional Coach Computer Teacher General Ed. Teacher

Goal 3: Students at Tallassee Elementary will increase reading and math proficiency after being taught and having practiced grade specific Alabama College and Career Readiness Standards

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in the area of reading and math on district assessments in Scantron. By the end of the year, 75% of K-2 students will obtain benchmark status in Reading by 05/19/2016 as measured by DIBELS test results.

Strategy 1:

Supplemental Support Related to Curriculum - Throughout the year, we will provide parents with instructional strategies and resources that can be implemented at home. Based off the needs assessment and student data, we will target key areas that will benefit parents and students.

Category: Other - Instructional Strategies

Activity - Enrichment Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Tallassee Elementary School

TES will offer parent training sessions throughout the school year. These sessions will be held at a variety of times. During these sessions, parents will gain insight on the content students will be learning. At the end of the night, parents will be provided additional educational resources that can be used at home.	Parent Involvement	08/11/2015	05/19/2016	\$1000	Title I Part A	Parent Involvement Coordinator Administrators Instructional Coaches Teachers
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Activity - Symbaloo Page	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and update a grade level's Symbaloo page. Within this page, students and parents will have access to a vast amount of online resources that can be utilized to assist in content area.	Academic Support Program, Technology	08/11/2015	05/19/2016	\$0	No Funding Required	Administrators Instructional Coaches Teachers

Goal 4: To increase the number of third and fourth grade students with disabilities and minority students scoring at a proficient level in reading.

Measurable Objective 1:

A 1% increase of Third and Fourth grade students will demonstrate a proficiency in content categories on ACT Aspire in Reading by 05/20/2016 as measured by state assessments.

Strategy 1:

Differentiated Instruction - Teachers will provide differentiated instruction that focuses on College and Career Readiness Standards.

Category:

Activity - Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teachers will work on key skills that are areas of concern in reading. We will adopt an intervention program that is geared towards phonological awareness. Within this intervention program, teachers will be provided training, scripted direct instruction materials, and interactive software that adjusts to the needs and skill level of each student.	Academic Support Program, Professional Learning, Direct Instruction	09/14/2015	05/19/2016	\$5714	Title I Part A	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches Intervention Teacher

ACIP

Tallassee Elementary School

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize tiered instruction daily to address Response to Instruction (RTI) and the needs of gifted/special education students. All Support teachers will implement instructional strategies as evidenced by walkthroughs and small group instruction.	Academic Support Program	08/17/2015	05/19/2016	\$0	No Funding Required	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development - Wonders Program	Within the Wonders training session, teachers will be provided insight on how to effectively implement this new reading program. Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation.	Professional Learning	08/11/2015	05/19/2016	\$0	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers
Professional Dev. - Teacher Collaboration	Teachers will lead professional development sessions to inform their coworkers on digital learning options they use and find helpful. Furthermore, teachers will meet in grade-level meetings to discuss ways to incorporate technology and digital tools into the curriculum.	Academic Support Program, Professional Learning	09/28/2015	05/19/2016	\$0	Administrators Instructional Coach Teachers
Symbaloo Page	Teachers will develop and update a grade level's Symbaloo page. Within this page, students and parents will have access to a vast amount of online resources that can be utilized to assist in content area.	Academic Support Program, Technology	08/11/2015	05/19/2016	\$0	Administrators Instructional Coaches Teachers
Professional Development - Collaborative Data Meeting	Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Students who are performing below proficiency level will be identified and instructional plans will be discussed for student achievement. Student results will be tracked and compiled for each classroom teacher and/or grade level.	Professional Learning	08/11/2015	05/19/2016	\$0	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers
Enrichment Digital Learning	Students will be provided instruction on the proper use of the iPad/computer which includes appropriate instructional tools and the appropriate use of social applications.	Academic Support Program	09/28/2015	05/19/2016	\$0	Administration Instructional Coach Computer Teacher General Ed. Teacher

ACIP

Tallassee Elementary School

Tiered Instruction	Teachers will utilize tiered instruction daily to address Response to Instruction (RTI) and the needs of gifted/special education students. All Support teachers will implement instructional strategies as evidenced by walkthroughs and small group instruction.	Academic Support Program	08/17/2015	05/19/2016	\$0	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches Teachers
Interpreting Data - State & District Assessments	All teachers will participate in professional development on interpreting and analyzing assessment results (state and district) to effectively use the data to make informed decisions regarding curriculum, instruction, and student learning.	Professional Learning	08/11/2015	05/19/2016	\$0	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Edivation	With this on-demand professional learning resource, teachers will watch videos or blog with educational communities to assist them with improving their practice and, in turn, raise student achievement. One of the main focuses they will be working on is designing coherent lessons that integrate a variety of appropriate and effective instructional strategies.	Professional Learning	08/11/2015	05/19/2016	\$995	Administrators Teachers
Total					\$995	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Enrichment Night	TES will offer parent training sessions throughout the school year. These sessions will be held at a variety of times. During these sessions, parents will gain insight on the content students will be learning. At the end of the night, parents will be provided additional educational resources that can be used at home.	Parent Involvement	08/11/2015	05/19/2016	\$1000	Parent Involvement Coordinator Administrators Instructional Coaches Teachers

ACIP

Tallassee Elementary School

Edivation	With this on-demand professional learning resource, teachers will watch videos or blog with educational communities to assist them with improving their practice and, in turn, raise student achievement. One of the main focuses they will be working on is designing coherent lessons that integrate a variety of appropriate and effective instructional strategies.	Professional Learning	08/11/2015	05/19/2016	\$6000	Administrators Teachers
Intervention Class	Intervention teachers will work on key skills that are areas of concern in reading. We will adopt an intervention program that is geared towards phonological awareness. Within this intervention program, teachers will be provided training, scripted direct instruction materials, and interactive software that adjusts to the needs and skill level of each student.	Academic Support Program, Professional Learning, Direct Instruction	09/14/2015	05/19/2016	\$5714	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches Intervention Teacher
Total					\$12714	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
GoMath/Think Central - Upgrade Platform	Within this professional development session, teachers will be provided the opportunity to manipulate this interactive software that is aligned with math curriculum and student textbook. This online upgrade resource contains teaching videos to reinforce lessons and assessments. Furthermore, it contains animated education games and assignments that students can complete at home.	Professional Learning	09/01/2015	05/19/2016	\$10640	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers
Total					\$10640	

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 Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

STANDARD 1: Purpose and Direction - Rating 3.87 / 5.0

STANDARD 2: Governance and Leadership - Rating 3.82 / 5.0

STANDARD 3: Teaching and Assessing for Learning - Rating 3.85 / 5.0

STANDARD 4: Resources and Support Systems - Rating 3.93 / 5.0

STANDARD 5: Using Results for Continuous Improvement - Rating 3.91 / 5.0

When analyzing the Resources and Support Systems standard, we received the highest rating within this area. Our stakeholders are aware that instructional leaders hire highly qualified staff members who are in support of student learning. In addition to hiring highly qualified teachers, we provide students with an ample amount of resources to support their learning. Furthermore, we foster a learning environment where students feel safe and secure.

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

As of now, we do not have longitudinal data from the AdvancED survey to be able to note a valid trend. With that said, there is a trend with stakeholders perception within our Title I survey identifying students having ample resources. Within the upcoming year, we will be able to provide longitudinal data using Advanced Ed surveys.

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

The survey results are consistent with Parent Involvement Surveys and Questionnaire. The perception that our stakeholders feel that we hold our students to high expectations and students are provided with ample amount of resources to further their learning.

Areas in Need of Improvement

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

Although the lowest area on the parent survey was STANDARD 2: Governance and Leadership - Rating 3.82, we are making strides in improving the perception of our governance and leadership. Listed below you will find the specific areas where we were rated the lowest on the AdvacEd survey.

Areas in Need of Improvement

#2 average score 3.29

Our school's purpose state is formally reviewed and revised with involvement from parents

#28 average score 3.29

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

#13 average score 3.31

All of my child's teachers meet his/her learning needs by individualizing instruction.

#5 average score 3.37

Our school's governing body does not interfere with the operation or leadership of our school.

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

As of now, we do not have longitudinal data from the AdvancED survey to be able to note a valid trend. Within the upcoming year, we will be able to provide longitudinal data using Advanced Ed surveys.

What are the implications for these stakeholder perceptions?

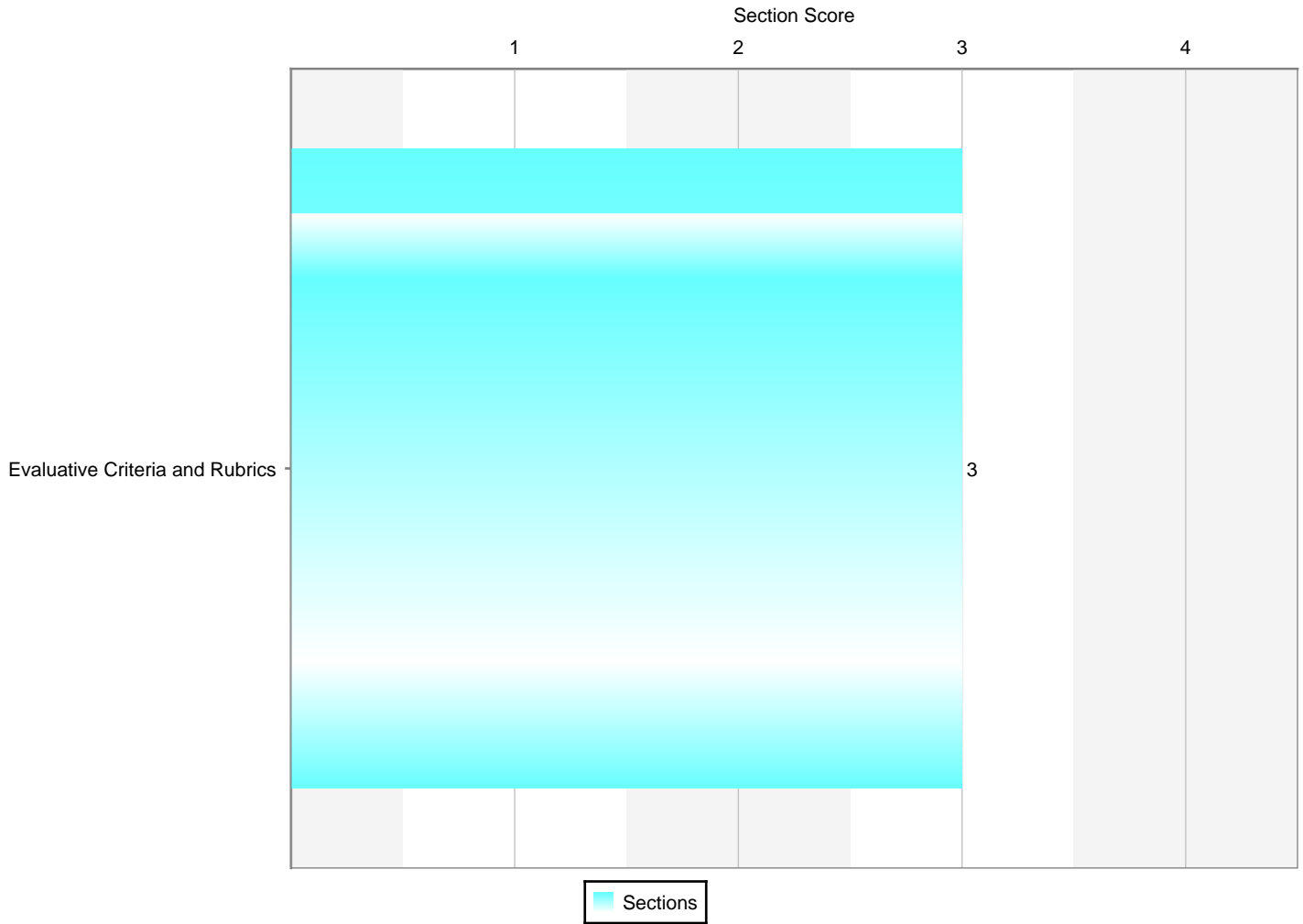
Although parent surveys were strongly encouraging, neutral responses were noted as an implication of stakeholder perceptions. These areas will continue to be addressed by administration, faculty, and staff to ensure an increase in parent awareness.

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

The consistent findings notable for stakeholder satisfaction is in the area of Governance and Leadership. The students surveyed feel their peers treat teachers fairly, but 30% of the surveyed population was unsure in this area. With this percentage being unsure, the average score (Rating - 2.58) was slightly lower. In regards to the parents, they feel outside parties interfere at time with the operation and leadership of our school. According to the feedback from the parent surveys and questionnaires, findings are initial results that will be used in comparison with future parent surveys and questionnaires.

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?

The Instructional Leadership Team along with the Curriculum Coordinator met to review and reflect on the Alabama Continuous Improvement Plan and to assess the level to which implemented strategies had been met. The team reviewed and discussed school level and state goals for our students in the areas of reading and math. The Instructional Leadership Team met at the beginning of the school year to review the planning process for developing the Alabama Continuous Improvement Plan. The school leadership team and school staff met after the test data was released to disaggregate data. ACT Aspire strengths and weaknesses were noted and discussed as the team looked at grade levels standards. This information was shared with all staff.

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

ACT Aspire 2015 Results:

56% of current 4th grade students demonstrate proficiency in the content area of math. 33% of current 4th grade students demonstrate proficiency in the content area of reading.

DIBELS B.O.Y. 2015 Results:

84% of current 1st grade students benchmarked in the area of nonsense words recoded fluency. 72% of current 2nd grade students benchmarked in the area of oral reading fluency-accuracy.

73% of current 3rd grade students benchmarked in the area of oral reading fluency.

3. What conclusions were drawn from the results?

Based off the results, it is evident the minority population is not meeting proficiency level in the areas of reading and math on the ACT Aspire. As a result of this data, grade levels are developing common assessments that encompasses rigor and mirror state assessment item specifications. By creating these forms of assessments, students will be acclimated to assessments that are geared towards higher levels of complexity from Webb's DOK.

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

An analysis of Tallassee Elementary School's perception data showed TES is viewed positively by parents, students, and community stakeholders. Parent responses reported high levels of satisfaction in all surveyed standards. The area with the highest level of satisfaction was Using Results for Continuous Improvement. The area that received the lowest level of satisfaction was Governance and Leadership receiving an average of 3.92.

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

School goals are connected to the priority needs of reading and math proficiency growth. Also, to improve academic achievement for all students in reading and math is connected to the state and district goal of ensuring that all students are College and Career Ready. The local school and district will provide ongoing professional development for all staff members in content areas of math and reading.

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

Our continuous improvement goals clearly focus on improving student achievement and the implementation of standard based instruction, strategic planning, and professional development. The Leadership Team used multiple types of data including progress monitoring, Scantron assessment, DIBELS, STAR, and ACT 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?

Alabama Continuous Improvement Plan (ACIP) goals address the academic needs of all students with a focus on students who do not meet benchmark goals using district and state standardized assessments.

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:

Provide professional development to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning.

Measurable Objective 1:

demonstrate a behavior where educators are making instructional decisions based off students' data (Scantron & ACT Aspire & weekly assessments) by 05/19/2016 as measured by classroom observations, reflections from content received from PD sessions, and pre/post results.

Strategy1:

Instructional Decision Making - During each nine weeks period, students will take Scantron reading/math assessment. Also, students will take DIBELS Next assessment in the area of reading three times throughout the academic year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data. With this information, stakeholders will collaborate to determine effective professional development sessions that will be facilitated to address areas of concern.

Category:

Research Cited: National Reading Association, National Council of Teachers of English, and Alabama English Language Common Core Standards; National Council of the Teachers of Mathematics (2010)

Activity - GoMath/Think Central - Upgrade Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within this professional development session, teachers will be provided the opportunity to manipulate this interactive software that is aligned with math curriculum and student textbook. This online upgrade resource contains teaching videos to reinforce lessons and assessments. Furthermore, it contains animated education games and assignments that students can complete at home.	Professional Learning	09/01/2015	05/19/2016	\$10640 - Other	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Activity - Professional Development - Wonders Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the Wonders training session, teachers will be provided insight on how to effectively implement this new reading program. Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Activity - Professional Development - Collaborative Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Students who are performing below proficiency level will be identified and instructional plans will be discussed for student achievement. Student results will be tracked and compiled for each classroom teacher and/or grade level.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Activity - Interpreting Data - State & District Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in professional development on interpreting and analyzing assessment results (state and district) to effectively use the data to make informed decisions regarding curriculum, instruction, and student learning.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches

Activity - Edivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With this on-demand professional learning resource, teachers will watch videos or blog with educational communities to assist them with improving their practice and, in turn, raise student achievement. One of the main focuses they will be working on is designing coherent lessons that integrate a variety of appropriate and effective instructional strategies.	Professional Learning	08/11/2015	05/19/2016	\$6000 - Title I Part A \$995 - Title II Part A	Administrators Teachers

Goal 2:

Engage and empower the learner through the use of technology.

Measurable Objective 1:

collaborate to enhance students use of digital tools, individually and collaboratively in and out of the classroom to gather, organize, evaluate, and share and present information by 05/19/2016 as measured by student work samples to assist with the learning process.

Strategy1:

Technology Implementation - Provide professional development opportunities for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum. Teachers will receive professional development concerning digital pedagogy. Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. Teachers will also be provided tools to help instruct students on the use of 21st Century devices as an instructional tool and the proper use of this tool.

Category:

Research Cited: <http://center.all4ed.org/site/default.aspx?PageID=1>

ACIP

Tallassee Elementary School

Activity - Professional Dev. - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead professional development sessions to inform their coworkers on digital learning options they use and find helpful. Furthermore, teachers will meet in grade-level meetings to discuss ways to incorporate technology and digital tools into the curriculum.	Professional Learning Academic Support Program	09/28/2015	05/19/2016	\$0 - No Funding Required	Administrators Instructional Coach Teachers

Activity - Enrichment Digital Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided instruction on the proper use of the iPad/computer which includes appropriate instructional tools and the appropriate use of social applications.	Academic Support Program	09/28/2015	05/19/2016	\$0 - No Funding Required	Administration Instructional Coach Computer Teacher General Ed. Teacher

Goal 3:

Students at Tallassee Elementary will increase reading and math proficiency after being taught and having practiced grade specific Alabama College and Career Readiness Standards

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in the area of reading and math on district assessments in Scantron. By the end of the year, 75% of K-2 students will obtain benchmark status in Reading by 05/19/2016 as measured by DIBELS test results.

Strategy1:

Supplemental Support Related to Curriculum - Throughout the year, we will provide parents with instructional strategies and resources that can be implemented at home. Based off the needs assessment and student data, we will target key areas that will be benefit parents and students.

Category: Other - Instructional Strategies

Research Cited:

Activity - Enrichment Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TES will offer parent training sessions throughout the school year. These sessions will be held at a variety of times. During these sessions, parents will gain insight on the content students will be learning. At the end of the night, parents will be provided additional educational resources that can be used at home.	Parent Involvement	08/11/2015	05/19/2016	\$1000 - Title I Part A	Parent Involvement Coordinator Administrators Instructional Coaches Teachers

Activity - Symbaloo Page	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and update a grade level's Symbaloo page. Within this page, students and parents will have access to a vast amount of online resources that can be utilized to assist in content area.	Technology Academic Support Program	08/11/2015	05/19/2016	\$0 - No Funding Required	Administrators Instructional Coaches Teachers

Goal 4:

To increase the number of third and fourth grade students with disabilities and minority students scoring at a proficient level in reading.

Measurable Objective 1:

A 1% increase of Third and Fourth grade students will demonstrate a proficiency in content categories on ACT Aspire in Reading by 05/20/2016 as measured by state assessments.

Strategy1:

Differentiated Instruction - Teachers will provide differentiated instruction that focuses on College and Career Readiness Standards.

Category:

Research Cited:

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will work on key skills that are areas of concern in reading. We will adopt an intervention program that is geared towards phonological awareness. Within this intervention program, teachers will be provided training, scripted direct instruction materials, and interactive software that adjusts to the needs and skill level of each student.	Professional Learning Direct Instruction Academic Support Program	09/14/2015	05/19/2016	\$5714 - Title I Part A	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches Intervention Teacher

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize tiered instruction daily to address Response to Instruction (RTI) and the needs of gifted/special education students. All Support teachers will implement instructional strategies as evidenced by walkthroughs and small group instruction.	Academic Support Program	08/17/2015	05/19/2016	\$0 - No Funding Required	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches Teachers

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

Goal 1:

Provide professional development to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning.

Measurable Objective 1:

demonstrate a behavior where educators are making instructional decisions based off students' data (Scantron & ACT Aspire & weekly assessments) by 05/19/2016 as measured by classroom observations, reflections from content received from PD sessions, and pre/post results.

Strategy1:

Instructional Decision Making - During each nine weeks period, students will take Scantron reading/math assessment. Also, students will take DIBELS Next assessment in the area of reading three times throughout the academic year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data. With this information, stakeholders will collaborate to determine effective professional development sessions that will be facilitated to address areas of concern.

Category:

Research Cited: National Reading Association, National Council of Teachers of English, and Alabama English Language Common Core Standards; National Council of the Teachers of Mathematics (2010)

Activity - Professional Development - Collaborative Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Students who are performing below proficiency level will be identified and instructional plans will be discussed for student achievement. Student results will be tracked and compiled for each classroom teacher and/or grade level.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Activity - Edivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With this on-demand professional learning resource, teachers will watch videos or blog with educational communities to assist them with improving their practice and, in turn, raise student achievement. One of the main focuses they will be working on is designing coherent lessons that integrate a variety of appropriate and effective instructional strategies.	Professional Learning	08/11/2015	05/19/2016	\$995 - Title II Part A \$6000 - Title I Part A	Administrators Teachers

Activity - GoMath/Think Central - Upgrade Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within this professional development session, teachers will be provided the opportunity to manipulate this interactive software that is aligned with math curriculum and student textbook. This online upgrade resource contains teaching videos to reinforce lessons and assessments. Furthermore, it contains animated education games and assignments that students can complete at home.	Professional Learning	09/01/2015	05/19/2016	\$10640 - Other	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

ACIP

Tallassee Elementary School

Activity - Professional Development - Wonders Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the Wonders training session, teachers will be provided insight on how to effectively implement this new reading program. Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Activity - Interpreting Data - State & District Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in professional development on interpreting and analyzing assessment results (state and district) to effectively use the data to make informed decisions regarding curriculum, instruction, and student learning.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches

Goal 2:
To increase the number of third and fourth grade students with disabilities and minority students scoring at a proficient level in reading.

Measurable Objective 1:
A 1% increase of Third and Fourth grade students will demonstrate a proficiency in content categories on ACT Aspire in Reading by 05/20/2016 as measured by state assessments.

Strategy1:
Differentiated Instruction - Teachers will provide differentiated instruction that focuses on College and Career Readiness Standards.
Category:
Research Cited:

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will work on key skills that are areas of concern in reading. We will adopt an intervention program that is geared towards phonological awareness. Within this intervention program, teachers will be provided training, scripted direct instruction materials, and interactive software that adjusts to the needs and skill level of each student.	Academic Support Program Professional Learning Direct Instruction	09/14/2015	05/19/2016	\$5714 - Title I Part A	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches Intervention Teacher

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize tiered instruction daily to address Response to Instruction (RTI) and the needs of gifted/special education students. All Support teachers will implement instructional strategies as evidenced by walkthroughs and small group instruction.	Academic Support Program	08/17/2015	05/19/2016	\$0 - No Funding Required	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches Teachers

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

Goal 1:

Provide professional development to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning.

Measurable Objective 1:

demonstrate a behavior where educators are making instructional decisions based off students' data (Scantron & ACT Aspire & weekly assessments) by 05/19/2016 as measured by classroom observations, reflections from content received from PD sessions, and pre/post results.

Strategy1:

Instructional Decision Making - During each nine weeks period, students will take Scantron reading/math assessment. Also, students will take DIBELS Next assessment in the area of reading three times throughout the academic year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data. With this information, stakeholders will collaborate to determine effective professional development sessions that will be facilitated to address areas of concern.

Category:

Research Cited: National Reading Association, National Council of Teachers of English, and Alabama English Language Common Core Standards;National Council of the Teachers of Mathematics (2010)

Activity - Interpreting Data - State & District Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in professional development on interpreting and analyzing assessment results (state and district) to effectively use the data to make informed decisions regarding curriculum, instruction, and student learning.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches

ACIP

Tallassee Elementary School

Activity - Edivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With this on-demand professional learning resource, teachers will watch videos or blog with educational communities to assist them with improving their practice and, in turn, raise student achievement. One of the main focuses they will be working on is designing coherent lessons that integrate a variety of appropriate and effective instructional strategies.	Professional Learning	08/11/2015	05/19/2016	\$6000 - Title I Part A \$995 - Title II Part A	Administrators Teachers

Activity - Professional Development - Wonders Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the Wonders training session, teachers will be provided insight on how to effectively implement this new reading program. Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Activity - GoMath/Think Central - Upgrade Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within this professional development session, teachers will be provided the opportunity to manipulate this interactive software that is aligned with math curriculum and student textbook. This online upgrade resource contains teaching videos to reinforce lessons and assessments. Furthermore, it contains animated education games and assignments that students can complete at home.	Professional Learning	09/01/2015	05/19/2016	\$10640 - Other	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Activity - Professional Development - Collaborative Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Students who are performing below proficiency level will be identified and instructional plans will be discussed for student achievement. Student results will be tracked and compiled for each classroom teacher and/or grade level.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Goal 2:
To increase the number of third and fourth grade students with disabilities and minority students scoring at a proficient level in reading.

Measurable Objective 1:
A 1% increase of Third and Fourth grade students will demonstrate a proficiency in content categories on ACT Aspire in Reading by 05/20/2016 as measured by state assessments.

Strategy1:

Differentiated Instruction - Teachers will provide differentiated instruction that focuses on College and Career Readiness Standards.

Category:

Research Cited:

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will work on key skills that are areas of concern in reading. We will adopt an intervention program that is geared towards phonological awareness. Within this intervention program, teachers will be provided training, scripted direct instruction materials, and interactive software that adjusts to the needs and skill level of each student.	Academic Support Program Professional Learning Direct Instruction	09/14/2015	05/19/2016	\$5714 - Title I Part A	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches Intervention Teacher

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize tiered instruction daily to address Response to Instruction (RTI) and the needs of gifted/special education students. All Support teachers will implement instructional strategies as evidenced by walkthroughs and small group instruction.	Academic Support Program	08/17/2015	05/19/2016	\$0 - No Funding Required	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches Teachers

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

Goal 1:

Provide professional development to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning.

Measurable Objective 1:

demonstrate a behavior where educators are making instructional decisions based off students' data (Scantron & ACT Aspire & weekly assessments) by 05/19/2016 as measured by classroom observations, reflections from content received from PD sessions, and pre/post results.

Strategy1:

Instructional Decision Making - During each nine weeks period, students will take Scantron reading/math assessment. Also, students will take DIBELS Next assessment in the area of reading three times throughout the academic year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data. With this information, stakeholders will collaborate to determine effective professional development sessions that will be facilitated to address areas of concern.

Category:

Research Cited: National Reading Association, National Council of Teachers of English, and Alabama English Language Common Core Standards; National Council of the Teachers of Mathematics (2010)

Activity - Edivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With this on-demand professional learning resource, teachers will watch videos or blog with educational communities to assist them with improving their practice and, in turn, raise student achievement. One of the main focuses they will be working on is designing coherent lessons that integrate a variety of appropriate and effective instructional strategies.	Professional Learning	08/11/2015	05/19/2016	\$6000 - Title I Part A \$995 - Title II Part A	Administrators Teachers

Activity - GoMath/Think Central - Upgrade Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within this professional development session, teachers will be provided the opportunity to manipulate this interactive software that is aligned with math curriculum and student textbook. This online upgrade resource contains teaching videos to reinforce lessons and assessments. Furthermore, it contains animated education games and assignments that students can complete at home.	Professional Learning	09/01/2015	05/19/2016	\$10640 - Other	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Activity - Professional Development - Collaborative Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Students who are performing below proficiency level will be identified and instructional plans will be discussed for student achievement. Student results will be tracked and compiled for each classroom teacher and/or grade level.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Activity - Professional Development - Wonders Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the Wonders training session, teachers will be provided insight on how to effectively implement this new reading program. Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Activity - Interpreting Data - State & District Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in professional development on interpreting and analyzing assessment results (state and district) to effectively use the data to make informed decisions regarding curriculum, instruction, and student learning.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches

Goal 2:

To increase the number of third and fourth grade students with disabilities and minority students scoring at a proficient level in reading.

Measurable Objective 1:

A 1% increase of Third and Fourth grade students will demonstrate a proficiency in content categories on ACT Aspire in Reading by 05/20/2016 as measured by state assessments.

Strategy1:

Differentiated Instruction - Teachers will provide differentiated instruction that focuses on College and Career Readiness Standards.

Category:

Research Cited:

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize tiered instruction daily to address Response to Instruction (RTI) and the needs of gifted/special education students. All Support teachers will implement instructional strategies as evidenced by walkthroughs and small group instruction.	Academic Support Program	08/17/2015	05/19/2016	\$0 - No Funding Required	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches Teachers

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will work on key skills that are areas of concern in reading. We will adopt an intervention program that is geared towards phonological awareness. Within this intervention program, teachers will be provided training, scripted direct instruction materials, and interactive software that adjusts to the needs and skill level of each student.	Academic Support Program Direct Instruction Professional Learning	09/14/2015	05/19/2016	\$5714 - Title I Part A	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches 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:

Provide professional development to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning.

Measurable Objective 1:

demonstrate a behavior where educators are making instructional decisions based off students' data (Scantron & ACT Aspire & weekly assessments) by 05/19/2016 as measured by classroom observations, reflections from content received from PD sessions, and pre/post

results.

Strategy1:

Instructional Decision Making - During each nine weeks period, students will take Scantron reading/math assessment. Also, students will take DIBELS Next assessment in the area of reading three times throughout the academic year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data. With this information, stakeholders will collaborate to determine effective professional development sessions that will be facilitated to address areas of concern.

Category:

Research Cited: National Reading Association, National Council of Teachers of English, and Alabama English Language Common Core Standards; National Council of the Teachers of Mathematics (2010)

Activity - GoMath/Think Central - Upgrade Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within this professional development session, teachers will be provided the opportunity to manipulate this interactive software that is aligned with math curriculum and student textbook. This online upgrade resource contains teaching videos to reinforce lessons and assessments. Furthermore, it contains animated education games and assignments that students can complete at home.	Professional Learning	09/01/2015	05/19/2016	\$10640 - Other	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Activity - Professional Development - Collaborative Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Students who are performing below proficiency level will be identified and instructional plans will be discussed for student achievement. Student results will be tracked and compiled for each classroom teacher and/or grade level.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Activity - Edivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With this on-demand professional learning resource, teachers will watch videos or blog with educational communities to assist them with improving their practice and, in turn, raise student achievement. One of the main focuses they will be working on is designing coherent lessons that integrate a variety of appropriate and effective instructional strategies.	Professional Learning	08/11/2015	05/19/2016	\$995 - Title II Part A \$6000 - Title I Part A	Administrators Teachers

Activity - Interpreting Data - State & District Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in professional development on interpreting and analyzing assessment results (state and district) to effectively use the data to make informed decisions regarding curriculum, instruction, and student learning.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches

Activity - Professional Development - Wonders Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the Wonders training session, teachers will be provided insight on how to effectively implement this new reading program. Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Goal 2:
To increase the number of third and fourth grade students with disabilities and minority students scoring at a proficient level in reading.

Measurable Objective 1:
A 1% increase of Third and Fourth grade students will demonstrate a proficiency in content categories on ACT Aspire in Reading by 05/20/2016 as measured by state assessments.

Strategy1:
Differentiated Instruction - Teachers will provide differentiated instruction that focuses on College and Career Readiness Standards.
Category:
Research Cited:

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize tiered instruction daily to address Response to Instruction (RTI) and the needs of gifted/special education students. All Support teachers will implement instructional strategies as evidenced by walkthroughs and small group instruction.	Academic Support Program	08/17/2015	05/19/2016	\$0 - No Funding Required	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches Teachers

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will work on key skills that are areas of concern in reading. We will adopt an intervention program that is geared towards phonological awareness. Within this intervention program, teachers will be provided training, scripted direct instruction materials, and interactive software that adjusts to the needs and skill level of each student.	Direct Instruction Academic Support Program Professional Learning	09/14/2015	05/19/2016	\$5714 - Title I Part A	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches Intervention Teacher

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

Goal 1:

EL students will perform at English proficiency in the language domains for writing, speaking and reading.

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency in the language domains for writing, speaking and reading in English Language Arts by 05/19/2016 as measured by the ACCESS testing.

Strategy1:

Explicit Instruction - The EL Teacher will implement scientifically research-based programs and activities involving whole language, phonics, cooperative learning and integrated reading. She will use WIDA Model Performance Indicators (Can Dos) as guidance for developing language objectives that focus on, but are not limited to, the language domains of Reading, Writing and Speaking.

Category:

Research Cited:

Activity - Provide Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL teacher will provide regularly scheduled instructional support to EL students. The EL teacher will inform grade level teachers on how to integrate language objectives and will collaborate with regular classroom teachers to develop lesson plans that integrate language objectives.	Direct Instruction	08/11/2015	05/19/2016	\$0 - No Funding Required	Administrators EL Teacher

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:

Provide professional development to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning.

Measurable Objective 1:

demonstrate a behavior where educators are making instructional decisions based off students' data (Scantron & ACT Aspire & weekly assessments) by 05/19/2016 as measured by classroom observations, reflections from content received from PD sessions, and pre/post results.

Strategy1:

Instructional Decision Making - During each nine weeks period, students will take Scantron reading/math assessment. Also, students will

take DIBELS Next assessment in the area of reading three times throughout the academic year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data. With this information, stakeholders will collaborate to determine effective professional development sessions that will be facilitated to address areas of concern.

Category:

Research Cited: National Reading Association, National Council of Teachers of English, and Alabama English Language Common Core Standards; National Council of the Teachers of Mathematics (2010)

Activity - Edivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With this on-demand professional learning resource, teachers will watch videos or blog with educational communities to assist them with improving their practice and, in turn, raise student achievement. One of the main focuses they will be working on is designing coherent lessons that integrate a variety of appropriate and effective instructional strategies.	Professional Learning	08/11/2015	05/19/2016	\$995 - Title II Part A \$6000 - Title I Part A	Administrators Teachers

Activity - Professional Development - Collaborative Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Students who are performing below proficiency level will be identified and instructional plans will be discussed for student achievement. Student results will be tracked and compiled for each classroom teacher and/or grade level.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Activity - Interpreting Data - State & District Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in professional development on interpreting and analyzing assessment results (state and district) to effectively use the data to make informed decisions regarding curriculum, instruction, and student learning.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches

Activity - GoMath/Think Central - Upgrade Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within this professional development session, teachers will be provided the opportunity to manipulate this interactive software that is aligned with math curriculum and student textbook. This online upgrade resource contains teaching videos to reinforce lessons and assessments. Furthermore, it contains animated education games and assignments that students can complete at home.	Professional Learning	09/01/2015	05/19/2016	\$10640 - Other	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

ACIP

Tallassee Elementary School

Activity - Professional Development - Wonders Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the Wonders training session, teachers will be provided insight on how to effectively implement this new reading program. Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation.	Professional Learning	08/11/2015	05/19/2016	\$0 - No Funding Required	Curriculum Coordinator Federal Programs Director Administrators Instructional Coaches Teachers

Goal 2:

Engage and empower the learner through the use of technology.

Measurable Objective 1:

collaborate to enhance students use of digital tools, individually and collaboratively in and out of the classroom to gather, organize, evaluate, and share and present information by 05/19/2016 as measured by student work samples to assist with the learning process.

Strategy1:

Technology Implementation - Provide professional development opportunities for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum. Teachers will receive professional development concerning digital pedagogy. Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. Teachers will also be provided tools to help instruct students on the use of 21st Century devices as an instructional tool and the proper use of this tool.

Category:

Research Cited: <http://center.all4ed.org/site/default.aspx?PageID=1>

Activity - Professional Dev. - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead professional development sessions to inform their coworkers on digital learning options they use and find helpful. Furthermore, teachers will meet in grade-level meetings to discuss ways to incorporate technology and digital tools into the curriculum.	Professional Learning Academic Support Program	09/28/2015	05/19/2016	\$0 - No Funding Required	Administrators Instructional Coach Teachers

Activity - Enrichment Digital Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided instruction on the proper use of the iPad/computer which includes appropriate instructional tools and the appropriate use of social applications.	Academic Support Program	09/28/2015	05/19/2016	\$0 - No Funding Required	Administration Instructional Coach Computer Teacher General Ed. Teacher

Goal 3:

To increase the number of third and fourth grade students with disabilities and minority students scoring at a proficient level in reading.

Measurable Objective 1:

SY 2015-2016

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ACIP

Tallassee Elementary School

A 1% increase of Third and Fourth grade students will demonstrate a proficiency in content categories on ACT Aspire in Reading by 05/20/2016 as measured by state assessments.

Strategy1:

Differentiated Instruction - Teachers will provide differentiated instruction that focuses on College and Career Readiness Standards.

Category:

Research Cited:

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will work on key skills that are areas of concern in reading. We will adopt an intervention program that is geared towards phonological awareness. Within this intervention program, teachers will be provided training, scripted direct instruction materials, and interactive software that adjusts to the needs and skill level of each student.	Academic Support Program Professional Learning Direct Instruction	09/14/2015	05/19/2016	\$5714 - Title I Part A	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches Intervention Teacher

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize tiered instruction daily to address Response to Instruction (RTI) and the needs of gifted/special education students. All Support teachers will implement instructional strategies as evidenced by walkthroughs and small group instruction.	Academic Support Program	08/17/2015	05/19/2016	\$0 - No Funding Required	Administrators Curriculum Coordinator Federal Programs Coordinator Instructional Coaches 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.

According to the Alabama State Department of Education all teachers meet the requirements for Highly Qualified Teacher Certification. Administrators use the state department's Search Soft portal for screening prospective employees. The decision of teacher placement is based on many variables, such as completeness of application, HQ status, and area of need. Teachers are assigned to grade levels according to certificate, experience and specialized training.

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have gained additional teaching units.

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

The average experience level of key teaching and learning personnel is 10 years.

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

All teachers hired must meet certification and highly qualified status in order to be employed. The new teachers are mentored by more experienced teachers. All teachers are challenged to set high standards, meet academic requirements, and implement content standards to the best of their ability. Teachers focus professional development on data driven instruction that includes AMSTI, Go Math-Think Central, Scantron, and ARI.

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

Within our school system, we have partnered with neighboring college institutions to recruit highly qualified teachers. During each academic year, our system serves as a teacher intern preparatory program for AUM, ASU, Tuskegee, and Auburn University. Interns from these programs may be hired to vacancies. In regards to retaining highly qualified teachers, we work closely with EARIC to provide the appropriate professional development activities required for our teachers. By doing this, they are able to stay knowledgeable of the current trends with the evolution of education. Furthermore, we ensure that teachers receive support and assistance related to content knowledge and teaching skills needed for their teaching assignment, including teacher mentoring and high-quality professional development, both of which must meet the state and NCLB definitions and criteria for those professional components.

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?

Currently, our turnover rate is low.

Component 5: High Quality and Ongoing Professional Development

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

Please refer to goals page.

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

Please refer to goals page.

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.

Each mentor-protégé team will be allowed release time to observe, peer coach, reflect and provide feedback, go on visitations, and attend content area professional development workshops. All release time must be mutually agreed upon by the team and the local administration. The schedule of implementation is as follows:

First 18 Weeks:

Orientation

4 Mentor-Protégé Meetings

4 Observations

Second 18 Weeks:

3 Mentor-Protégé Meetings

2 Observations

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

The professional development activities are sustained through participation in opportunities provided by the EARIC Region 9 In-Service Center and the school district.

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.

A transitional program has been established to create an effective transition from the elementary school to the middle school. In this transitional program, the elementary administrator, teachers, and counselor conduct transitional seminars to better prepare our fourth grade students to overcome the demands and challenges of the middle school environment. Transition Day activities have also been implemented. Fourth grade students, teachers, and administrator travel to the middle school to meet and greet the faculty, staff and tour facilities. In order to assist the students in a smooth transition some of the orientation activities included discussions and activities regarding the curriculum, scheduling, and other important information to assist students in being successful in the fifth grade. In regards to incoming kindergarten students, we offer a JumpStart to Kindergarten enrichment camp. Within this camp, a select group of students are invited to attend the camp based off a variety of measures assessed. During this camp, teachers work with students on areas of concerns noted from students' kindergarten screening results. By doing this, we hope to provide these students with an opportunity to have a seamless transition into school.

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?

The teachers are involved in the decision making process regarding the use of state academic assessments. After teachers analyze state assessment results, they provide their input into the decision regarding the use of school-based academic assessments during faculty meetings and monthly data meetings. At these meetings, teachers are given time to voice concerns or suggestions regarding school-based academic 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?

Response to Intervention (RTI) is implemented at Tallassee Elementary to assist students who have not mastered core curriculum requirements. Various specialized strategies are provided for students during the RTI process to aide in mastery of core curriculum requirements. If adequate progress is not attained through RTI, the students will be referred to the referral committee. This is done to determine if the students need to be evaluated for services under the umbrella of special education.

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?

Students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level are identified during data analysis. Students are also identified and discussed during data/grade-level and RtI meetings. A plan of action is written for students who are identified as at risk and small group instruction is delivered daily based on students need. Students are assessed and monitored daily to make sure they are working toward proficient or advanced level of performance.

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

In the grades of third and fourth, students are levelized in the content areas of math and reading based on their academic ability level. Multiple modes of data was used to determine placement. From using TRUE NORTH, students post test results, STAR results, and district assessment results indicate that they were placed in the appropriate levelized class. Furthermore, students' individual needs are being addressed through differentiated instruction in the classroom through provided accommodations and/or modifications (extended time for assignment/assessments, decreased workload, individual and/or small group instruction) in the general education classroom.

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.

Those students have the opportunity to participate in the 21st Century or Extended Day programs. Within these program, students are allotted time to cover areas that they are in need of additional assistance with a certified teacher.

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.

The ELL program is a standards-based curriculum emphasizing academic and social language development. ELL coursework is based upon

the WIDA Consortium English Language Development (ELD) standards. Classroom teachers integrate these ELD standards with the Georgia Performance Standards to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency. Instructional approaches, both in ESOL and general education classes, ensure that the needs of our EL population are accommodated.

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.

Migrant Students

Tallassee City Schools does not exclude any student from participation in, or deny the benefits of, any school program or activity on the basis of his/her national origin, language proficiency, or migrant status. Policies have been developed regarding the enrollment, assessment, and development of instructional programs for migrant students. All students of the appropriate age will be enrolled in Tallassee City Schools.

Homeless

Under federal law, a student may not be excluded from participation in, or denied the benefits of, any school program or activity on the basis of his/her national origin, language proficiency, homeless, or migrant status.

All students of the appropriate age will be enrolled in Tallassee City Schools. A Residency Questionnaire is included in the enrollment packet for each school. The principal or designee sends to the Homeless Liaison the questionnaires of students who could possibly be identified as "homeless". The Homeless Liaison contacts possible homeless parents to determine the designation of "homeless" for the students enrolled in Tallassee City Schools.

Funding for the support of homeless students in Title I schools will be provided through the Title I program at that school. Funding for the support of homeless students in non-Title I schools will be provided through Title I set-aside funds. These funds may be used to purchase instructional supplies, provide health and medical assistance, purchase clothing and hygiene items, and any other purchases requested by the school counselor that can assist the homeless student in remaining in school and succeeding in the academic program.

ESL

All EL programs utilized in Tallassee City Schools are scientifically research-based. Training sessions on implementing Sheltered Instruction and the WIDA Standards are conducted annually by the school system and through attendance of ALSDE trainings. Limited-English Proficient students receive regularly scheduled instructional support with the ESL Resource Teacher. A combination of strategies is used to ensure the acquisition of the academic language: whole language, oral language skills, cooperative learning, and integrated reading.

Tallassee City Schools' Core EL program is centered on the Sheltered Instruction (SI) model in which instruction is delivered by the core content teacher. The objective of the SI model is to ensure the following: core content standards are accessible to all learners; clear communication of grade level, content, and language objectives; active student engagement; building of background knowledge; use of visuals, gestures, paraphrasing, manipulatives, etc.

Tallassee City Schools' Supplemental EL program is based on the English as a Second Language model. The ESL instruction at the elementary and middle school levels is a pullout program. At the high school level, students receive ESL instruction as an elective class for which they receive credit. A variety of materials and equipment are used for instruction. These consist of the EL component of the core

reading program, textbooks, computers, videos, listening stations, games, purchased ESL software and hardware programs, and language development activities.

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

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

The school plan coordinates the following programs to meet schoolwide goals: Research Based Professional Development Activities, Parental Involvement Plan and Title I Programs. Furthermore, professional development is paid for through federal, state, and local funds.

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.

FEDERAL

Title I - This program provides the resources for all students to meet academic achievement. The goal of Title I is to place highly qualified teachers in every classroom and to provide a well-integrated program, a variety of instructional materials, methods, and activities that reflect individual student needs and interests.

Title II - This program provides resources for professional development expenses including registration fees, travel, and substitutes.

Title VI - This program provides money for a full-time LPN.

E-Rate - This money comes from a federal program that provides a rebate of telephone charges and gives the money back to the schools.

This money helps fund our school's technology program.

Child Nutrition Program - This program provides nutritional breakfast and lunches to students as well as to qualifying students through the free/reduced program.

STATE

At-Risk Programs - These programs allow for the funding of the Alternative School, Drop-out Prevention, and Truancy Intervention for students who have exhibited behavior problems or have neglected academic responsibilities. The money is administered by the central office.

State Enhancement Technology Funds - Technology funds are allocated for support of the computers issued by the county system.

Utilization of these funds varies on an as needed basis.

State Vocational Funds - This money provides for the update and repair of vocational equipment.

LOCAL

PTO - Tallassee Elementary School's PTO, which includes parents, teacher, and community members, raises money annually to provide school improvements and enhancements.

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

The counseling department provides a guest speaker to address the content of bullying with third and fourth grade students. Classroom teachers have supported the school with daily character education from the program, Character at Heart. The school district has an approved SY 2015-2016

student code of conduct, discrimination and harassment policies. The school has a comprehensive safety plan that is required by the state with scheduled mandatory drills that address fire, violent acts and inclement weather. Health, nutrition, and wellness is a district and school-wide focus and Tallassee Elementary abides local, state and federal services to assist the well-being of all students.

Component 10: Evaluation

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

The school analyzes results from parent, teacher, and student surveys as well as student achievement data.

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?

We revise our ACIP plan as needed based on the results of our assessment data. If we need to modify our goals, we meet to discuss our AMOs and resources that can be used to help reach our goals. Teachers work on grade level to assess strengths and weaknesses to improve instruction for the following year. The principal presents schoolwide results at faculty meetings. All student data is discussed monthly during data meetings.

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

The school analyzes test data (pre/post tests) to determine whether the program was effective. We use that same information to determine which students are at risk. These students are identified and receive appropriate services to improve academic achievement.

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

The Title I teachers, grade level teams, instructional support team, and administrators disaggregate and analyzed current data from various sources: DIBELS, Scantron, and Aspire. After reviewing the data patterns, strengths and gaps between subgroups were identified to determine our area(s) of concern. Once those areas are identified, we as a team make necessary adjustments to minimize those gaps.

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

We will continue to work on the goal regarding professional development. We are offering a variety of PD sessions for teachers to partake in and receive materials that can be utilized within the classroom. For example, they have received center activities that can be used in small group. Also, K-2 received an online math resource to assist in math instruction.

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

We are continuing with most of our goals from last year. With that said, we have decided to add additional activities to our goals. For example, we will be incorporating enrichment nights. On these nights, parents will be able to get a glimpse of what is transpiring in their

child's classroom. For report card pick-up day, we are providing an informative DIBELS session where K-2 parents will be provided an in-depth one-on-one session regarding this assessment. Also, they will be provided information on how to interpret their child's results and strategies on how parents can assist their child at home.

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	50.59	55.0	2,274,734.00
Administrator Units	1.00	1.0	89,500.00
Assistant Principal	1.00	1.0	73,387.00
Counselor	1.50	1.0	59,834.00
Librarian	1.00	1.0	48,675.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	3,514.00
Professional Development	0.00	0	3,514.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	20,592.00
Library Enhancement	0.00	0	1,171.00
Totals			2,574,921.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	308096.68

Provide a brief explanation and breakdown of expenses.

\$203,046-----Salaries for 3 Teachers & 3 IAs

\$91,336----- Benefits for 3 Teachers & 3 IAs

\$5,714.68-----Materials & Supplies

\$6,000-----PD

\$1,000-----EL

\$1,000-----Parental Involvement

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.	995.0

Provide a brief explanation and a breakdown of expenses.

\$995-----PD (Edivate)

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.	160000.0

Provide a brief explanation and a breakdown of expenses.

\$ 103,517-----Salaries & Benefits for 1 Director, 1 Site Coordinator, 6 Teachers, 1 Community Aide, 3 Student Counselors, and 1 Bus Driver

\$ 3,000-----Professional Development

\$ 397-----Materials & Supplies

\$ 970-----Non-Capitalized Equipment

\$ 3,000-----Transportation

\$ 8,000-----In-State Field Trips

\$ 4,887-----Out of State Field Trips

\$ 500-----Advertising

\$ 28,929-----Contracted Services

\$ 1,000-----EZ Reports

\$ 4,800-----External Evaluator

Local Funds

Label	Question	Value
1.	Provide the total	8386.0

Provide a brief explanation and breakdown of expenses

8,386.00 - Local teacher

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.

We held the required annual meeting of Title I parents on August 6, 2015 at 11:00a.m. and 4:00p.m. Parents were notified of the meeting through radio, district website, and newspaper.

Topics discussed at this year's meeting consisted of:

- *What it means to be a Title I School
- *Requesting qualifications of your child's teacher
- *Introduction of Parent Leaders/ Contacts
- *Notifications of teachers who are not highly qualified
- *The Annual Evaluation of the Parental Involvement Plan
- *Opportunities to share in decision making
- *How Title I parents may have Involvement
- *Why we did not receive the 1% set aside for parental involvement

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.

The Title I meeting was held on August 6th, 2015 at 11:00a.m. and 4:00p.m. During the Title I meeting, the CIP was explained and opportunities for parental involvement were discussed. The allocation of funds and how they are used was also explained. Title I teachers sent letters home to parents introducing themselves and describing the intervention program that they will implement.

Parental Involvement

Tallassee City Schools, in cooperation with parents, has developed a district wide Parental Involvement Policy. The policy addresses composition of the Title I Committee, duties of Title I committee members, obligations of the committee to the parents, guidelines for meetings, requirements of the Title I program, and avenues for distribution of timely information.

The Title I program implements a program called Committees Count which allow parents an opportunity to serve on a committee that plans specific activities throughout the school year. Parent Resources are located in the media room and are available to be checked out by parents for their use at home with their children to improve student achievement.

of the parent survey and program evaluation. Parents are invited by letter to attend the annual Federal Programs Advisory Council planning meeting to provide input into the program planning, budgeting, and evaluation.

Parents of students in a Title I School (TES) may make and submit their comments of dissatisfaction with the Title I program, the Continuous Improvement Plan and /or the School Parent Involvement Policy and plan to the Title I Coordinator. Parents should receive a response within 30 days following the receipt of written complaint.

A key component of the Tallassee Elementary School Title I program is the School-Parent Compact. The purpose of the compact is to build and foster the development of a school-parent partnership to help all children achieve the state's high standards. Responsibility for improved student achievement will be shared by parents, the child, and the teachers. It is the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective environment that enables the children to meet the state's student performance standards. Each parent is responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

The compacts are completed at the beginning of each school year and are maintained at the school for use by teachers in working with Title I participating students and parents.

Tallassee Elementary School personnel shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children by providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Groups

Home Language surveys are administered to the parents of all English and Non-English speaking students during enrollment to identify those students who are EL. Those who indicate a primary language other than English are given the W-APT to determine the student's level of proficiency. If the student shows weakness in speaking, reading, or writing English, the student will be served. All EL students receive daily instruction with a resource teacher in addition to any other services they qualify for such as Title I, Gifted, or Special Education Services. Tallassee Elementary School has a Title I teacher who focuses on instruction for EL students, Southside Middle School and Tallassee High School both have Special Education Teachers who work with EL students.

Services for other populations (i.e. disabilities, migratory, immigrant, neglected, delinquent youth, and homeless) are coordinated and integrated to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. These students are eligible for services using the same criteria applied to all other students.

Evaluation, placement, and notification to the parents of students with special needs will be conducted in accordance with the mandates of the Individuals with Disabilities Education Improvement Act 2004 (IDEA/Special Education), Gifted, English as a Second Language (ESL)and/or English language learners (ELL), and Section 504.

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.

All teachers are required to have a class website to communicate with parents. Some of the information includes skills being taught, announcements of events, assignments, and activities that are available. Weekly newsletters are sent home. Some teachers are using the "Remind" app to keep parents informed.

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).

The school parent compact is reviewed and updated annually. The compact is distributed and explained to parents on the Report Card Day at the end of the first nine weeks grading period. The parent, student, and teacher sign the compact stating they will do their part to ensure the best possible academic success of each student.

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The Title I program implements a program called Committees Count which allow parents an opportunity to serve on a committee that plans specific activities throughout the school year. Parent Resources are located in the media room and are available to be checked out by parents for their use at home with their children to improve student achievement.

Parents participate in the planning of the Title I program through their attendance at the Title I parent meetings and through their completion of the parent survey and program evaluation. Parents are invited by letter to attend the annual Federal Programs Advisory Council planning meeting to provide input into the program planning, budgeting, and evaluation.

Parents of students in a Title I School (TES) may make and submit their comments of dissatisfaction with the Title I program, the Continuous Improvement Plan and /or the School Parent Involvement Policy and plan to the Title I Coordinator. Parents should receive a response within 30 days following the receipt of written complaint.

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The compacts are completed at the beginning of each school year and are maintained at the school for use by teachers in working with Title I

participating students and parents.

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Groups

Home Language surveys are administered to the parents of all English and Non-English speaking students during enrollment to identify those students who are EL. Those who indicate a primary language other than English are given the W-APT to determine the student's level of proficiency. If the student shows weakness in speaking, reading, or writing English, the student will be served. All EL students receive daily instruction with a resource teacher in addition to any other services they qualify for such as Title I, Gifted, or Special Education Services. Tallassee Elementary School has a Title I teacher who focuses on instruction for EL students, Southside Middle School and Tallassee High School both have Special Education Teachers who work with EL students.

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Evaluation, placement, and notification to the parents of students with special needs will be conducted in accordance with the mandates of the Individuals with Disabilities Education Improvement Act 2004 (IDEA/Special Education), Gifted, English as a Second Language (ESL)and/or English language learners (ELL), and Section 504.

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

Parents are encouraged to complete the online survey during "Report Card Pick Up" day last year and we will follow the same process for this current academic year. A survey is conducted annually. Evaluations are also conducted at the end of each event for suggestions and comments.

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)

Tallassee Elementary will accomplish this by training the parents in the understanding of the state and local academic achievement and assessment standards as well as how to monitor their child's progress and how to work with their child's teacher at the grade level

enrichment nights. The parents receive an overview of procedures and information through a power point presentation presented by the principal. The parents will also be able to meet their child's teacher at Open House that is held before the first day of school. They will learn about the individual class assessments and what their role will be in helping their child succeed. On Report Card Pick Up Day the parents will be given information on how to contribute to their child's success. Such information will include: being actively involved with monitoring attendance, homework completion, and communication between teacher and parents. Parents will be encouraged to answer emails, notes, and telephone calls.

Report Card Pick Up Day will be held after the first nine weeks. Teachers will schedule conference times during that day so that they may discuss the student's progress with the parent and voice concerns and ways that parents may help their child to acquire academic success. Promotion guidelines will be discussed during this conference time so that parents may know what is expected of their child in order to be promoted to the next grade. Parents will be expected to sign the promotion guideline documenting that they have read and understand the guidelines.

We will work diligently to ensure that all parent materials align with our identified goals. One of the goals is to increase the percentage of first and second grade students who benchmark on the DIBELS NEXT testing. Throughout the year parents will receive notices informing them of the dates of the tests. Parents in Kindergarten through 4th grade will receive a DIBELS NEXT report in the fall, winter, and spring.

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)

Information is also available when we have Enrichment Nights for each grade level. Students are given access to our Reading and Math programs via online. This is to be used for additional support at home. Parents will be reminded by teachers to use this available resource.

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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)

Teachers are encouraged to involve as many parents as possible by providing fun family activities such as: Grade Level Enrichment Nights, Fall Festival, Jump Rope for Heart, Muffins for Mom, Donuts for Dads, and the Freedom Walk. In the spring the Parental Involvement Coordinator invite volunteers to an Appreciation Luncheon to communicate to the volunteers and our community that we acknowledge the difference that they make in our school.

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

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

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

Our federal programs coordinator helps with funds necessary to have parent involvement programs. We also have parental involvement coordinator on campus. They work together with our school administration to sponsor activities and programs. We have literature, books, and DVDs on parenting available in the school media center. Parents are encouraged to take or check out materials.

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)

Invitations are sent for all events and the teacher reminds students on her newsletter and or website of important events that the school is sponsoring such as orientation for each grade level. School Cast is used to remind parents of school events. Interpreters are obtained if necessary for individual meetings. We do utilize the TransAct website to translate documents required by NCLB. Information is in the TES handbook.

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)

Teachers are available for parent conferences during their planning time and after school. If a parent request information or meetings, we are happy to provide what is necessary.

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.

The EL teacher and federal programs coordinator discussed ways that can involve the parents of the EL students. We use an interpreter for parents of EL students and parents when needed. The TransAct website is used for interpretation when necessary. For deaf parents we contract with interpreters for the Janice Capilouto School for the Deaf when needed.