ACIP

Monroeville Elementary School

Monroe County Board of Education

Mrs. Amy McCrory, Principal
297 South Mount Pleasant Avenue
Monroeville, AL 36460

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

ACIP Assurances

ACIP Goals 2014-2015

Strategies to Increase Parental Involvement

Title I Schoolwide Diagnostic

Coordination of Resources-Comprehensive Budget

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?

Community Characteristics

Community characteristics and demographics information were compiled from the 2010 Census for Monroe County in Alabama. Monroe County's 2012 population is estimated at 22,602. There has been a gradual decrease in population since 2000. The following chart shows this information:

Year Population Change
Since 2000 Year-to-Year Change
2010 23,068 -5.16% +3.03% since 2009
2009 22,389 -7.96% -1.14% since 2008
2008 22,648 -6.89% -0.49% since 2007
2007 22,759 -6.43% -0.99% since 2006
2006 22,986 -5.5% -0.79% since 2005
2005 23,169 -4.75% -0.78% since 2004
2004 23,351 -4% -0.77% since 2003
2003 23,532 -3.26% -1.14% since 2002
2002 23,803 -2.14% -0.84% since 2001
2001 24,004 -1.32% -1.32% since 2000

2000 24,324 The Last Census

Monroe County has a median value or owner-occupied units of $77,900 with 11,276 housing units. The Census determined that Monroe County has 2.57 person households and the median household income is $29, 849, which is almost half of the state average. The Census also identified 26.9 percent of the people are living below the poverty level in Monroe County. The racial makeup of Monroe County includes the following:

White 55.4%
Black, African American 41.4%
Asian 0.4%
American Indian, Alaskan Native 1.3%
Persons reporting two or more races 1.5%
Hispanic or Latino 1.1%

According to the Census, there are 75.4 percent of high school graduates living in Monroe County and 10.4 percent holding a bachelor's degree or higher.

School Characteristics

In the Fall of 2012, Monroeville Elementary School combined, in part, with Monroeville Middle School receiving grades 3 and 4. Grade 5 combined with Monroeville Junior High School's 6-8 and dissolved the formal name of Monroeville Junior High School, to become Monroeville Middle School. Monroeville Elementary School was then comprised of grades pre-K - 4th with a total of 615 students.

Monroeville Elementary School is one of three city schools, yet still considered rural in Monroeville, Alabama. There has been a decline in enrollment for the past several years, due to industry moving and closing in our immediate area. The current enrollment is 607, which includes 325 males and 282 females. Three students are Asian, one is Pacific Islander, one is not specified, seven are multi-race, 128 are white and 467 are African American. There are 65 faculty members (1 librarian, 1 counselor, 3 PE teachers, 5 special education teachers, 30 classroom teachers). Additionally, MES has 2 administrators, and 22 support staff (one secretary, one bookkeeper, one nurse, 5 cafeteria workers, 3 custodians, and 11 instructional aides).

Free-Reduced Lunch Eligibility

2010-2011 - 87%
2011-2012 - 90%
2012-2013 - 87%
2013-2014 - 85%
2014-2015 - 92 %

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.

Our purpose at Monroeville Elementary School is to develop motivated, life-long learners and provide them with the skills necessary to become well-rounded, productive citizens. We, as dedicated professionals, will provide developmentally appropriate services and resources in a safe and orderly environment conducive to learning.

Our Staff Believes:

Learning is a lifelong process.

Everyone can learn, achieve, and succeed.

Everyone deserves the opportunity to make appropriate decisions and develop hie or her unique talents.

Everyone deserves a safe and comfortable environment conducive to learning and decision making.

Everyone is a valued individual with unique physical, social emotional and intellectual needs.

Self-esteem is enhanced by positive relationship and mutual respect.

Everyone learns best when engaged in developmentally appropriate learning activities with challenging expectations.

Everyone shares the responsibility for the support of the school's mission.

Cultural diversity increases student understanding of different people and cultures and enriches the learning and teaching environment.

In partnership with our stakeholders, the Monroe County Board of Education is fully obligated to provide educational opportunities of highest quality and academic excellence in safe and orderly learning environments for all Monroe County Public School students, preparing them to achieve their highest potential as learners and citizens.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements:

We are a fully accredited K-4 school.

We also have a high-quality preschool program for four year olds.

We are an Alabama Reading First Initiative School, an Alabama Reading Initiative (ARI) School.

MES has a very active PTO.

MES Consistently has made AYP.

Mrs. Kimberly Grayson - Teacher of the Year 2008-2009

Mrs. Rhonda Burch - Teacher of the Year 2013-2014

Mrs. Rebecca Soumeillan - Monroe County Teacher of the Year 2014

MES teachers are participating in PLCs for both Math and Science.

All classroom teachers have a Smart Board used to integrate technology into their lessons and instruction.

Additional Information

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

The staff at MES provides a student-focus environment that challenges students to achieve with the support of the teachers and staff. Parents are actively involved through the PTO.

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.

Administrators, Teachers, parents, and business owners, met together to discuss the results from the Spring and Fall, 2012 and 2013 state assessments, professional development information, school demographic information and other cultural factors such as free and reduced lunch. During this meeting, goals were agreed upon and written into the ACIP in order to improve the achievement of all stakeholder groups and improve the professional learning of the faculty and staff.

Parents were invited to give input about the CIP at the Title I Parent meeting in Sept. 2014. Furthermore, morning parent meeting are scheduled for each Wednesday in October to encourage parent collaboration in planning for success. Stakeholders from the community will be included in the continuous improvement process by participating in a CIP work session. Members of the community including parents, business leaders, and community leaders will take part in meetings to assist with planning.

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

Principal - Amy McCrory
Assistant Principal - Teresa Bullard
Counselor - Candice Barnes
Librarian/Technology - Karen Robinson
Parent - Bakeisha Fountain
Teacher - Amanda Brantley
Teacher - Pam Dean
Teacher - LaTonya Watson
Teacher - Christi Wiggins
Teacher - Stephanie Johnson
Teacher - Jeff Myers
Teacher - Darnell Jordan
Community Stakeholder - Jeff Kirchharr
Community Stakeholder - Woody Bullard

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

PTO Meetings
Facebook

School Website

Parent Advisory Committee

Family Fun Nights

Newsletters

WMFC Radio Spotlight on Education

By utilizing the various avenues of communication, we strive to reach as many parents and stakeholders as possible. In this way, we can encourage participation in school activities and sharing of ideas for school improvement.

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	MES completed the Early Elementary, Elementary, and Staff surveys. We did not complete the ASSIST survey for parents for this section. The Title I Parent Survey was used instead. Another survey through Survey Monkey was used at parent meetings in October to get feedback from parents.	2014 Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

Areas of Notable Achievement

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

Purpose and direction

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

Purpose and direction
Resources and Support

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

Resources and support are found to be an area of consistent satisfaction on other feedback sources.

Areas in Need of Improvement

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

Teaching and learning was low in comparison for staff. The challenges of new reading and math standards have many teachers spending much time preparing for instruction. With support and professional learning sessions, teachers will become more familiar with and comfortable implementing these CCR Standards.

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

None

What are the implications for these stakeholder perceptions?

The implications include continued support for both teachers, students and parents in understanding the CCRS and the more rigorous assessments being used. Furthermore, planning to maintain new technology resources is an implication of which we will be mindful.

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

Other staff surveys and feedback from professional learning session have provided consistent findings with the need to provide continued support for teachers in implementing the CCRS and in utilizing technology to meet the needs of students.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5

Sections
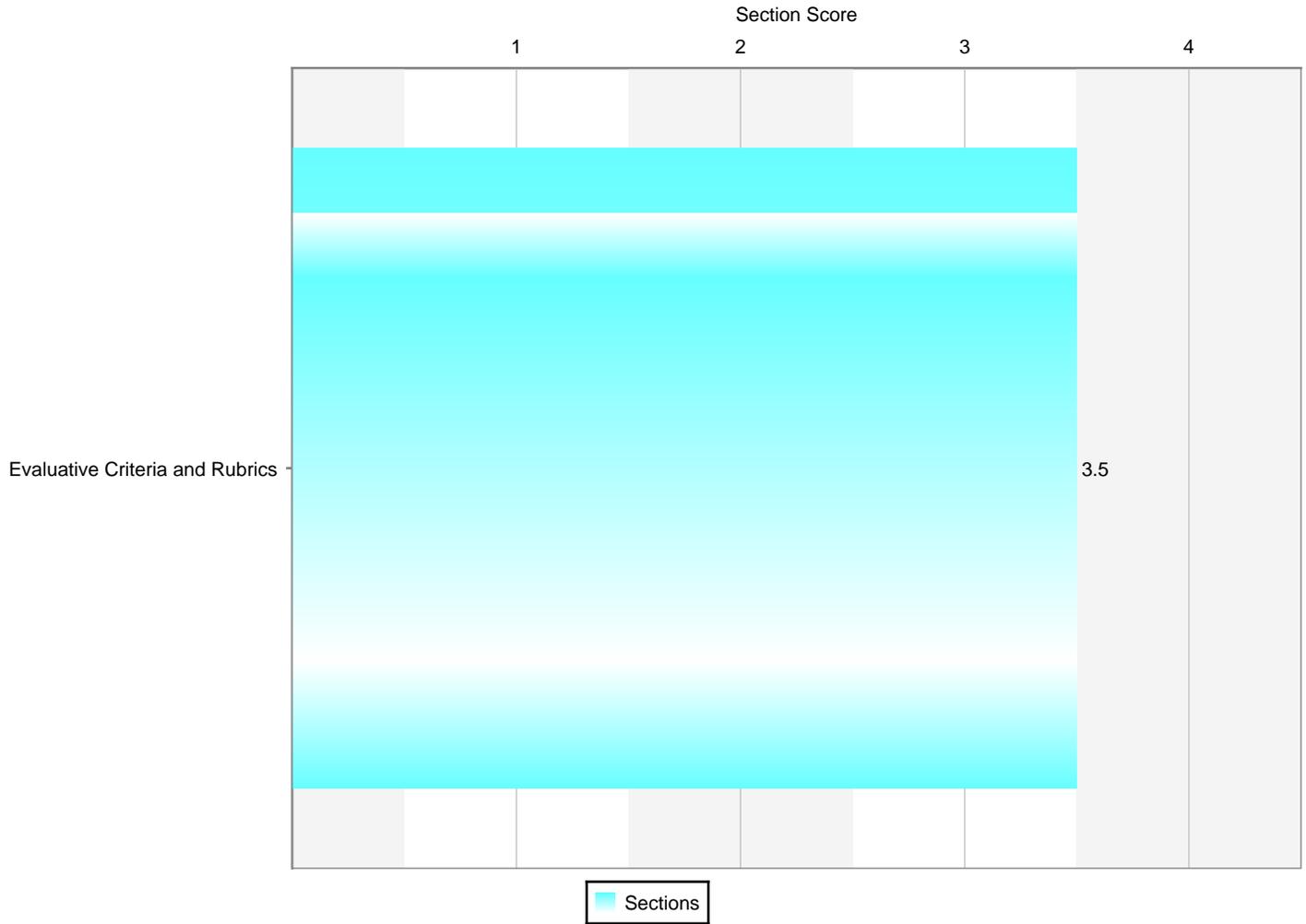
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	A student performance spreadsheet containing information from STAR, Classworks, and DIBELS is attached. The information included at-risk students identified at MES.	Kinder Data Grade 1 Grade 2 Grade 3 Grade 4

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

According to the STAR Reading scores for Fall 2014, our second grade students performed at a grade equivalency of 2.3 which is slightly above the expected level of performance.

Second grade students participating in the Reading is Fundamental testing scored at 3.2 grade equivalency. Even though MES serves a high percentage of students living in poverty (89% free/reduced lunch), our students scored the same as a more affluent school in the district on this assessment.

The students leaving first grade and moving to second grade are better prepared than those transitioning from other grade levels. This grade level is to be commended for the collaborative way these teachers plan instruction for students.

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

According to the STAR Reading scores for Fall 2014, our second grade students performed at a grade equivalency of 2.3 which is slightly above the expected level of performance.

Second grade students participating in the Reading is Fundamental testing scored at 3.2 grade equivalency. Even though MES serves a high percentage of students living in poverty (89% free/reduced lunch), our students scored the same as a more affluent school in the district on this assessment.

The students leaving first grade and moving to second grade are better prepared than those transitioning from other grade levels. This grade level is to be commended for the collaborative way these teachers plan instruction for students.

All classrooms have technology resources available to enhance instruction. Teachers are continuing to grow professionally in using this technology in instruction. Students utilize computer labs, software programs, iPads, Smart Boards, and other resources to enhance learning.

Which area(s) indicate the overall highest performance?

The students transitioning from 1st grade to 2nd are performing at or above the expected level in both reading and math.

On the ASPIRE assessment, the math is a strength over the reading subtest. The female subgroup score higher in math and reading on the ASPIRE. The 3rd grade level scored higher on both reading and math than other grade levels.

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

The gap between white students and black students in math is closing as indicated on the ASPIRE assessment. It is less than 10%

difference in the groups.

Between which subgroups is the achievement gap closing?

Third is showing less of an achievement gap than 4th grade.

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

Our data from ASPIRE, Classworks, and STAR is consistent.

Areas in Need of Improvement

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

Seventy-three students in 3rd grade last school year are in need of support according to the ASPIRE results. Furthermore, our Classworks universal screening report showed a large number of rising first graders in need of intervention.

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

The reading scores show a negative trend as students progress through our school. Students score below grade level on STAR more often as they move to the higher grades.

Which area(s) indicate the overall lowest performance?

Reading for 3rd and 4th grade

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

Grades 3 and 4

Between which subgroups is the achievement gap becoming greater?

Grades 3 and 4

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

Our findings are consistent with all data sources to include Classworks, STAR, and ASPIRE.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3
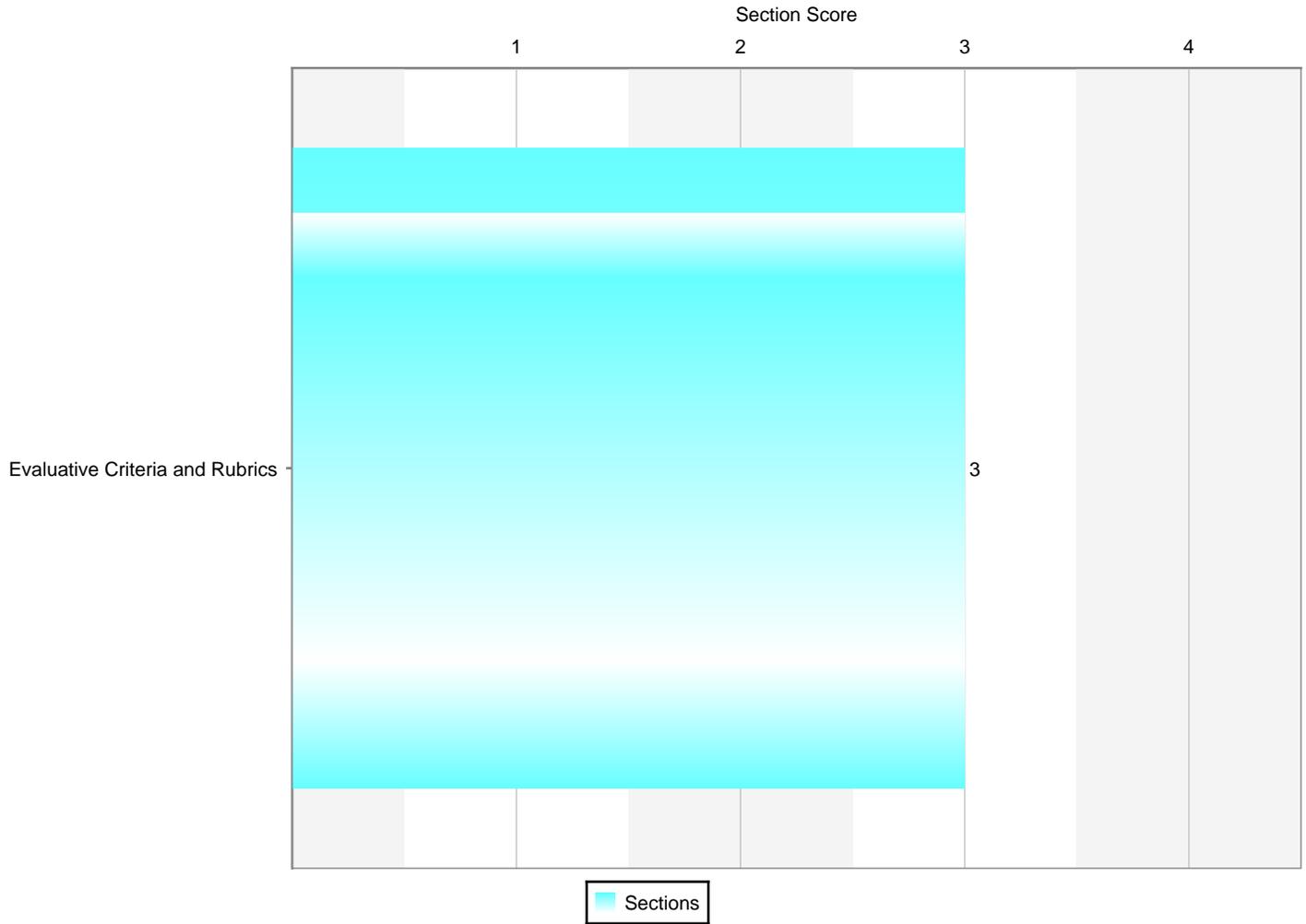
☐ Sections

ACIP Assurances

Introduction

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

ACIP Assurances

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	The team met on various days to gather information and work toward the completion of the plan. Team members were charged with the task of meeting with the grade level before meetings in order to communicate the suggestions and ideas of all staff members. Parent representatives were also involved in the planning process for the CIP. Opportunities for parent input include the Title I Parent Meeting, PTO Meetings, and the PTO planning committee meetings. A suggestion box was also made available to parents at the main entrance of the school.	

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	The Monroe County Board of Education policy is consistent with the federal laws and regulations of the U.S. Department of Education. Monroeville Elementary School operates under this policy.	

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	Amy McCrory 297 South Mount Pleasant Ave. Monroeville, AL 36460 251-743-3474	

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		

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	The attached compact was revised in the Spring of 2014. Parents received the revised compact with other paperwork at the beginning of the 2014-2015 school year.	Parent - School Compact

ACIP Goals 2014-2015

Overview

Plan Name

ACIP Goals 2014-2015

Plan Description

ACIP 2014-2015

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master state standards.	Objectives: 1 Strategies: 1 Activities: 5	Academic	$48408
2	All instruction at MES will be performed by highly qualified teachers.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
3	Intervention stategies will be provided for eligible students.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	All new teachers at Monroeville Elementary School will participate in the district-wide mentoring program.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	All MES teachers, administrators, paraprofessionals, and parents will be provided professional development opportunities.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$3243
6	All students at MES will be provided instruction aligned to Alabama College and Career Ready Standards.	Objectives: 2 Strategies: 4 Activities: 7	Academic	$12800
7	All students performing below grade level at MES will be provided supplemental instruction based on instructional needs.	Objectives: 1 Strategies: 5 Activities: 9	Academic	$250612
8	All teachers and students will participate in the building of leadership skills in students at Monroeville Elementary School.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$800

Goal 1: All students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master state standards.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency to utilize available technology in engaging activities in Reading by 05/22/2015 as measured by classroom walk-throughs, lesson plans, technology standards checklist, and student assessments.

Strategy 1:

Instructional Technology - Teachers and students will use instructional technology to engage in learning.

Activity - Smart Board Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers engage students in instruction by utilizing Smart Boards for teaching, practice, remediation, and enrichment. Lesson plans, classroom snapshots and walk throughs, and students assessments will provide evidence of this activity.	Technology	08/06/2014	05/22/2015	$6000	Title I Part A	Technology Site Coordinator and teachers

Activity - iPad Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use iPads to engage students in instruction and to motivate students in learning endeavors.	Technology	08/11/2014	05/22/2015	$6000	Title I Part A	Technology Site Coordinator, teachers, and instructional coaches

Activity - Technolgy Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the technology lab to use instructional programs for reinforcement, remediation, and enrichment. Mini labs within classrooms will also be used in this manner. Items needed may include headphones and other accessories in addition to hardware, software, and updating of equipment.	Technology	08/11/2014	05/22/2015	$5000	Title I Part A	Teachers, interventionist, and technology site coordinator

Activity - Portable Laptop Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A portable laptop cart will be made available to teachers and students. The portable lab will be used for classroom research projects, quarterly assessments, enrichment and intervention.	Academic Support Program	11/03/2014	05/28/2015	$21608	Title I Part A	Technology Site Coordinator, teachers, administrators

Activity - Additional School Copier Machines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to additional copiers in order to prepare lessons and data reports to provide effective instruction to students.	Technology	08/06/2014	05/28/2015	$9800	Title I Part A	Administrators, school bookkeeper, teachers

Goal 2: All instruction at MES will be performed by highly qualified teachers.

Measurable Objective 1:

collaborate to ensure that we hire and maintain quality personnel by 05/21/2014 as measured by 100% highly qualified teachers.

Strategy 1:

Research the candidate - We will take time to completely research all candidates, check backgrounds and references, and be sure to hire quality teachers.

Activity - Interview	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interview	Recruitment and Retention	08/19/2013	05/21/2014	$0	State Funds	Principal, Assistant Principal, and Superintendent

Activity - Individual Planning for Achieving HQ Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One teacher at MES does not currently meet the requirements for highly-qualified as detailed in No Child Left Behind. While the teacher has spent several years as a classroom teacher, she left the classroom for several years to serve as a Library Media Specialist. The teacher and principal are working together to complete and submit documentation in the HOUSSE portfolio to have this teacher achieve high qualified status. The parents were also mailed a letter to inform them of this teacher's highly qualified status. The principal and teacher will have frequent meetings to ensure completion of the HOUSSE portfolio.	Recruitment and Retention	09/01/2014	12/19/2014	$0	Title II Part A	Principal, Non-HQ Teacher, Central Office Support Staff, and Federal Programs Director

Goal 3: Intervention stategies will be provided for eligible students.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency in grade level material in Reading by 05/21/2014 as measured by student tests scores, teacher observation, and report cards.

Strategy 1:

Identify student needs - Students will be accessed several times during the year to determine if they need additional resources.

Activity - RTI Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Meetings are held once a month to collaborate with teachers, evaluate test results and student portfolios to determine if additional services are needed.	Academic Support Program	08/19/2013	05/21/2014	$0	No Funding Required	Principal, Assistant Principal, Teachers

Goal 4: All new teachers at Monroeville Elementary School will participate in the district-wide mentoring program.

Measurable Objective 1:

collaborate to support new teachers in our schools by 05/21/2014 as measured by classroom observations, administrative conferences with the teacher, and mentoring workshop attendance.

Strategy 1:

New Teacher Mentoring - New teachers and mentees will meet monthly to assess teacher progress and learn new strategies for instructional purposes.

Activity - Snapshot Walk-through	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will perform snapshot walk-throughs to assess the effectiveness of the mentoring program.	Professional Learning	08/19/2013	05/21/2014	$0	Title II Part A	Mr. Melvin Preyer and school mentors and mentees

Goal 5: All MES teachers, administrators, paraprofessionals, and parents will be provided professional development opportunities.

Measurable Objective 1:

collaborate to improve the home and school connection by 05/22/2015 as measured by staff and parent surveys, observations, and meeting attendance .

Strategy 1:

PTO Meetings - PTO Meetings will be provided throughout the year to allow parents an opportunity to learn more about the school, curriculum, and services provided.

Activity - Homework Help	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homework help tips are provided for parents	Parent Involvement	08/19/2013	05/21/2014	$0	No Funding Required	Principal, Assistant Principal, Teachers, and Parents

Strategy 2:

Parent Engagement Sessions - Parents will provide feedback at several meetings about areas of interest for parenting/family classes and engagement opportunities.

The school will partner with local agencies and community groups to provide learning session at the school and in communities in which the parents live and work.

Materials for the session will be provided through the parent involvement funds.

Research Cited: Educational Leadership: May 2011 | Volume 68 | Number 8, Schools, Families, Communities Pages 10-14, Involvement or Engagement? by Larry Ferlazzo

Activity - Parent Engagement Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided information and engagement opportunities to address areas identified through parent survey and feedback from PTO and other parent meetings.	Parent Involvement	11/10/2014	05/29/2015	$3243	Title I Part A	Administrators, school counselor, lead teachers

Goal 6: All students at MES will be provided instruction aligned to Alabama College and Career Ready Standards.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency by engaging in classroom instruction aligned with Alabama College and Career Ready Standards in Reading by 05/22/2015 as measured by STAR assessments, classrrom assessments, ASPIRE, Global Scholar common assessments and Classworks.

Strategy 1:

Strategic Teaching - Teachers will work collaboratively to use the CCRS to plan lessons characterized by the 5 components of strategic teaching. These components are 1 student-friendly outcome, 2 or more instructional practices, 3 parts of the lesson (before, during, and after), 4 steps to explicit instruction (I do, we do, ya'll do, and you do), 5 strategies of active engagement (TWIRL).

Research Cited: http://www2.ed.gov/pubs/triedandtrue/strat.html - Strategic Teaching Project by NREL; The Strategic Teacher: Selecting the Right Research-Based

Strategy for Every Lesson by Harvey F. Silver, Richard W. Strong and Matthew J. Perini

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will provide support for teachers in planning and delivering strategic teaching. Evidence will include sign-in sheets, STIPD documentation, agendas, walk-through snap shots.	Academic Support Program	08/06/2014	05/26/2015	$0	Title I Part A	Instructional Coaches, Curriculum Specialist, Teachers

(shared) Strategy 2:

Professional Learning Sessions - Teachers will participate in professional learning sessions to increase knowledge and understanding of CCRS.

Activity - Training for Insights Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum specialist will provide professional learning opportunities for teachers in utilizing the Insights Tool effectively. Evidence will include STIPD documentation, sign-in sheets/agendas, and teacher notes from spotlight sessions.	Professional Learning	09/15/2014	05/26/2015	$0	Other	Principal, Asst. Principal, Curriculum Specialist, and teachers

Activity - Core Meetings with Grade Levels or Departments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet by grade level and by subject matter to align instruction to CCRS. Vertical alignment of the curriculum will be a focus of these meetings as well as using data from Global Scholar, Classworks, and other assessments to ensure mastery of standards by students. Substitute teachers may be used to allow teachers time for this professional learning.	Professional Learning	08/06/2014	05/28/2015	$2000	Title II Part A	Teachers, instructional coaches, grade level and department chairpersons, adminstrators

Strategy 3:

Informational Text - The students will utilize supplemental informational text to build knowledge through content-rich nonfiction.

Research Cited: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

Activity - Supplemental Content Area Reading Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use supplemental reading materials such as Studies Weekly to develop reading skills in the content areas. Evidence of implementation will include lesson plans, activities in INOW gradebook, walkthrough notes, and classroom snap shots.	Academic Support Program	08/18/2014	05/28/2015	$4000	Title I Part A	Instructional coach, classroom teachers

Activity - Library Media Resources to Promote CCRS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to provide resources to support the 3 key shifts in text that accompany the CCRS implementation, the library media center will provide books and other reading materials to students and teachers. The materials will be focused on content-rich and informational text as well as resources using complex text and academic language. The materials can include literary and informational text utilized to site text evidence as expected by the new College and Career Ready ELA Standards.	Academic Support Program	08/11/2014	05/28/2015	$5000	Title I Part A	Library Media Specialist and teachers

Measurable Objective 2:

70% of All Students will demonstrate a proficiency by engaging in mathematics instruction aligned with the CCRS in Mathematics by 05/22/2015 as measured by STAR assessments, classroom assessments, ASPIRE, Global Scholar common assessments, and Classworks.

(shared) Strategy 1:

Professional Learning Sessions - Teachers will participate in professional learning sessions to increase knowledge and understanding of CCRS.

Activity - Training for Insights Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum specialist will provide professional learning opportunities for teachers in utilizing the Insights Tool effectively. Evidence will include STIPD documentation, sign-in sheets/agendas, and teacher notes from spotlight sessions.	Professional Learning	09/15/2014	05/26/2015	$0	Other	Principal, Asst. Principal, Curriculum Specialist, and teachers

Activity - Core Meetings with Grade Levels or Departments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet by grade level and by subject matter to align instruction to CCRS. Vertical alignment of the curriculum will be a focus of these meetings as well as using data from Global Scholar, Classworks, and other assessments to ensure mastery of standards by students. Substitute teachers may be used to allow teachers time for this professional learning.	Professional Learning	08/06/2014	05/28/2015	$2000	Title II Part A	Teachers, instructional coaches, grade level and department chairpersons, administrators

Strategy 2:

AMSTI PLTs - Teachers will collaborate to study research and implement best practices to improve mathematics and science instruction. Teachers will also collect evidence on the implementation of the selected best practices to use in PLT meetings to improve the instruction given to students. Talk Moves and in-depth understanding of the standards will be a priority for the PLTs.

Research Cited: From Classroom Discussions: Using Math Talk to Help Students Learn by Suzanne H. Chapin, Catherine O'Connor, Nancy Canavan Anderson, Math Solutions, 2003

Activity - Peer-to-Peer Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level facilitators will meet with AMSTI coaches to study and prepare for delivery to peers. Facilitators will deliver professional learning session with grade level teachers. They will discuss research and plan for the implementation of best practices in classrooms. Substitute teachers will be required for sessions during the school day.	Professional Learning	08/06/2014	05/22/2015	$1800	Title II Part A	Grade Level Facilitators, AMSTI coaches, teachers, instructional coaches, and administrators

Activity - Talk Moves	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Talk Moves to express knowledge and understanding of math and science concepts as teachers implement the learning from peer-to-peer and PLT sessions. Videos, meeting minutes on AMSTI template, and evidence in Professional Learning Plans will provide documentation of this activity.	Academic Support Program	09/01/2014	05/22/2015	$0	Title I Part A	Teachers and instructional coaches

Goal 7: All students performing below grade level at MES will be provided supplemental instruction based on instructional needs.

Measurable Objective 1:

A 75% increase of Kindergarten, First, Second, Third and Fourth grade Economically Disadvantaged students will demonstrate a proficiency of improved mastery of grade level standards in Reading by 05/26/2015 as measured by Classworks, STAR assessments, Global Scholar and other standards-based assessments.

Strategy 1:

Individualized Instructional Learning Plans - Students will be assigned standards-based instructional units to address learning needs. Assignment of appropriate units will be based upon the Classworks assessments (universal screener and snap shot) and individuals student needs identified through other assessments.

Research Cited: Using data to guide instruction and improve student learning by Lewis and Madison (http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html)

Activity - Individualized Instructional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support will use Classworks to build skills in identified areas.	Academic Support Program	09/01/2014	05/21/2015	$14500	Title I Part A	Teachers, Interventionist, and paraprofessionals

Activity - Technology Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will utilize the technology lab to use instructional programs for reinforcement, remediation, and enrichment. Mini labs within classrooms will also be used in this manner.	Academic Support Program	08/06/2014	05/22/2015	$6000	Title I Part A	Technology site coordinator, instructional coaches, intervention teacher, and classroom teachers

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the Renaissance Learning program to idenity areas of weakness on the STAR assessments and to monitor reading growth through Accelerate Reading.	Academic Support Program	08/11/2014	05/28/2015	$6026	Title I Part A	Technology Site Coordinator, Administrator, Instructional Coach, Library Media Specialist, and Teachers

Strategy 2:

Small Group Instruction - At-risk students will be provided additional instruction in a small group/individual setting.

Research Cited: Effects of Small-Group Reading Instruction and Curriculum Differences for Students Most at Risk in Kindergarten: Two-Year Results for Secondary- and Tertiary-Level Interventions - Journal of Learning Disabilities March/April 2008 41: 101-114,

Activity - Explicit Intervention Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and interventionist will use the SRA Reading Mastery, Triumphs, Failure Free, Sidewalks, envisions intervention programs to provide explicit instruction to students.Teachers will also utilize reports from Global Scholar to provide instruction to support students who did not score proficient on these assessments.	Direct Instruction	09/01/2014	05/22/2015	$0	Title I Part A	Interventionist, paraprofessionals, teachers, and instructional coaches

Activity - Instructional Support Paraprofessionals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To provide instructional aides in Reading and Math due to instructional need to support student achievement.	Academic Support Program	08/11/2014	05/22/2015	$97441	Title I Part A	Teachers, interventionist, and paraprofessionals

Activity - Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intervention teacher will provide support to the Tier 1 and Tier 2 instruction through small-group instruction with at-risk students. The intervention teacher will also collaborate with teachers and paraprofessionals to create a schedule for providing intervention for students identified by the RtI process and data analysis.	Academic Support Program	08/06/2014	05/29/2015	$52222	Title I Part A	Intervention teacher, classroom teachers, instructional coach, administrators, and paraprofessionals

Strategy 3:

Instructional Collaboration - Instructional coaches including the school-based instructional coach, ARI literacy coach, and AMSTI instructional coaches will assist

teachers in planning and implementing appropriate classroom instruction characterized by strategic lessons and best practices. The instructional coaches will utilize

data from district assessments, instructional snap-shots/walkthroughs, formative assessments, and professional dialogue with teachers and administrators to identify

areas of need and measure success in their coaching sessions with teachers. The instructional coach will serve as a resource for the classroom teacher.

Research Cited: Coaching Classroom Instruction by Marzano and Sims; Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A CaseStudy in

Capacity Building." Paper presented at the American Educational Research Association annual meeting, Chicago.; Instructional Coaching -

http://annenberginstitute.org/pdf/InstructionalCoaching.pdf

Activity - The Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach will collaborate with instructional staff by providing side-by-side modeling of research-based instruction, demonstrating effective instructional techniques with at-risks learners, and assisting in the disaggregating of student data. The instructional coach will provide additional support as needed to support students in their learning.	Academic Support Program	08/06/2014	05/29/2015	$55000	State Funds	Administrative staff and instructional coach

Strategy 4:

Problem Solving Meetings - The teachers will meet with instructional coaches and instructional leaders to identify strategies to assist at-risk students in meeting the

individual learning goals of students.

Research Cited: http://www.rtinetwork.org/learn/what/approaches-to-rti

Activity - Problem Solving Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following the RtI process, teachers will meet by grade level to design plans for increasing mastery of standards for at-risk learners. Teachers will dig into data reports and keep logs of the progress through data binders and a data wall.	Academic Support Program	08/11/2014	05/28/2015	$1500	Title I Part A	Instructional coaches, problem solving teams, administrators

Strategy 5:

8th Period Tutoring Sessions - Students will be provided additional instruction and support on academic standards after school through 8th period tutoring. Students will be identified through the RtI process and teacher referrals for this service.

Research Cited: http://www2.ed.gov/pubs/After_School_Programs/Reading_Programs.html; Research: Afterschool and Expanded Learning Programs:These programs play a vital role in student success.By Sherri Lauver publication - District Administration, March 2012

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided additional instruction and support in mastering the CCRS standards. The students will recieve assistance with teacher/classroom assignment as well as remediation on skills not previously mastered.	Academic Support Program	11/03/2014	05/15/2015	$17923	Title I Part A	8th Period Tutors, RtI Problem Solving Teams, Administrators, Classroom Teachers

Goal 8: All teachers and students will participate in the building of leadership skills in students at Monroeville Elementary School.

Measurable Objective 1:

collaborate to implement the 7 Habits of Highly Effective People and foster leadership characteristics by 05/28/2015 as measured by decreased discipline referrals.

Strategy 1:

The Leader in Me Book Study - Teachers will read and participate in a book study of The Leader in Me by Stephen Covey.

Research Cited: http://www.theleaderinme.org/what-are-the-results; : The Leader in Me: Promising Results - http://innocademy.com/blog/wp-content/uploads/leader-in-me-research.pdf

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a knowledge of the 7 Habits in Covey's book entitled "The Leader in Me".	Behavioral Support Program	01/06/2015	04/30/2015	$800	Title I Part A	Administrators, teachers, and instructional staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
The Instructional Coach	The instructional coach will collaborate with instructional staff by providing side-by-side modeling of research-based instruction, demonstrating effective instructional techniques with at-risks learners, and assisting in the disaggregating of student data. The instructional coach will provide additional support as needed to support students in their learning.	Academic Support Program	08/06/2014	05/29/2015	$55000	Administrative staff and instructional coach
Interview	Interview	Recruitment and Retention	08/19/2013	05/21/2014	$0	Principal, Assistant Principal, and Superintendent
				Total	$55000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	Teachers will develop a knowledge of the 7 Habits in Covey's book entitled "The Leader in Me".	Behavioral Support Program	01/06/2015	04/30/2015	$800	Administrators, teachers, and instructional staff
Portable Laptop Lab	A portable laptop cart will be made available to teachers and students. The portable lab will be used for classroom research projects, quarterly assessments, enrichment and intervention.	Academic Support Program	11/03/2014	05/28/2015	$21608	Technology Site Coordinator, teachers, administrators
Explicit Intervention Instruction	Teachers and interventionist will use the SRA Reading Mastery, Triumphs, Failure Free, Sidewalks, envisions intervention programs to provide explicit instruction to students.Teachers will also utilize reports from Global Scholar to provide instruction to support students who did not score proficient on these assessments.	Direct Instruction	09/01/2014	05/22/2015	$0	Interventionist, paraprofessionals, teachers, and instructional coaches

Smart Board Implementation	Teachers engage students in instruction by utilizing Smart Boards for teaching, practice, remediation, and enrichment. Lesson plans, classroom snapshots and walk throughs, and students assessments will provide evidence of this activity.	Technology	08/06/2014	05/22/2015	$6000	Technology Site Coordinator and teachers
Library Media Resources to Promote CCRS	In an effort to provide resources to support the 3 key shifts in text that accompany the CCRS implementation, the library media center will provide books and other reading materials to students and teachers. The materials will be focused on content-rich and informational text as well as resources using complex text and academic language. The materials can include literary and informational text utilized to site text evidence as expected by the new College and Career Ready ELA Standards.	Academic Support Program	08/11/2014	05/28/2015	$5000	Library Media Specialist and teachers
After School Tutoring	Students will be provided additional instruction and support in mastering the CCRS standards. The students will recieve assistance with teacher/classroom assignment as well as remediation on skills not previously mastered.	Academic Support Program	11/03/2014	05/15/2015	$17923	8th Period Tutors, RtI Problem Solving Teams, Administrators, Classroom Teachers
Additional School Copier Machines	Teachers will have access to additional copiers in order to prepare lessons and data reports to provide effective instruction to students.	Technology	08/06/2014	05/28/2015	$9800	Administrators, school bookkeeper, teachers
iPad Implementation	Students and teachers will use iPads to engage students in instruction and to motivate students in learning endeavors.	Technology	08/11/2014	05/22/2015	$6000	Technology Site Coordinator, teachers, and instructional coaches
Instructional Coaching	Instructional coaches will provide support for teachers in planning and delivering strategic teaching. Evidence will include sign-in sheets, STIPD documentation, agendas, walk-through snap shots.	Academic Support Program	08/06/2014	05/26/2015	$0	Instructional Coaches, Curriculum Specialist, Teachers
Talk Moves	Students will use Talk Moves to express knowledge and understanding of math and science concepts as teachers implement the learning from peer-to-peer and PLT sessions. Videos, meeting minutes on AMSTI template, and evidence in Professional Learning Plans will provide documentation of this activity.	Academic Support Program	09/01/2014	05/22/2015	$0	Teachers and instructional coaches
Individualized Instructional Learning Plan	Students needing additional support will use Classworks to build skills in identified areas.	Academic Support Program	09/01/2014	05/21/2015	$14500	Teachers, Interventionist, and paraprofessionals

Instructional Support Paraprofessionals	To provide instructional aides in Reading and Math due to instructional need to support student achievement.	Academic Support Program	08/11/2014	05/22/2015	$97441	Teachers, interventionist, and paraprofessionals
Technology Lab	Students will utilize the technology lab to use instructional programs for reinforcement, remediation, and enrichment. Mini labs within classrooms will also be used in this manner.	Academic Support Program	08/06/2014	05/22/2015	$6000	Technology site coordinator, instructional coaches, intervention teacher, and classroom teachers
Intervention Teacher	An intervention teacher will provide support to the Tier 1 and Tier 2 instruction through small-group instruction with at-risk students. The intervention teacher will also collaborate with teachers and paraprofessionals to create a schedule for providing intervention for students identified by the RtI process and data analysis.	Academic Support Program	08/06/2014	05/29/2015	$52222	Intervention teacher, classroom teachers, instructional coach, administrators, and paraprofessionals
Technolgy Lab	Students will utilize the technology lab to use instructional programs for reinforcement, remediation, and enrichment. Mini labs within classrooms will also be used in this manner. Items needed may include headphones and other accessories in addition to hardware, software, and updating of equipment.	Technology	08/11/2014	05/22/2015	$5000	Teachers, interventionist, and technology site coordinator
Problem Solving Meeting	Following the RtI process, teachers will meet by grade level to design plans for increasing mastery of standards for at-risk learners. Teachers will dig into data reports and keep logs of the progress through data binders and a data wall.	Academic Support Program	08/11/2014	05/28/2015	$1500	Instructional coaches, problem solving teams, administrators
Supplemental Content Area Reading Materials	Students will use supplemental reading materials such as Studies Weekly to develop reading skills in the content areas. Evidence of implementation will include lesson plans, activities in INOW gradebook, walkthrough notes, and classroom snap shots.	Academic Support Program	08/18/2014	05/28/2015	$4000	Instructional coach, classroom teachers
Parent Engagement Sessions	Parents will be provided information and engagement opportunities to address areas identified through parent survey and feedback from PTO and other parent meetings.	Parent Involvement	11/10/2014	05/29/2015	$3243	Administrators, school counselor, lead teachers

Renaissance Learning	Students will utilize the Renaissance Learning program to idenity areas of weakness on the STAR assessments and to monitor reading growth through Accelerate Reading.	Academic Support Program	08/11/2014	05/28/2015	$6026	Technology Site Coordinator, Administrator, Instructional Coach, Library Media Specialist, and Teachers
				Total	$257063	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Peer-to-Peer Sessions	Grade level facilitators will meet with AMSTI coaches to study and prepare for delivery to peers. Facilitators will deliver professional learning session with grade level teachers. They will discuss research and plan for the implementation of best practices in classrooms. Substitute teachers will be required for sessions during the school day.	Professional Learning	08/06/2014	05/22/2015	$1800	Grade Level Facilitators, AMSTI coaches, teachers, instructional coaches, and administrators
Snapshot Walk-through	Administrators will perform snapshot walk-throughs to assess the effectiveness of the mentoring program.	Professional Learning	08/19/2013	05/21/2014	$0	Mr. Melvin Preyer and school mentors and mentees
Individual Planning for Achieving HQ Status	One teacher at MES does not currently meet the requirements for highly-qualified as detailed in No Child Left Behind. While the teacher has spent several years as a classroom teacher, she left the classroom for several years to serve as a Library Media Specialist. The teacher and principal are working together to complete and submit documentation in the HOUSSE portfolio to have this teacher achieve high qualified status. The parents were also mailed a letter to inform them of this teacher's highly qualified status. The principal and teacher will have frequent meetings to ensure completion of the HOUSSE portfolio.	Recruitment and Retention	09/01/2014	12/19/2014	$0	Principal, Non-HQ Teacher, Central Office Support Staff, and Federal Programs Director
Core Meetings with Grade Levels or Departments	Teachers will meet by grade level and by subject matter to align instruction to CCRS. Vertical alignment of the curriculum will be a focus of these meetings as well as using data from Global Scholar, Classworks, and other assessments to ensure mastery of standards by students. Substitute teachers may be used to allow teachers time for this professional learning.	Professional Learning	08/06/2014	05/28/2015	$2000	Teachers, instructional coaches, grade level and department chairpersons, adminstrators
				Total	$3800	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training for Insights Tool	Curriculum specialist will provide professional learning opportunities for teachers in utilizing the Insights Tool effectively. Evidence will include STIPD documentation, sign-in sheets/agendas, and teacher notes from spotlight sessions.	Professional Learning	09/15/2014	05/26/2015	$0	Principal, Asst. Principal, Curriculum Specialist, and teachers
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Homework Help	Homework help tips are provided for parents	Parent Involvement	08/19/2013	05/21/2014	$0	Principal, Assistant Principal, Teachers, and Parents
RTI Meeting	RTI Meetings are held once a month to collaborate with teachers, evaluate test results and student portfolios to determine if additional services are needed.	Academic Support Program	08/19/2013	05/21/2014	$0	Principal, Assistant Principal, Teachers
				Total	$0	

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.

On September 23, 2014, Monroeville Elementary School held the 2014-2015 Title I Parent Meeting. The power point template provided to us by the Federal Programs Director was the basis for the meeting. However, several additions were added to the power point to allow an opportunity for parents to hear from students and the Title I Intervention Teacher about the work we do at MES. Parents were encouraged to ask questions and provide feedback to the school about how to improve our school and provide the best education possible with the support of our Title I funds.

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 held in September was the first of numerous opportunities for parents to be involved in discussion and decision making at MES. During the month of October, meetings will be held each Wednesday morning to allow parent to engage in conversation and gain new information about our school. Furthermore, PTO meetings will be held monthly to allow parents an opportunity to be involved in planning and decision making. Funding will be used for parent support materials and other supplies for these meetings.

Parent representatives were also partners in the goal planning for the ACIP. ACIP goals were shared at parent meetings. Parents were surveyed to gain feedback about how we can use federal money to better serve our students.

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.

Newsletters are distributed on the back of the monthly menu to all students. As needed, the information can be translated using a feature of Microsoft Word. At this time there is no need for translation into other languages. Furthermore, parents receive information via School Cast automated phone calls and the MES Facebook page and website. Information about the curriculum and academic assessment are included in the Student Handbook and in newsletters from the counselor, teachers, and administrators. Parents are invited to participate in RtI Problem Solving meetings when there is an academic or behavioral referral made about concerns for a particular student.

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 parent-school compact was revised last year by a group of parents and teachers working together to ensure appropriate collaboration and understanding of the compact. The compact was also addressed in the Title I parent meeting and other parent meetings.

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

Parents are provided surveys after parent meetings to give feedback. Parents are also encouraged to discuss openly with the administrators to provide insight about how the CIP can be revised or improved to best meet the needs of the students.

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)

We are inviting parent to the school on a regular basis. It is our goal to provide information in a nonthreatening and collaborative setting. Parents are also encouraged to be active participants in PTO. At the October parent meetings, the feedback survey includes a question about other topics of interest in which the parents would like to receive training. The administrators and school counselor will use the feedback from the surveys to plan future events. We are also planning ways to collaborate with churches and community groups to take our training sessions into the communities in which the children live.

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)

At the October parent meetings, the feedback survey includes a question about other topics of interest in which the parents would like to receive training. The administrators and school counselor will use the feedback from the surveys to plan future events. We are also planning ways to collaborate with churches and community groups to take our training sessions into the communities in which the children live.

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)

We completed the Do You Know Enough about Me to Teach Me book study last year and will revisit these ideas throughout the year. The faculty will participate in a book study of The Leader in Me during the second semester to identify ways that we can work with the students and their parents to address leadership skills in the students we serve.

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)

At the October parent meetings, the feedback survey includes a question about other topics of interest in which the parents would like to receive training. The administrators and school counselor will use the feedback from the surveys to plan future events. We are also planning ways to collaborate with churches and community groups to take our training sessions into the communities in which the children live. Parents have been encouraged to sign up for Parent Portal to stay abreast of the students' grades, attendance, and discipline.

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)

Newsletters and School Cast phone calls are utilized to communicate with parents about programs, meetings, and other activities. We also utilize the Monroe Journal, Facebook, the MES Website, and WMFC radio spots to communicate with parents.

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)

We are inviting parent to the school on a regular basis. It is our goal to provide information in a nonthreatening and collaborative setting.

Parents are also encouraged to be active participants in PTO. At the October parent meetings, the feedback survey includes a question about other topics of interest in which the parents would like to receive training. The administrators and school counselor will use the feedback from the surveys to plan future events. We are also planning ways to collaborate with churches and community groups to take our training sessions into the communities in which the children live.

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.

As needed, we will work with parents through translators and translated newsletters to communicate to the parent. As these needs are identified, MES staff collaborates with the Federal Programs Director to work to meet the specific needs of students and families.

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 staff was allowed to share ideas about schools needs through grade level/department meetings, Building Leadership Team meetings, and surveys.

Parents were surveyed during October parent meetings to gain feedback about the needs that this group of stakeholders wanted to see addressed.

Students were also surveyed.

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

The comprehensive needs assessment indicated that the needs are to provide intervention to the at-risk students through an intervention teacher and aides. Furthermore, students and teachers need to build upon the knowledge of the CCRS and the assessments aligned to these standards. Continued maintenance of technology is a need as well.

3. What conclusions were drawn from the results?

Students are in need of support in reaching mastery of the ACCRS. Furthermore, teachers will continue to participate in professional learning to provide appropriate instruction to meet the needs of the learners at MES.

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

We are a low-income, rural school district with a high unemployment rate. Our enrollment is declining in the district. Eighty-nine percent of our students receive free or reduced lunch/breakfast. Our scored on the ASPIRE showed that we have much work to do in preparing our students to master the new standards in both reading and math. Our specific areas of weakness are reading in grades 3-4.

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

We have focused our goals upon the need to present instruction in a manner that will prepare our students for the increase rigor in the CCRS. Furthermore, we are focused on providing the instructional technology to support our students and teachers in this endeavor.

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

The analysis of data is proving to be somewhat difficult in this time of transition. Without the consistent information gathered from ARMT+, we are working to transition our analysis to ASPIRE and other assessments aligned to the new standards and increased rigor. We will utilize

Global Scholar and Classworks for the first time to gather and analyze data. With these new measures of assessments and the support of the instructional coach and interventionist to understand the data and utilize it effectively, we are expecting to use the data to improve learning for our students.

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

Goals are based upon the whole school population using the data of the needs assessment. Children who are identified with special needs through IDEA are considered as we review and implement Individualized Education Plans. Furthermore, tier 2 and tier 3 plans allow us to make specific learning plans for students identified as at-risk.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficience Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

Goal 1:

Intervention stategies will be provided for eligible students.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency in grade level material in Reading by 05/21/2014 as measured by student tests scores, teacher observation, and report cards.

Strategy1:

Identify student needs - Students will be accessed several times during the year to determine if they need additional resources.
Research Cited:

Activity - RTI Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Meetings are held once a month to collaborate with teachers, evaluate test results and student portfolios to determine if additional services are needed.	Academic Support Program			08/19/2013	05/21/2014	$0 - No Funding Required	Principal, Assistant Principal, Teachers

Activity - Alternative School Placement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In coordination with the Alternative Learning Center faculty, students who are in need of behavioral/counseling support will be assigned to the Alternative Learning Center for a time period designated by the school administrator that best meets the need of the student.	Behavioral Support Program			08/19/2013	05/21/2014	$200 - Title I Part A	Principal, Assistant Principal, Counselor

Goal 2:

All students at MES will be provided instruction aligned to Alabama College and Career Ready Standards.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency by engaging in classroom instruction aligned with Alabama College and Career Ready Standards in Reading by 05/22/2015 as measured by STAR assessments, classrrom assessments, ASPIRE, Global Scholar common

assessments and Classworks.

Strategy1:

Strategic Teaching - Teachers will work collaboratively to use the CCRS to plan lessons characterized by the 5 components of strategic teaching. These components are 1 student-friendly outcome, 2 or more instructional practices, 3 parts of the lesson (before, during, and after), 4 steps to explicit instruction (I do, we do, ya'll do, and you do), 5 strategies of active engagement (TWIRL).

Research Cited: http://www2.ed.gov/pubs/triedandtrue/strat.html - Strategic Teaching Project by NREL; The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson by Harvey F. Silver, Richard W. Strong and Matthew J. Perini

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will provide support for teachers in planning and delivering strategic teaching. Evidence will include sign-in sheets, STIPD documentation, agendas, walk-through snap shots.	Academic Support Program			08/06/2014	05/26/2015	$0 - Title I Part A	Instructional Coaches, Curriculum Specialist, Teachers

Strategy2:

Professional Learning Sessions - Teachers will participate in professional learning sessions to increase knowledge and understanding of CCRS.

Research Cited:

Activity - Core Meetings with Grade Levels or Departments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet by grade level and by subject matter to align instruction to CCRS. Vertical alignment of the curriculum will be a focus of these meetings as well as using data from Global Scholar, Classworks, and other assessments to ensure mastery of standards by students. Substitute teachers may be used to allow teachers time for this professional learning.	Professional Learning			08/06/2014	05/28/2015	$2000 - Title II Part A	Teachers, instructional coaches, grade level and department chairpersons, adminstrators

Activity - Training for Insights Tool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum specialist will provide professional learning opportunities for teachers in utilizing the Insights Tool effectively. Evidence will include STIPD documentation, sign-in sheets/agendas, and teacher notes from spotlight sessions.	Professional Learning			09/15/2014	05/26/2015	$0 - Other	Principal, Asst. Principal, Curriculum Specialist, and teachers

Strategy3:

Informational Text - The students will utilize supplemental informational text to build knowledge through content-rich nonfiction.

Research Cited: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

Activity - Supplemental Content Area Reading Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use supplemental reading materials such as Studies Weekly to develop reading skills in the content areas. Evidence of implementation will include lesson plans, activities in INOW gradebook, walkthrough notes, and classroom snap shots.	Academic Support Program			08/18/2014	05/28/2015	$4000 - Title I Part A	Instructional coach, classroom teachers

Activity - Library Media Resources to Promote CCRS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to provide resources to support the 3 key shifts in text that accompany the CCRS implementation, the library media center will provide books and other reading materials to students and teachers. The materials will be focused on content-rich and informational text as well as resources using complex text and academic language. The materials can include literary and informational text utilized to site text evidence as expected by the new College and Career Ready ELA Standards.	Academic Support Program			08/11/2014	05/28/2015	$5000 - Title I Part A	Library Media Specialist and teachers

Measurable Objective 2:

70% of All Students will demonstrate a proficiency by engaging in mathematics instruction aligned with the CCRS in Mathematics by 05/22/2015 as measured by STAR assessments, classroom assessments, ASPIRE, Global Scholar common assessments, and Classworks.

Strategy1:

Professional Learning Sessions - Teachers will participate in professional learning sessions to increase knowledge and understanding of CCRS.

Research Cited:

Activity - Core Meetings with Grade Levels or Departments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet by grade level and by subject matter to align instruction to CCRS. Vertical alignment of the curriculum will be a focus of these meetings as well as using data from Global Scholar, Classworks, and other assessments to ensure mastery of standards by students. Substitute teachers may be used to allow teachers time for this professional learning.	Professional Learning			08/06/2014	05/28/2015	$2000 - Title II Part A	Teachers, instructional coaches, grade level and department chairpersons, administrators

Activity - Training for Insights Tool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum specialist will provide professional learning opportunities for teachers in utilizing the Insights Tool effectively. Evidence will include STIPD documentation, sign-in sheets/agendas, and teacher notes from spotlight sessions.	Professional Learning			09/15/2014	05/26/2015	$0 - Other	Principal, Asst. Principal, Curriculum Specialist, and teachers

Strategy2:

AMSTI PLTs - Teachers will collaborate to study research and implement best practices to improve mathematics and science instruction.

Teachers will also collect evidence on the implementation of the selected best practices to use in PLT meetings to improve the instruction

given to students. Talk Moves and in-depth understanding of the standards will be a priority for the PLTs.

Research Cited: From Classroom Discussions: Using Math Talk to Help Students Learn by Suzanne H. Chapin, Catherine O'Connor, Nancy

Canavan Anderson, Math Solutions, 2003

Activity - Talk Moves	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Talk Moves to express knowledge and understanding of math and science concepts as teachers implement the learning from peer-to-peer and PLT sessions. Videos, meeting minutes on AMSTI template, and evidence in Professional Learning Plans will provide documentation of this activity.	Academic Support Program			09/01/2014	05/22/2015	$0 - Title I Part A	Teachers and instructional coaches

Activity - Peer-to-Peer Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level facilitators will meet with AMSTI coaches to study and prepare for delivery to peers. Facilitators will deliver professional learning session with grade level teachers. They will discuss research and plan for the implementation of best practices in classrooms. Substitute teachers will be required for sessions during the school day.	Professional Learning			08/06/2014	05/22/2015	$1800 - Title II Part A	Grade Level Facilitators, AMSTI coaches, teachers, instructional coaches, and administrators

Goal 3:

All students performing below grade level at MES will be provided supplemental instruction based on instructional needs.

Measurable Objective 1:

A 75% increase of Kindergarten, First, Second, Third and Fourth grade Economically Disadvantaged students will demonstrate a proficiency

of improved mastery of grade level standards in Reading by 05/26/2015 as measured by Classworks, STAR assessments, Global Scholar

and other standards-based assessments.

Strategy1:

Instructional Collaboration - Instructional coaches including the school-based instructional coach, ARI literacy coach, and AMSTI instructional coaches will assist teachers in planning and implementing appropriate classroom instruction characterized by strategic lessons and best practices. The instructional coaches will utilize data from district assessments, instructional snap-shots/walkthroughs, formative assessments, and professional dialogue with teachers and administrators to identify areas of need and measure success in their coaching sessions with teachers. The instructional coach will serve as a resource for the classroom teacher.

Research Cited: Coaching Classroom Instruction by Marzano and Sims; Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A CaseStudy in Capacity Building." Paper presented at the American Educational Research Association annual meeting, Chicago.; Instructional Coaching - http://annenberginstitute.org/pdf/InstructionalCoaching.pdf

Activity - The Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will collaborate with instructional staff by providing side-by-side modeling of research-based instruction, demonstrating effective instructional techniques with at-risks learners, and assisting in the disaggregating of student data. The instructional coach will provide additional support as needed to support students in their learning.	Academic Support Program			08/06/2014	05/29/2015	$55000 - State Funds	Administrative staff and instructional coach

Strategy2:

Problem Solving Meetings - The teachers will meet with instructional coaches and instructional leaders to identify strategies to assist at-risk students in meeting the individual learning goals of students.

Research Cited: http://www.rtinetwork.org/learn/what/approaches-to-rti

Activity - Problem Solving Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the RtI process, teachers will meet by grade level to design plans for increasing mastery of standards for at-risk learners. Teachers will dig into data reports and keep logs of the progress through data binders and a data wall.	Academic Support Program			08/11/2014	05/28/2015	$1500 - Title I Part A	Instructional coaches, problem solving teams, administrators

Strategy3:

Small Group Instruction - At-risk students will be provided additional instruction in a small group/individual setting.

Research Cited: Effects of Small-Group Reading Instruction and Curriculum Differences for Students Most at Risk in Kindergarten: Two-Year Results for Secondary- and Tertiary-Level Interventions - Journal of Learning Disabilities March/April 2008 41: 101-114,

Activity - Explicit Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and interventionist will use the SRA Reading Mastery, Triumphs, Failure Free, Sidewalks, envisions intervention programs to provide explicit instruction to students.Teachers will also utilize reports from Global Scholar to provide instruction to support students who did not score proficient on these assessments.	Direct Instruction			09/01/2014	05/22/2015	$0 - Title I Part A	Interventionist, paraprofessionals, teachers, and instructional coaches

Activity - Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide support to the Tier 1 and Tier 2 instruction through small-group instruction with at-risk students. The intervention teacher will also collaborate with teachers and paraprofessionals to create a schedule for providing intervention for students identified by the RtI process and data analysis.	Academic Support Program			08/06/2014	05/29/2015	$52222 - Title I Part A	Intervention teacher, classroom teachers, instructional coach, administrators, and paraprofessionals

Activity - Instructional Support Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide instructional aides in Reading and Math due to instructional need to support student achievement.	Academic Support Program			08/11/2014	05/22/2015	$97441 - Title I Part A	Teachers, interventionist, and paraprofessionals

Strategy4:

Individualized Instructional Learning Plans - Students will be assigned standards-based instructional units to address learning needs.

Assignment of appropriate units will be based upon the Classworks assessments (universal screener and snap shot) and individuals student needs identified through other assessments.

Research Cited: Using data to guide instruction and improve student learning by Lewis and Madison (http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html)

Activity - Technology Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the technology lab to use instructional programs for reinforcement, remediation, and enrichment. Mini labs within classrooms will also be used in this manner.	Academic Support Program			08/06/2014	05/22/2015	$6000 - Title I Part A	Technology site coordinator, instructional coaches, intervention teacher, and classroom teachers

Activity - Renaissance Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the Renaissance Learning program to idenity areas of weakness on the STAR assessments and to monitor reading growth through Accelerate Reading.	Academic Support Program			08/11/2014	05/28/2015	$6026 - Title I Part A	Technology Site Coordinator, Administrator, Instructional Coach, Library Media Specialist, and Teachers

Activity - Individualized Instructional Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support will use Classworks to build skills in identified areas.	Academic Support Program			09/01/2014	05/21/2015	$14500 - Title I Part A	Teachers, Interventionist, and paraprofessionals

Strategy5:

8th Period Tutoring Sessions - Students will be provided additional instruction and support on academic standards after school through 8th period tutoring. Students will be identified through the RtI process and teacher referrals for this service.

Research Cited: http://www2.ed.gov/pubs/After_School_Programs/Reading_Programs.html; Research: Afterschool and Expanded Learning Programs:These programs play a vital role in student success.By Sherri Lauver publication - District Administration, March 2012

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided additional instruction and support in mastering the CCRS standards. The students will recieve assistance with teacher/classroom assignment as well as remediation on skills not previously mastered.	Academic Support Program			11/03/2014	05/15/2015	$17923 - Title I Part A	8th Period Tutors, RtI Problem Solving Teams, Administrators, Classroom Teachers

Narrative:

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

Goal 1:

All students at MES will be provided instruction aligned to Alabama College and Career Ready Standards.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency by engaging in classroom instruction aligned with Alabama College and Career Ready Standards in Reading by 05/22/2015 as measured by STAR assessments, classrrom assessments, ASPIRE, Global Scholar common assessments and Classworks.

Strategy1:

Strategic Teaching - Teachers will work collaboratively to use the CCRS to plan lessons characterized by the 5 components of strategic

teaching. These components are 1 student-friendly outcome, 2 or more instructional practices, 3 parts of the lesson (before, during, and after), 4 steps to explicit instruction (I do, we do, ya'll do, and you do), 5 strategies of active engagement (TWIRL).

Research Cited: http://www2.ed.gov/pubs/triedandtrue/strat.html - Strategic Teaching Project by NREL; The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson by Harvey F. Silver, Richard W. Strong and Matthew J. Perini

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will provide support for teachers in planning and delivering strategic teaching. Evidence will include sign-in sheets, STIPD documentation, agendas, walk-through snap shots.	Academic Support Program			08/06/2014	05/26/2015	$0 - Title I Part A	Instructional Coaches, Curriculum Specialist, Teachers

Strategy2:

Informational Text - The students will utilize supplemental informational text to build knowledge through content-rich nonfiction.

Research Cited: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

Activity - Library Media Resources to Promote CCRS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to provide resources to support the 3 key shifts in text that accompany the CCRS implementation, the library media center will provide books and other reading materials to students and teachers. The materials will be focused on content-rich and informational text as well as resources using complex text and academic language. The materials can include literary and informational text utilized to site text evidence as expected by the new College and Career Ready ELA Standards.	Academic Support Program			08/11/2014	05/28/2015	$5000 - Title I Part A	Library Media Specialist and teachers

Activity - Supplemental Content Area Reading Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use supplemental reading materials such as Studies Weekly to develop reading skills in the content areas. Evidence of implementation will include lesson plans, activities in INOW gradebook, walkthrough notes, and classroom snap shots.	Academic Support Program			08/18/2014	05/28/2015	$4000 - Title I Part A	Instructional coach, classroom teachers

Strategy3:

Professional Learning Sessions - Teachers will participate in professional learning sessions to increase knowledge and understanding of CCRS.

Research Cited:

Activity - Training for Insights Tool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum specialist will provide professional learning opportunities for teachers in utilizing the Insights Tool effectively. Evidence will include STIPD documentation, sign-in sheets/agendas, and teacher notes from spotlight sessions.	Professional Learning			09/15/2014	05/26/2015	$0 - Other	Principal, Asst. Principal, Curriculum Specialist, and teachers

Activity - Core Meetings with Grade Levels or Departments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet by grade level and by subject matter to align instruction to CCRS. Vertical alignment of the curriculum will be a focus of these meetings as well as using data from Global Scholar, Classworks, and other assessments to ensure mastery of standards by students. Substitute teachers may be used to allow teachers time for this professional learning.	Professional Learning			08/06/2014	05/28/2015	$2000 - Title II Part A	Teachers, instructional coaches, grade level and department chairpersons, adminstrators

Measurable Objective 2:

70% of All Students will demonstrate a proficiency by engaging in mathematics instruction aligned with the CCRS in Mathematics by

05/22/2015 as measured by STAR assessments, classroom assessments, ASPIRE, Global Scholar common assessments, and Classworks.

Strategy1:

Professional Learning Sessions - Teachers will participate in professional learning sessions to increase knowledge and understanding of

CCRS.

Research Cited:

Activity - Core Meetings with Grade Levels or Departments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet by grade level and by subject matter to align instruction to CCRS. Vertical alignment of the curriculum will be a focus of these meetings as well as using data from Global Scholar, Classworks, and other assessments to ensure mastery of standards by students. Substitute teachers may be used to allow teachers time for this professional learning.	Professional Learning			08/06/2014	05/28/2015	$2000 - Title II Part A	Teachers, instructional coaches, grade level and department chairpersons, adminstrators

Activity - Training for Insights Tool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum specialist will provide professional learning opportunities for teachers in utilizing the Insights Tool effectively. Evidence will include STIPD documentation, sign-in sheets/agendas, and teacher notes from spotlight sessions.	Professional Learning			09/15/2014	05/26/2015	$0 - Other	Principal, Asst. Principal, Curriculum Specialist, and teachers

Strategy2:

AMSTI PLTs - Teachers will collaborate to study research and implement best practices to improve mathematics and science instruction. Teachers will also collect evidence on the implementation of the selected best practices to use in PLT meetings to improve the instruction given to students. Talk Moves and in-depth understanding of the standards will be a priority for the PLTs.

Research Cited: From Classroom Discussions: Using Math Talk to Help Students Learn by Suzanne H. Chapin, Catherine O'Connor, Nancy Canavan Anderson, Math Solutions, 2003

Activity - Talk Moves	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Talk Moves to express knowledge and understanding of math and science concepts as teachers implement the learning from peer-to-peer and PLT sessions. Videos, meeting minutes on AMSTI template, and evidence in Professional Learning Plans will provide documentation of this activity.	Academic Support Program			09/01/2014	05/22/2015	$0 - Title I Part A	Teachers and instructional coaches

Activity - Peer-to-Peer Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level facilitators will meet with AMSTI coaches to study and prepare for delivery to peers. Facilitators will deliver professional learning session with grade level teachers. They will discuss research and plan for the implementation of best practices in classrooms. Substitute teachers will be required for sessions during the school day.	Professional Learning			08/06/2014	05/22/2015	$1800 - Title II Part A	Grade Level Facilitators, AMSTI coaches, teachers, instructional coaches, and administrators

Goal 2:

All students performing below grade level at MES will be provided supplemental instruction based on instructional needs.

Measurable Objective 1:

A 75% increase of Kindergarten, First, Second, Third and Fourth grade Economically Disadvantaged students will demonstrate a proficiency of improved mastery of grade level standards in Reading by 05/26/2015 as measured by Classworks, STAR assessments, Global Scholar and other standards-based assessments.

Strategy1:

Instructional Collaboration - Instructional coaches including the school-based instructional coach, ARI literacy coach, and AMSTI instructional coaches will assist teachers in planning and implementing appropriate classroom instruction characterized by strategic lessons and best practices. The instructional coaches will utilize data from district assessments, instructional snap-shots/walkthroughs, formative assessments, and professional dialogue with teachers and administrators to identify areas of need and measure success in their coaching sessions with teachers. The instructional coach will serve as a resource for the classroom teacher.

Research Cited: Coaching Classroom Instruction by Marzano and Sims; Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A CaseStudy in Capacity Building." Paper presented at the American Educational Research Association annual meeting, Chicago.; Instructional Coaching - http://annenberginstitute.org/pdf/InstructionalCoaching.pdf

Activity - The Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will collaborate with instructional staff by providing side-by-side modeling of research-based instruction, demonstrating effective instructional techniques with at-risks learners, and assisting in the disaggregating of student data. The instructional coach will provide additional support as needed to support students in their learning.	Academic Support Program			08/06/2014	05/29/2015	$55000 - State Funds	Administrative staff and instructional coach

Strategy2:

Individualized Instructional Learning Plans - Students will be assigned standards-based instructional units to address learning needs. Assignment of appropriate units will be based upon the Classworks assessments (universal screener and snap shot) and individuals student needs identified through other assessments.

Research Cited: Using data to guide instruction and improve student learning by Lewis and Madison (http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html)

Activity - Individualized Instructional Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support will use Classworks to build skills in identified areas.	Academic Support Program			09/01/2014	05/21/2015	$14500 - Title I Part A	Teachers, Interventionist, and paraprofessionals

Activity - Technology Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the technology lab to use instructional programs for reinforcement, remediation, and enrichment. Mini labs within classrooms will also be used in this manner.	Academic Support Program			08/06/2014	05/22/2015	$6000 - Title I Part A	Technology site coordinator, instructional coaches, intervention teacher, and classroom teachers

Strategy3:

Small Group Instruction - At-risk students will be provided additional instruction in a small group/individual setting.

Research Cited: Effects of Small-Group Reading Instruction and Curriculum Differences for Students Most at Risk in Kindergarten: Two-Year

Results for Secondary- and Tertiary-Level Interventions - Journal of Learning Disabilities March/April 2008 41: 101-114,

Activity - Instructional Support Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide instructional aides in Reading and Math due to instructional need to support student achievement.	Academic Support Program			08/11/2014	05/22/2015	$97441 - Title I Part A	Teachers, interventionist, and paraprofessionals

Activity - Explicit Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and interventionist will use the SRA Reading Mastery, Triumphs, Failure Free, Sidewalks, envisions intervention programs to provide explicit instruction to students.Teachers will also utilize reports from Global Scholar to provide instruction to support students who did not score proficient on these assessments.	Direct Instruction			09/01/2014	05/22/2015	$0 - Title I Part A	Interventionist, paraprofessionals, teachers, and instructional coaches

Activity - Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide support to the Tier 1 and Tier 2 instruction through small-group instruction with at-risk students. The intervention teacher will also collaborate with teachers and paraprofessionals to create a schedule for providing intervention for students identified by the RtI process and data analysis.	Academic Support Program			08/06/2014	05/29/2015	$52222 - Title I Part A	Intervention teacher, classroom teachers, instructional coach, administrators, and paraprofessionals

Strategy4:

Problem Solving Meetings - The teachers will meet with instructional coaches and instructional leaders to identify strategies to assist at-risk

students in meeting the individual learning goals of students.

Research Cited: http://www.rtinetwork.org/learn/what/approaches-to-rti

Activity - Problem Solving Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the RtI process, teachers will meet by grade level to design plans for increasing mastery of standards for at-risk learners. Teachers will dig into data reports and keep logs of the progress through data binders and a data wall.	Academic Support Program			08/11/2014	05/28/2015	$1500 - Title I Part A	Instructional coaches, problem solving teams, administrators

Narrative:

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

Goal 1:

All students at MES will be provided instruction aligned to Alabama College and Career Ready Standards.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency by engaging in mathematics instruction aligned with the CCRS in Mathematics by 05/22/2015 as measured by STAR assessments, classroom assessments, ASPIRE, Global Scholar common assessments, and Classworks.

Strategy1:

AMSTI PLTs - Teachers will collaborate to study research and implement best practices to improve mathematics and science instruction. Teachers will also collect evidence on the implementation of the selected best practices to use in PLT meetings to improve the instruction given to students. Talk Moves and in-depth understanding of the standards will be a priority for the PLTs.

Research Cited: From Classroom Discussions: Using Math Talk to Help Students Learn by Suzanne H. Chapin, Catherine O'Connor, Nancy Canavan Anderson, Math Solutions, 2003

Activity - Peer-to-Peer Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level facilitators will meet with AMSTI coaches to study and prepare for delivery to peers. Facilitators will deliver professional learning session with grade level teachers. They will discuss research and plan for the implementation of best practices in classrooms. Substitute teachers will be required for sessions during the school day.	Professional Learning			08/06/2014	05/22/2015	$1800 - Title II Part A	Grade Level Facilitators, AMSTI coaches, teachers, instructional coaches, and administrators

Activity - Talk Moves	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Talk Moves to express knowledge and understanding of math and science concepts as teachers implement the learning from peer-to-peer and PLT sessions. Videos, meeting minutes on AMSTI template, and evidence in Professional Learning Plans will provide documentation of this activity.	Academic Support Program			09/01/2014	05/22/2015	$0 - Title I Part A	Teachers and instructional coaches

Strategy2:

Professional Learning Sessions - Teachers will participate in professional learning sessions to increase knowledge and understanding of CCRS.

Research Cited:

Activity - Core Meetings with Grade Levels or Departments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet by grade level and by subject matter to align instruction to CCRS. Vertical alignment of the curriculum will be a focus of these meetings as well as using data from Global Scholar, Classworks, and other assessments to ensure mastery of standards by students. Substitute teachers may be used to allow teachers time for this professional learning.	Professional Learning			08/06/2014	05/28/2015	$2000 - Title II Part A	Teachers, instructional coaches, grade level and department chairpersons, adminstrators

Activity - Training for Insights Tool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum specialist will provide professional learning opportunities for teachers in utilizing the Insights Tool effectively. Evidence will include STIPD documentation, sign-in sheets/agendas, and teacher notes from spotlight sessions.	Professional Learning			09/15/2014	05/26/2015	$0 - Other	Principal, Asst. Principal, Curriculum Specialist, and teachers

Measurable Objective 2:

70% of All Students will demonstrate a proficiency by engaging in classroom instruction aligned with Alabama College and Career Ready Standards in Reading by 05/22/2015 as measured by STAR assessments, classrrom assessments, ASPIRE, Global Scholar common assessments and Classworks.

Strategy1:

Informational Text - The students will utilize supplemental informational text to build knowledge through content-rich nonfiction.

Research Cited: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

Activity - Library Media Resources to Promote CCRS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to provide resources to support the 3 key shifts in text that accompany the CCRS implementation, the library media center will provide books and other reading materials to students and teachers. The materials will be focused on content-rich and informational text as well as resources using complex text and academic language. The materials can include literary and informational text utilized to site text evidence as expected by the new College and Career Ready ELA Standards.	Academic Support Program			08/11/2014	05/28/2015	$5000 - Title I Part A	Library Media Specialist and teachers

Activity - Supplemental Content Area Reading Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use supplemental reading materials such as Studies Weekly to develop reading skills in the content areas. Evidence of implementation will include lesson plans, activities in INOW gradebook, walkthrough notes, and classroom snap shots.	Academic Support Program			08/18/2014	05/28/2015	$4000 - Title I Part A	Instructional coach, classroom teachers

Strategy2:

Strategic Teaching - Teachers will work collaboratively to use the CCRS to plan lessons characterized by the 5 components of strategic teaching. These components are 1 student-friendly outcome, 2 or more instructional practices, 3 parts of the lesson (before, during, and after), 4 steps to explicit instruction (I do, we do, ya'll do, and you do), 5 strategies of active engagement (TWIRL).

Research Cited: http://www2.ed.gov/pubs/triedandtrue/strat.html - Strategic Teaching Project by NREL; The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson by Harvey F. Silver, Richard W. Strong and Matthew J. Perini

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will provide support for teachers in planning and delivering strategic teaching. Evidence will include sign-in sheets, STIPD documentation, agendas, walk-through snap shots.	Academic Support Program			08/06/2014	05/26/2015	$0 - Title I Part A	Instructional Coaches, Curriculum Specialist, Teachers

Strategy3:

Professional Learning Sessions - Teachers will participate in professional learning sessions to increase knowledge and understanding of CCRS.

Research Cited:

Activity - Core Meetings with Grade Levels or Departments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet by grade level and by subject matter to align instruction to CCRS. Vertical alignment of the curriculum will be a focus of these meetings as well as using data from Global Scholar, Classworks, and other assessments to ensure mastery of standards by students. Substitute teachers may be used to allow teachers time for this professional learning.	Professional Learning			08/06/2014	05/28/2015	$2000 - Title II Part A	Teachers, instructional coaches, grade level and department chairpersons, administrators

Activity - Training for Insights Tool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum specialist will provide professional learning opportunities for teachers in utilizing the Insights Tool effectively. Evidence will include STIPD documentation, sign-in sheets/agendas, and teacher notes from spotlight sessions.	Professional Learning			09/15/2014	05/26/2015	$0 - Other	Principal, Asst. Principal, Curriculum Specialist, and teachers

Goal 2:

All students performing below grade level at MES will be provided supplemental instruction based on instructional needs.

Measurable Objective 1:

A 75% increase of Kindergarten, First, Second, Third and Fourth grade Economically Disadvantaged students will demonstrate a proficiency of improved mastery of grade level standards in Reading by 05/26/2015 as measured by Classworks, STAR assessments, Global Scholar and other standards-based assessments.

Strategy1:

Problem Solving Meetings - The teachers will meet with instructional coaches and instructional leaders to identify strategies to assist at-risk students in meeting the individual learning goals of students.

Research Cited: http://www.rtinetwork.org/learn/what/approaches-to-rti

Activity - Problem Solving Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the RtI process, teachers will meet by grade level to design plans for increasing mastery of standards for at-risk learners. Teachers will dig into data reports and keep logs of the progress through data binders and a data wall.	Academic Support Program			08/11/2014	05/28/2015	$1500 - Title I Part A	Instructional coaches, problem solving teams, administrators

Strategy2:

8th Period Tutoring Sessions - Students will be provided additional instruction and support on academic standards after school through 8th period tutoring. Students will be identified through the RtI process and teacher referrals for this service.

Research Cited: http://www2.ed.gov/pubs/After_School_Programs/Reading_Programs.html; Research: Afterschool and Expanded Learning Programs:These programs play a vital role in student success.By Sherri Lauver publication - District Administration, March 2012

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided additional instruction and support in mastering the CCRS standards. The students will recieve assistance with teacher/classroom assignment as well as remediation on skills not previously mastered.	Academic Support Program			11/03/2014	05/15/2015	$17923 - Title I Part A	8th Period Tutors, RtI Problem Solving Teams, Administrators, Classroom Teachers

Strategy3:

Individualized Instructional Learning Plans - Students will be assigned standards-based instructional units to address learning needs.

Assignment of appropriate units will be based upon the Classworks assessments (universal screener and snap shot) and individuals student

needs identified through other assessments.

Research Cited: Using data to guide instruction and improve student learning by Lewis and Madison (http://www.sedl.org/pubs/sedl-

letter/v22n02/using-data.html)

Activity - Technology Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the technology lab to use instructional programs for reinforcement, remediation, and enrichment. Mini labs within classrooms will also be used in this manner.	Academic Support Program			08/06/2014	05/22/2015	$6000 - Title I Part A	Technology site coordinator, instructional coaches, intervention teacher, and classroom teachers

Activity - Individualized Instructional Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support will use Classworks to build skills in identified areas.	Academic Support Program			09/01/2014	05/21/2015	$14500 - Title I Part A	Teachers, Interventionist, and paraprofessionals

Activity - Renaissance Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the Renaissance Learning program to identity areas of weakness on the STAR assessments and to monitor reading growth through Accelerate Reading.	Academic Support Program			08/11/2014	05/28/2015	$6026 - Title I Part A	Technology Site Coordinator, Administrator, Instructional Coach, Library Media Specialist, and Teachers

Strategy4:

Small Group Instruction - At-risk students will be provided additional instruction in a small group/individual setting.

Research Cited: Effects of Small-Group Reading Instruction and Curriculum Differences for Students Most at Risk in Kindergarten: Two-Year

Results for Secondary- and Tertiary-Level Interventions - Journal of Learning Disabilities March/April 2008 41: 101-114,

Activity - Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide support to the Tier 1 and Tier 2 instruction through small-group instruction with at-risk students. The intervention teacher will also collaborate with teachers and paraprofessionals to create a schedule for providing intervention for students identified by the RtI process and data analysis.	Academic Support Program			08/06/2014	05/29/2015	$52222 - Title I Part A	Intervention teacher, classroom teachers, instructional coach, administrators, and paraprofessionals

Activity - Explicit Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and interventionist will use the SRA Reading Mastery, Triumphs, Failure Free, Sidewalks, envisions intervention programs to provide explicit instruction to students.Teachers will also utilize reports from Global Scholar to provide instruction to support students who did not score proficient on these assessments.	Direct Instruction			09/01/2014	05/22/2015	$0 - Title I Part A	Interventionist, paraprofessionals, teachers, and instructional coaches

Activity - Instructional Support Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide instructional aides in Reading and Math due to instructional need to support student achievement.	Academic Support Program			08/11/2014	05/22/2015	$97441 - Title I Part A	Teachers, interventionist, and paraprofessionals

Strategy5:

Instructional Collaboration - Instructional coaches including the school-based instructional coach, ARI literacy coach, and AMSTI instructional coaches will assist teachers in planning and implementing appropriate classroom instruction characterized by strategic lessons and best practices. The instructional coaches will utilize data from district assessments, instructional snap-shots/walkthroughs, formative assessments, and professional dialogue with teachers and administrators to identify areas of need and measure success in their coaching sessions with teachers. The instructional coach will serve as a resource for the classroom teacher.

Research Cited: Coaching Classroom Instruction by Marzano and Sims; Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A CaseStudy in Capacity Building." Paper presented at the American Educational Research Association annual meeting, Chicago.; Instructional Coaching - http://annenberginstitute.org/pdf/InstructionalCoaching.pdf

Activity - The Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will collaborate with instructional staff by providing side-by-side modeling of research-based instruction, demonstrating effective instructional techniques with at-risks learners, and assisting in the disaggregating of student data. The instructional coach will provide additional support as needed to support students in their learning.	Academic Support Program			08/06/2014	05/29/2015	$55000 - State Funds	Administrative staff and instructional coach

Narrative:

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

Goal 1:

All students at MES will be provided instruction aligned to Alabama College and Career Ready Standards.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency by engaging in classroom instruction aligned with Alabama College and Career Ready Standards in Reading by 05/22/2015 as measured by STAR assessments, classrrom assessments, ASPIRE, Global Scholar common assessments and Classworks.

Strategy1:

Strategic Teaching - Teachers will work collaboratively to use the CCRS to plan lessons characterized by the 5 components of strategic teaching. These components are 1 student-friendly outcome, 2 or more instructional practices, 3 parts of the lesson (before, during, and after), 4 steps to explicit instruction (I do, we do, ya'll do, and you do), 5 strategies of active engagement (TWIRL).

Research Cited: http://www2.ed.gov/pubs/triedandtrue/strat.html - Strategic Teaching Project by NREL; The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson by Harvey F. Silver, Richard W. Strong and Matthew J. Perini

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will provide support for teachers in planning and delivering strategic teaching. Evidence will include sign-in sheets, STIPD documentation, agendas, walk-through snap shots.	Academic Support Program			08/06/2014	05/26/2015	$0 - Title I Part A	Instructional Coaches, Curriculum Specialist, Teachers

Strategy2:

Informational Text - The students will utilize supplemental informational text to build knowledge through content-rich nonfiction.

Research Cited: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

Activity - Supplemental Content Area Reading Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use supplemental reading materials such as Studies Weekly to develop reading skills in the content areas. Evidence of implementation will include lesson plans, activities in INOW gradebook, walkthrough notes, and classroom snap shots.	Academic Support Program			08/18/2014	05/28/2015	$4000 - Title I Part A	Instructional coach, classroom teachers

Activity - Library Media Resources to Promote CCRS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to provide resources to support the 3 key shifts in text that accompany the CCRS implementation, the library media center will provide books and other reading materials to students and teachers. The materials will be focused on content-rich and informational text as well as resources using complex text and academic language. The materials can include literary and informational text utilized to site text evidence as expected by the new College and Career Ready ELA Standards.	Academic Support Program			08/11/2014	05/28/2015	$5000 - Title I Part A	Library Media Specialist and teachers

Strategy3:

Professional Learning Sessions - Teachers will participate in professional learning sessions to increase knowledge and understanding of CCRS.

Research Cited:

Activity - Training for Insights Tool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum specialist will provide professional learning opportunities for teachers in utilizing the Insights Tool effectively. Evidence will include STIPD documentation, sign-in sheets/agendas, and teacher notes from spotlight sessions.	Professional Learning			09/15/2014	05/26/2015	$0 - Other	Principal, Asst. Principal, Curriculum Specialist, and teachers

Activity - Core Meetings with Grade Levels or Departments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet by grade level and by subject matter to align instruction to CCRS. Vertical alignment of the curriculum will be a focus of these meetings as well as using data from Global Scholar, Classworks, and other assessments to ensure mastery of standards by students. Substitute teachers may be used to allow teachers time for this professional learning.	Professional Learning			08/06/2014	05/28/2015	$2000 - Title II Part A	Teachers, instructional coaches, grade level and department chairpersons, adminstrators

Measurable Objective 2:

70% of All Students will demonstrate a proficiency by engaging in mathematics instruction aligned with the CCRS in Mathematics by

05/22/2015 as measured by STAR assessments, classroom assessments, ASPIRE, Global Scholar common assessments, and Classworks.

Strategy1:

AMSTI PLTs - Teachers will collaborate to study research and implement best practices to improve mathematics and science instruction. Teachers will also collect evidence on the implementation of the selected best practices to use in PLT meetings to improve the instruction

given to students. Talk Moves and in-depth understanding of the standards will be a priority for the PLTs.

Research Cited: From Classroom Discussions: Using Math Talk to Help Students Learn by Suzanne H. Chapin, Catherine O'Connor, Nancy

Canavan Anderson, Math Solutions, 2003

Activity - Peer-to-Peer Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level facilitators will meet with AMSTI coaches to study and prepare for delivery to peers. Facilitators will deliver professional learning session with grade level teachers. They will discuss research and plan for the implementation of best practices in classrooms. Substitute teachers will be required for sessions during the school day.	Professional Learning			08/06/2014	05/22/2015	$1800 - Title II Part A	Grade Level Facilitators, AMSTI coaches, teachers, instructional coaches, and administrators

Activity - Talk Moves	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Talk Moves to express knowledge and understanding of math and science concepts as teachers implement the learning from peer-to-peer and PLT sessions. Videos, meeting minutes on AMSTI template, and evidence in Professional Learning Plans will provide documentation of this activity.	Academic Support Program			09/01/2014	05/22/2015	$0 - Title I Part A	Teachers and instructional coaches

Strategy2:

Professional Learning Sessions - Teachers will participate in professional learning sessions to increase knowledge and understanding of

CCRS.

Research Cited:

Activity - Core Meetings with Grade Levels or Departments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet by grade level and by subject matter to align instruction to CCRS. Vertical alignment of the curriculum will be a focus of these meetings as well as using data from Global Scholar, Classworks, and other assessments to ensure mastery of standards by students. Substitute teachers may be used to allow teachers time for this professional learning.	Professional Learning			08/06/2014	05/28/2015	$2000 - Title II Part A	Teachers, instructional coaches, grade level and department chairpersons, adminstrators

Activity - Training for Insights Tool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum specialist will provide professional learning opportunities for teachers in utilizing the Insights Tool effectively. Evidence will include STIPD documentation, sign-in sheets/agendas, and teacher notes from spotlight sessions.	Professional Learning			09/15/2014	05/26/2015	$0 - Other	Principal, Asst. Principal, Curriculum Specialist, and teachers

Goal 2:

All students performing below grade level at MES will be provided supplemental instruction based on instructional needs.

Measurable Objective 1:

A 75% increase of Kindergarten, First, Second, Third and Fourth grade Economically Disadvantaged students will demonstrate a proficiency of improved mastery of grade level standards in Reading by 05/26/2015 as measured by Classworks, STAR assessments, Global Scholar and other standards-based assessments.

Strategy1:

Small Group Instruction - At-risk students will be provided additional instruction in a small group/individual setting.

Research Cited: Effects of Small-Group Reading Instruction and Curriculum Differences for Students Most at Risk in Kindergarten: Two-Year Results for Secondary- and Tertiary-Level Interventions - Journal of Learning Disabilities March/April 2008 41: 101-114,

Activity - Explicit Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and interventionist will use the SRA Reading Mastery, Triumphs, Failure Free, Sidewalks, envisions intervention programs to provide explicit instruction to students.Teachers will also utilize reports from Global Scholar to provide instruction to support students who did not score proficient on these assessments.	Direct Instruction			09/01/2014	05/22/2015	$0 - Title I Part A	Interventionist, paraprofessionals, teachers, and instructional coaches

Activity - Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide support to the Tier 1 and Tier 2 instruction through small-group instruction with at-risk students. The intervention teacher will also collaborate with teachers and paraprofessionals to create a schedule for providing intervention for students identified by the RtI process and data analysis.	Academic Support Program			08/06/2014	05/29/2015	$52222 - Title I Part A	Intervention teacher, classroom teachers, instructional coach, administrators, and paraprofessionals

Activity - Instructional Support Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide instructional aides in Reading and Math due to instructional need to support student achievement.	Academic Support Program			08/11/2014	05/22/2015	$97441 - Title I Part A	Teachers, interventionist, and paraprofessionals

Strategy2:

8th Period Tutoring Sessions - Students will be provided additional instruction and support on academic standards after school through 8th period tutoring. Students will be identified through the RtI process and teacher referrals for this service.

Research Cited: http://www2.ed.gov/pubs/After_School_Programs/Reading_Programs.html; Research: Afterschool and Expanded Learning Programs:These programs play a vital role in student success.By Sherri Lauver publication - District Administration, March 2012

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided additional instruction and support in mastering the CCRS standards. The students will recieve assistance with teacher/classroom assignment as well as remediation on skills not previously mastered.	Academic Support Program			11/03/2014	05/15/2015	$17923 - Title I Part A	8th Period Tutors, RtI Problem Solving Teams, Administrators, Classroom Teachers

Strategy3:

Individualized Instructional Learning Plans - Students will be assigned standards-based instructional units to address learning needs. Assignment of appropriate units will be based upon the Classworks assessments (universal screener and snap shot) and individuals student needs identified through other assessments.

Research Cited: Using data to guide instruction and improve student learning by Lewis and Madison (http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html)

Activity - Renaissance Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the Renaissance Learning program to idenity areas of weakness on the STAR assessments and to monitor reading growth through Accelerate Reading.	Academic Support Program			08/11/2014	05/28/2015	$6026 - Title I Part A	Technology Site Coordinator, Administrator, Instructional Coach, Library Media Specialist, and Teachers

Activity - Technology Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the technology lab to use instructional programs for reinforcement, remediation, and enrichment. Mini labs within classrooms will also be used in this manner.	Academic Support Program			08/06/2014	05/22/2015	$6000 - Title I Part A	Technology site coordinator, instructional coaches, intervention teacher, and classroom teachers

Activity - Individualized Instructional Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support will use Classworks to build skills in identified areas.	Academic Support Program			09/01/2014	05/21/2015	$14500 - Title I Part A	Teachers, Interventionist, and paraprofessionals

Strategy4:

Instructional Collaboration - Instructional coaches including the school-based instructional coach, ARI literacy coach, and AMSTI instructional coaches will assist teachers in planning and implementing appropriate classroom instruction characterized by strategic lessons and best practices. The instructional coaches will utilize data from district assessments, instructional snap-shots/walkthroughs, formative assessments, and professional dialogue with teachers and administrators to identify areas of need and measure success in their coaching sessions with teachers. The instructional coach will serve as a resource for the classroom teacher.

Research Cited: Coaching Classroom Instruction by Marzano and Sims; Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A CaseStudy in Capacity Building." Paper presented at the American Educational Research Association annual meeting, Chicago.; Instructional Coaching - http://annenberginstitute.org/pdf/InstructionalCoaching.pdf

Activity - The Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will collaborate with instructional staff by providing side-by-side modeling of research-based instruction, demonstrating effective instructional techniques with at-risks learners, and assisting in the disaggregating of student data. The instructional coach will provide additional support as needed to support students in their learning.	Academic Support Program			08/06/2014	05/29/2015	$55000 - State Funds	Administrative staff and instructional coach

Strategy5:

Problem Solving Meetings - The teachers will meet with instructional coaches and instructional leaders to identify strategies to assist at-risk students in meeting the individual learning goals of students.

Research Cited: http://www.rtinetwork.org/learn/what/approaches-to-rti

Activity - Problem Solving Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the RtI process, teachers will meet by grade level to design plans for increasing mastery of standards for at-risk learners. Teachers will dig into data reports and keep logs of the progress through data binders and a data wall.	Academic Support Program			08/11/2014	05/28/2015	$1500 - Title I Part A	Instructional coaches, problem solving teams, administrators

Goal 3:

All teachers and students will participate in the building of leadership skills in students at Monroeville Elementary School.

Measurable Objective 1:

collaborate to implement the 7 Habits of Highly Effective People and foster leadership characteristics by 05/28/2015 as measured by decreased discipline referrals.

Strategy1:

The Leader in Me Book Study - Teachers will read and participate in a book study of The Leader in Me by Stephen Covey.

Research Cited: http://www.theleaderinme.org/what-are-the-results; : The Leader in Me: Promising Results -

http://innocademy.com/blog/wp-content/uploads/leader-in-me-research.pdf

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop a knowledge of the 7 Habits in Covey's book entitled "The Leader in Me".	Behavioral Support Program			01/06/2015	04/30/2015	$800 - Title I Part A	Administrators, teachers, and instructional staff

Narrative:

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

Goal 1:

All students performing below grade level at MES will be provided supplemental instruction based on instructional needs.

Measurable Objective 1:

A 75% increase of Kindergarten, First, Second, Third and Fourth grade Economically Disadvantaged students will demonstrate a proficiency of improved mastery of grade level standards in Reading by 05/26/2015 as measured by Classworks, STAR assessments, Global Scholar and other standards-based assessments.

Strategy1:

8th Period Tutoring Sessions - Students will be provided additional instruction and support on academic standards after school through 8th period tutoring. Students will be identified through the RtI process and teacher referrals for this service.

Research Cited: http://www2.ed.gov/pubs/After_School_Programs/Reading_Programs.html; Research: Afterschool and Expanded Learning Programs:These programs play a vital role in student success.By Sherri Lauver publication - District Administration, March 2012

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided additional instruction and support in mastering the CCRS standards. The students will recieve assistance with teacher/classroom assignment as well as remediation on skills not previously mastered.	Academic Support Program			11/03/2014	05/15/2015	$17923 - Title I Part A	8th Period Tutors, RtI Problem Solving Teams, Administrators, Classroom Teachers

Strategy2:

Instructional Collaboration - Instructional coaches including the school-based instructional coach, ARI literacy coach, and AMSTI instructional coaches will assist teachers in planning and implementing appropriate classroom instruction characterized by strategic lessons and best practices. The instructional coaches will utilize data from district assessments, instructional snap-shots/walkthroughs, formative assessments, and professional dialogue with teachers and administrators to identify areas of need and measure success in their coaching sessions with teachers. The instructional coach will serve as a resource for the classroom teacher.

Research Cited: Coaching Classroom Instruction by Marzano and Sims; Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A CaseStudy in Capacity Building." Paper presented at the American Educational Research Association annual meeting, Chicago.; Instructional Coaching - http://annenberginstitute.org/pdf/InstructionalCoaching.pdf

Activity - The Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will collaborate with instructional staff by providing side-by-side modeling of research-based instruction, demonstrating effective instructional techniques with at-risks learners, and assisting in the disaggregating of student data. The instructional coach will provide additional support as needed to support students in their learning.	Academic Support Program			08/06/2014	05/29/2015	$55000 - State Funds	Administrative staff and instructional coach

Strategy3:

Individualized Instructional Learning Plans - Students will be assigned standards-based instructional units to address learning needs. Assignment of appropriate units will be based upon the Classworks assessments (universal screener and snap shot) and individuals student needs identified through other assessments.

Research Cited: Using data to guide instruction and improve student learning by Lewis and Madison (http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html)

Activity - Technology Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the technology lab to use instructional programs for reinforcement, remediation, and enrichment. Mini labs within classrooms will also be used in this manner.	Academic Support Program			08/06/2014	05/22/2015	$6000 - Title I Part A	Technology site coordinator, instructional coaches, intervention teacher, and classroom teachers

Activity - Individualized Instructional Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support will use Classworks to build skills in identified areas.	Academic Support Program			09/01/2014	05/21/2015	$14500 - Title I Part A	Teachers, Interventionist, and paraprofessionals

Activity - Renaissance Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the Renaissance Learning program to idenity areas of weakness on the STAR assessments and to monitor reading growth through Accelerate Reading.	Academic Support Program			08/11/2014	05/28/2015	$6026 - Title I Part A	Technology Site Coordinator, Administrator, Instructional Coach, Library Media Specialist, and Teachers

Strategy4:

Problem Solving Meetings - The teachers will meet with instructional coaches and instructional leaders to identify strategies to assist at-risk

students in meeting the individual learning goals of students.

Research Cited: http://www.rtinetwork.org/learn/what/approaches-to-rti

Activity - Problem Solving Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the RtI process, teachers will meet by grade level to design plans for increasing mastery of standards for at-risk learners. Teachers will dig into data reports and keep logs of the progress through data binders and a data wall.	Academic Support Program			08/11/2014	05/28/2015	$1500 - Title I Part A	Instructional coaches, problem solving teams, administrators

Strategy5:

Small Group Instruction - At-risk students will be provided additional instruction in a small group/individual setting.

Research Cited: Effects of Small-Group Reading Instruction and Curriculum Differences for Students Most at Risk in Kindergarten: Two-Year

Results for Secondary- and Tertiary-Level Interventions - Journal of Learning Disabilities March/April 2008 41: 101-114,

Activity - Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide support to the Tier 1 and Tier 2 instruction through small-group instruction with at-risk students. The intervention teacher will also collaborate with teachers and paraprofessionals to create a schedule for providing intervention for students identified by the RtI process and data analysis.	Academic Support Program			08/06/2014	05/29/2015	$52222 - Title I Part A	Intervention teacher, classroom teachers, instructional coach, administrators, and paraprofessionals

Activity - Instructional Support Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide instructional aides in Reading and Math due to instructional need to support student achievement.	Academic Support Program			08/11/2014	05/22/2015	$97441 - Title I Part A	Teachers, interventionist, and paraprofessionals

Activity - Explicit Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and interventionist will use the SRA Reading Mastery, Triumphs, Failure Free, Sidewalks, envisions intervention programs to provide explicit instruction to students.Teachers will also utilize reports from Global Scholar to provide instruction to support students who did not score proficient on these assessments.	Direct Instruction			09/01/2014	05/22/2015	$0 - Title I Part A	Interventionist, paraprofessionals, teachers, and instructional coaches

Narrative:

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

Goal 1:

All students performing below grade level at MES will be provided supplemental instruction based on instructional needs.

Measurable Objective 1:

A 75% increase of Kindergarten, First, Second, Third and Fourth grade Economically Disadvantaged students will demonstrate a proficiency of improved mastery of grade level standards in Reading by 05/26/2015 as measured by Classworks, STAR assessments, Global Scholar and other standards-based assessments.

Strategy1:

Instructional Collaboration - Instructional coaches including the school-based instructional coach, ARI literacy coach, and AMSTI instructional coaches will assist teachers in planning and implementing appropriate classroom instruction characterized by strategic lessons and best practices. The instructional coaches will utilize data from district assessments, instructional snap-shots/walkthroughs, formative assessments, and professional dialogue with teachers and administrators to identify areas of need and measure success in their coaching sessions with teachers. The instructional coach will serve as a resource for the classroom teacher.

Research Cited: Coaching Classroom Instruction by Marzano and Sims; Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A CaseStudy in Capacity Building." Paper presented at the American Educational Research Association annual meeting, Chicago.; Instructional Coaching - http://annenberginstitute.org/pdf/InstructionalCoaching.pdf

Activity - The Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will collaborate with instructional staff by providing side-by-side modeling of research-based instruction, demonstrating effective instructional techniques with at-risks learners, and assisting in the disaggregating of student data. The instructional coach will provide additional support as needed to support students in their learning.	Academic Support Program			08/06/2014	05/29/2015	$55000 - State Funds	Administrative staff and instructional coach

Strategy2:

Problem Solving Meetings - The teachers will meet with instructional coaches and instructional leaders to identify strategies to assist at-risk

students in meeting the individual learning goals of students.

Research Cited: http://www.rtinetwork.org/learn/what/approaches-to-rti

Activity - Problem Solving Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the RtI process, teachers will meet by grade level to design plans for increasing mastery of standards for at-risk learners. Teachers will dig into data reports and keep logs of the progress through data binders and a data wall.	Academic Support Program			08/11/2014	05/28/2015	$1500 - Title I Part A	Instructional coaches, problem solving teams, administrators

Strategy3:

8th Period Tutoring Sessions - Students will be provided additional instruction and support on academic standards after school through 8th

period tutoring. Students will be identified through the RtI process and teacher referrals for this service.

Research Cited: http://www2.ed.gov/pubs/After_School_Programs/Reading_Programs.html; Research: Afterschool and Expanded Learning

Programs:These programs play a vital role in student success.By Sherri Lauver publication - District Administration, March 2012

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided additional instruction and support in mastering the CCRS standards. The students will recieve assistance with teacher/classroom assignment as well as remediation on skills not previously mastered.	Academic Support Program			11/03/2014	05/15/2015	$17923 - Title I Part A	8th Period Tutors, RtI Problem Solving Teams, Administrators, Classroom Teachers

Strategy4:

Small Group Instruction - At-risk students will be provided additional instruction in a small group/individual setting.

Research Cited: Effects of Small-Group Reading Instruction and Curriculum Differences for Students Most at Risk in Kindergarten: Two-Year

Results for Secondary- and Tertiary-Level Interventions - Journal of Learning Disabilities March/April 2008 41: 101-114,

Activity - Instructional Support Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide instructional aides in Reading and Math due to instructional need to support student achievement.	Academic Support Program			08/11/2014	05/22/2015	$97441 - Title I Part A	Teachers, interventionist, and paraprofessionals

Activity - Explicit Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and interventionist will use the SRA Reading Mastery, Triumphs, Failure Free, Sidewalks, envisions intervention programs to provide explicit instruction to students.Teachers will also utilize reports from Global Scholar to provide instruction to support students who did not score proficient on these assessments.	Direct Instruction			09/01/2014	05/22/2015	$0 - Title I Part A	Interventionist, paraprofessionals, teachers, and instructional coaches

Activity - Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide support to the Tier 1 and Tier 2 instruction through small-group instruction with at-risk students. The intervention teacher will also collaborate with teachers and paraprofessionals to create a schedule for providing intervention for students identified by the RtI process and data analysis.	Academic Support Program			08/06/2014	05/29/2015	$52222 - Title I Part A	Intervention teacher, classroom teachers, instructional coach, administrators, and paraprofessionals

Strategy5:

Individualized Instructional Learning Plans - Students will be assigned standards-based instructional units to address learning needs.

Assignment of appropriate units will be based upon the Classworks assessments (universal screener and snap shot) and individuals student

needs identified through other assessments.

Research Cited: Using data to guide instruction and improve student learning by Lewis and Madison (http://www.sedl.org/pubs/sedl-

letter/v22n02/using-data.html)

Activity - Renaissance Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the Renaissance Learning program to idenity areas of weakness on the STAR assessments and to monitor reading growth through Accelerate Reading.	Academic Support Program			08/11/2014	05/28/2015	$6026 - Title I Part A	Technology Site Coordinator, Administrator, Instructional Coach, Library Media Specialist, and Teachers

Activity - Technology Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the technology lab to use instructional programs for reinforcement, remediation, and enrichment. Mini labs within classrooms will also be used in this manner.	Academic Support Program			08/06/2014	05/22/2015	$6000 - Title I Part A	Technology site coordinator, instructional coaches, intervention teacher, and classroom teachers

Activity - Individualized Instructional Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support will use Classworks to build skills in identified areas.	Academic Support Program			09/01/2014	05/21/2015	$14500 - Title I Part A	Teachers, Interventionist, and paraprofessionals

Narrative:

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

Goal 1:

All students performing below grade level at MES will be provided supplemental instruction based on instructional needs.

Measurable Objective 1:

A 75% increase of Kindergarten, First, Second, Third and Fourth grade Economically Disadvantaged students will demonstrate a proficiency of improved mastery of grade level standards in Reading by 05/26/2015 as measured by Classworks, STAR assessments, Global Scholar and other standards-based assessments.

Strategy1:

Problem Solving Meetings - The teachers will meet with instructional coaches and instructional leaders to identify strategies to assist at-risk students in meeting the individual learning goals of students.

Research Cited: http://www.rtinetwork.org/learn/what/approaches-to-rti

Activity - Problem Solving Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the RtI process, teachers will meet by grade level to design plans for increasing mastery of standards for at-risk learners. Teachers will dig into data reports and keep logs of the progress through data binders and a data wall.	Academic Support Program			08/11/2014	05/28/2015	$1500 - Title I Part A	Instructional coaches, problem solving teams, administrators

Strategy2:

Individualized Instructional Learning Plans - Students will be assigned standards-based instructional units to address learning needs. Assignment of appropriate units will be based upon the Classworks assessments (universal screener and snap shot) and individuals student needs identified through other assessments.

Research Cited: Using data to guide instruction and improve student learning by Lewis and Madison (http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html)

Activity - Individualized Instructional Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support will use Classworks to build skills in identified areas.	Academic Support Program			09/01/2014	05/21/2015	$14500 - Title I Part A	Teachers, Interventionist, and paraprofessionals

Activity - Renaissance Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the Renaissance Learning program to idenity areas of weakness on the STAR assessments and to monitor reading growth through Accelerate Reading.	Academic Support Program			08/11/2014	05/28/2015	$6026 - Title I Part A	Technology Site Coordinator, Administrator, Instructional Coach, Library Media Specialist, and Teachers

Activity - Technology Lab	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize the technology lab to use instructional programs for reinforcement, remediation, and enrichment. Mini labs within classrooms will also be used in this manner.	Academic Support Program			08/06/2014	05/22/2015	$6000 - Title I Part A	Technology site coordinator, instructional coaches, intervention teacher, and classroom teachers

Strategy3:

Small Group Instruction - At-risk students will be provided additional instruction in a small group/individual setting.

Research Cited: Effects of Small-Group Reading Instruction and Curriculum Differences for Students Most at Risk in Kindergarten: Two-Year

Results for Secondary- and Tertiary-Level Interventions - Journal of Learning Disabilities March/April 2008 41: 101-114,

Activity - Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention teacher will provide support to the Tier 1 and Tier 2 instruction through small-group instruction with at-risk students. The intervention teacher will also collaborate with teachers and paraprofessionals to create a schedule for providing intervention for students identified by the RtI process and data analysis.	Academic Support Program			08/06/2014	05/29/2015	$52222 - Title I Part A	Intervention teacher, classroom teachers, instructional coach, administrators, and paraprofessionals

Activity - Instructional Support Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide instructional aides in Reading and Math due to instructional need to support student achievement.	Academic Support Program			08/11/2014	05/22/2015	$97441 - Title I Part A	Teachers, interventionist, and paraprofessionals

Activity - Explicit Intervention Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and interventionist will use the SRA Reading Mastery, Triumphs, Failure Free, Sidewalks, envisions intervention programs to provide explicit instruction to students.Teachers will also utilize reports from Global Scholar to provide instruction to support students who did not score proficient on these assessments.	Direct Instruction			09/01/2014	05/22/2015	$0 - Title I Part A	Interventionist, paraprofessionals, teachers, and instructional coaches

Strategy4:

Instructional Collaboration - Instructional coaches including the school-based instructional coach, ARI literacy coach, and AMSTI instructional coaches will assist teachers in planning and implementing appropriate classroom instruction characterized by strategic lessons and best practices. The instructional coaches will utilize data from district assessments, instructional snap-shots/walkthroughs, formative assessments, and professional dialogue with teachers and administrators to identify areas of need and measure success in their coaching sessions with teachers. The instructional coach will serve as a resource for the classroom teacher.

Research Cited: Coaching Classroom Instruction by Marzano and Sims; Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A CaseStudy in Capacity Building." Paper presented at the American Educational Research Association annual meeting, Chicago.; Instructional Coaching - http://annenberginstitute.org/pdf/InstructionalCoaching.pdf

Activity - The Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will collaborate with instructional staff by providing side-by-side modeling of research-based instruction, demonstrating effective instructional techniques with at-risks learners, and assisting in the disaggregating of student data. The instructional coach will provide additional support as needed to support students in their learning.	Academic Support Program			08/06/2014	05/29/2015	$55000 - State Funds	Administrative staff and instructional coach

Strategy5:

8th Period Tutoring Sessions - Students will be provided additional instruction and support on academic standards after school through 8th period tutoring. Students will be identified through the RtI process and teacher referrals for this service.

Research Cited: http://www2.ed.gov/pubs/After_School_Programs/Reading_Programs.html; Research: Afterschool and Expanded Learning Programs:These programs play a vital role in student success.By Sherri Lauver publication - District Administration, March 2012

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided additional instruction and support in mastering the CCRS standards. The students will recieve assistance with teacher/classroom assignment as well as remediation on skills not previously mastered.	Academic Support Program			11/03/2014	05/15/2015	$17923 - Title I Part A	8th Period Tutors, RtI Problem Solving Teams, Administrators, Classroom Teachers

Goal 2:

All teachers and students will participate in the building of leadership skills in students at Monroeville Elementary School.

Measurable Objective 1:

collaborate to implement the 7 Habits of Highly Effective People and foster leadership characteristics by 05/28/2015 as measured by decreased discipline referrals.

Strategy1:

The Leader in Me Book Study - Teachers will read and participate in a book study of The Leader in Me by Stephen Covey.

Research Cited: http://www.theleaderinme.org/what-are-the-results; : The Leader in Me: Promising Results -

http://innocademy.com/blog/wp-content/uploads/leader-in-me-research.pdf

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop a knowledge of the 7 Habits in Covey's book entitled "The Leader in Me".	Behavioral Support Program			01/06/2015	04/30/2015	$800 - Title I Part A	Administrators, teachers, and instructional staff

Narrative:

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?	No	One teacher does not meet the NCLB requirements for highly qualified. The teacher and I have developed a plan to help her achieve HQ status. She is completing the HOUSSE portfolio to be submitted to the SDE for review.	

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

The instructional leaders ensure highly qualified and well trained teachers are providing instruction through regular classroom observations, grade level curriculum and data meetings, and professional development.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turnover is associated with retirement.

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

Years of experience
Administrators: 34 years (average of 16)
Teachers/Certificated Staff - Average of 13 years of experience
Five of the 45 certificated staff has an Educational Specialist degree.
Eighteen of the 45 certificated staff have a Masters degree.

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

Title I school staff and administration determine personnel needs that require the use of Title I funds. Applications are requested state-wide when openings are available in order to choose only those teachers who are highly qualified. The decision of hiring highly qualified staff is made by the local school. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. New teachers are assigned mentors within the school for the first three years and are monitored all three years by the administration and Central Office staff. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.

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

Title I school staff and administration determine personnel needs that require the use of Title I funds. Applications are requested state-wide when openings are available in order to choose only those teachers who are highly qualified. The decision of hiring highly qualified staff is made by the local school. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. New teachers are assigned mentors within the school for the first three years and are monitored all three years by the administration and Central Office staff. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.

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?

Turnover has included 5 people in the past year. Two due to retirement, one received a transfer to another school in the district, and 2 were non-renewed.

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?

The professional learning communities and peer-to-peer meetings are high quality, effective and research based. Other appropriate professional development activities include instructional coaching and professional learning sessions conducted by highly trained individuals.

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

The professional learning communities and peer-to-peer meetings are high quality, effective and research based. Other appropriate professional development activities include instructional coaching and professional learning sessions conducted by highly trained individuals. Data meetings to discussed student needs and plan effective instruction are also a form of professional development provided to our staff.

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.

Monroe County Mentoring Program provides professional learning and support for new teachers.

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

Grade Level Meetings will be conducted periodically and training in RTI for teachers will be conducted by School RTI Team. Professional development will be provided monthly in areas of need. SARIC, our in-service center, provides on-going support for educators in areas of need. The Central Office Curriculum staff provides training. The State Department also provides webinars. Our PLT also attends Math training and will present to staff.

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.

Students at MES will benefit from the open communication between teachers about the readiness skills necessary for success in the coming grades. Teachers from different grade levels and special education teachers will meet to collaborate about the academic and social/behavioral needs of students. The school counselor will provide support through class, small group, and individual counseling sessions to encourage students in both academic and social/behavioral goals. Fourth grade students will be transported to the Monroeville Middle School to tour the facility and to meet the administrators and faculty before moving into the new school as fifth graders.

The MES PreKindergarten teachers will collaborate with outside agencies and the Monroe County Special Services department to identify and provide assistance to children enrolled in the program.

Incoming kindergarten students are given a prescreening assessment to measure readiness skills and prior knowledge before class placements are made.

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?

Monroeville Elementary School Teachers are involved in the decisions regarding the use of state academic assessment results. These assessments are used to determine if remedial or intervention strategies need to be implemented. The following are various ways that teachers make decisions that guide instruction:

-The faculty collaboratively studies the dis-aggregated data and results of the state assessments.

-Multi-grade level meetings help to identify any instructional gaps or overlaps that may occur in grades K-4.

-Grade level and data meetings are held to adjust instructional procedures and strategies based on the progress monitoring data.

-RTI Team meetings are held to discuss progress of the students and steps to be taken to help students who demonstrate weaknesses in identified academic subject areas.

-RTI members evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services.

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?

The Response to Instruction process and problem solving teams are utilized to review student progress toward academic and behavioral goals.

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?

Through the RtI process, identified children receive a Tier plan for targeting specific areas of needs through additional instruction in the classroom (small group or individual), intervention services, and through computer-based instructional programs.

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

The Classworks program provides a learning styles inventory. This inventory is given to each student. Teacher utilize this information along with specific needs of students as identified through classroom observation and other assessments to differentiate instruction. The RtI process, classroom formative assessments, intervention groups, and other classroom intervention strategies are also used.

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.

Funds have been set aside to provide 8th period tutoring for at-risk students. These students are provided additional instruction on non-mastered standards as well as assistance completing homework and daily assignment. The 8th period tutor communicates with the classroom teacher and the problem solving team to provide appropriate support. Furthermore, a summer school program is offered to students during the month of June to assist in preparing students in reading and math.

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 referral to the problem solving team through the RtI process is one strategy used to assist these groups of students. Furthermore, the school counselor, federal programs director, and special services department assist in meeting the needs of students as situations become known or new students enter our school.

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.

Individuals with disabilities are provided assistance through special services teachers and paraprofessionals as set forth in individualized educational plans and 504 plans of these students. Furthermore, students are screened and provided assistance prior to being identified for special services through the RtI process. As students with specific needs are identified by the school counselor and other staff members, the school collaborates with the Federal Programs Director, local agencies, and other support groups to provide timely assistance to these children and their families.

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?

Based upon the goals of the school-wide plan, federal funding is used to provide remedial programs and to achieve local school goals. Funds are also used to provide interventionist and intervention programs.

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.

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Monroeville Elementary School. The following is a comprehensive list of fund sources, with an explanation of their usage:
The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2014-2015 school year the state is funding 39 teacher units,. 1 Counselor unit, 1 Librarian, one Principal, plus fringe benefits. and Textbooks. The grand total of state money is $3,629,871.

Title I - Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2014-2015 school year, Title I monies are being used to fund instructional aides, and to purchase various materials/instructional supplies. This budget total $382,500.00 and is spent in addition to state/local monies

 $167,584.51 Salaries/Benefits
 $8,659.00 Purchased Services
 $206,256.49 Material and Supplies
 $3,243.00 Parental Involvement

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.

We currently have guest speakers and our school counselor talk to students about Bullying awareness and the violence that is associated with it. The school currently has a breakfast program and free and reduced meal plans for the breakfast and lunch programs. We have the Hippy program and Monroeville Head Start program.

Component 10: Evaluation

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

We are able to have a scheduled walk-through for teachers to observe and understand what is taking place in the classroom. Then the data is compiled and each teacher receives feedback of their classroom engagement and ways to improve is communicated between administration and faculty. We also use data to help us monitor students with individualized progress monitoring of students. This data analysis allows us to focus our thoughts on the specific interventions that each student in need will require and then lessons are built to meet those demands.

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?

Data meetings, faculty meetings, emails and departmental meetings are all part of the discussion of student assessments. The State assessments are used as data to address the needs and then the students not scoring proficient are noted and interventions are put into place to help close the achievement gap and raise student achievement. Also our universal screener the STAR test is used to help provide predictions on how well students will achieve on State assessments. We also utilize Global Scholar, Classworks, and other classroom assessments to evaluate the results.

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?

Through daily classroom instruction and various types of interventions and remediation of Classworks. The interventions and remediation allows the teachers and instructional leaders to monitor academic growth and increases in student achievement through diagnostic testing.

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?

Administration and faculty meet to discuss the assessment outcomes after interventions. The students are given interventions that will meet their demands for lack of proficiency and the results are weighed to see which programs were effective or not. With printouts that shows student growth over the course of a year, teachers and administrators are able to see the improvement and gains made and then continue to build even more effective intervention programs.

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	39.619998931884766

Label	Question	Value
2.	Provide the number of Administrator assigned units.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	0.5

Label	Question	Value
4.	Provide the number of Counselor assigned units.	1.0

Label	Question	Value
5.	Provide the number of Librarian assigned units.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	39.619998931884766

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.5

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	2079972.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	0.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	0.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	2079972.0

Label	Question	Value
6.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Label	Question	Value
7.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	13367.0

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

Total   4,173,311.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

$167,584.51 for Salaries and Benefits

$8,659.00 Purchased Services to include instructional technology contracts and copier services

$206,256.49 Materials and Supplies to include reading materials, instructional support materials, technology equipment, and other needed materials.

$3,243.00 Parental Involvement to include materials and resources for parent engagement meetings

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	3825000.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

NA

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

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

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

NA

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

NA

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