



## **ACIP**

# Meadowlane Elementary School

Phenix City Board of Education

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# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	7

## **Improvement Plan Stakeholder Involvement**

Introduction.....	9
Improvement Planning Process.....	10

## **Stakeholder Feedback Diagnostic**

Introduction.....	12
Stakeholder Feedback Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	16
Report Summary.....	17

## **Student Performance Diagnostic**

Introduction ..... 19

Student Performance Data ..... 20

Evaluative Criteria and Rubrics ..... 21

Areas of Notable Achievement ..... 22

Areas in Need of Improvement ..... 24

Report Summary ..... 26

**ACIP Assurances**

Introduction ..... 28

ACIP Assurances ..... 29

**Meadowlane Elementary Goals and Plans 2014/2015**

Overview ..... 31

Goals Summary ..... 32

    Goal 1: Meadowlane will increase proficiency on the ACT Aspire Math assessment ..... 33

    Goal 2: Students at Meadowlane Elementary School will increase proficiency levels as measured by the ACT Aspire reading assessment ..... 34

    Goal 3: Meadowlane plans to increase the number of current third grade students that benchmark as measured by the DIBELS assessment ..... 35

    Goal 4: EL students will make positive adequate progress in language acquisition to meet the State's AMAO-A goal in 2014-15 school year. At least 19 % of EL students will attain English language proficiency and exit the ESL program (or to meet t ..... 36

Activity Summary by Funding Source ..... 39

Progress Notes ..... 43

**Strategies to Increase Parental Involvement**

Introduction ..... 45

Strategies to Increase Parental Involvement..... 46

**Title I Schoolwide Diagnostic**

Introduction ..... 53

Component 1: Comprehensive Needs Assessment ..... 54

Component 2: Schoolwide Reform Strategies ..... 56

Component 3: Instruction by Highly Qualified Staff..... 71

Component 4: Strategies to Attract Highly Qualified Teachers ..... 72

Component 5: High Quality and Ongoing Professional Development ..... 74

Component 6: Transition Strategies ..... 76

Component 7: Teacher Participation in Making Assessment Decisions ..... 77

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 78

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources..... 80

Component 10: Evaluation..... 81

**Coordination of Resources-Comprehensive Budget**

Introduction ..... 83

I. State Foundation Funds: FTEs Earned..... 84

I. State Foundation Funds: Units Placed..... 85

I. State Foundation Funds:Total Salaries..... 86

II. Federal Funds..... 88



# 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?**

Meadowlane Elementary School currently has 207 students enrolled. Forty-six percent of Meadowlane's students are black males, 42% are black females, 2% are multi-racial males, 3% are multi-racial females, 3% are white males, 1% are white females, 1% are Hispanic males, and 2% are Hispanic females. Currently, 92% of the school's students receive free lunch, 2% are on reduced lunch, and 6% of students pay full price for lunch.

There are thirty-one faculty and staff members. Twenty-nine percent of personnel are classified employees with positions such as secretary/bookkeeper, cafeteria workers, and custodians. Seventy-one percent of personnel are certified employees who serve as administrator (1), instructional coach (1), counselor (1), library/media specialist (1), and teachers. Seventy-one percent of personnel are African American, and twenty-nine percent are Caucasian. Eighty-one percent of personnel are female, and nineteen percent are male.

Meadowlane is nestled in a small close knit community located at 709 Meadowlane Drive in an area known as South Phenix City. The population of South Phenix City is primarily African American. The Meadowlane community is an area of high poverty which is evidenced through the large percentage of students receiving free or reduced priced meals. Because of the low socioeconomic status of the student population, many of the students entering kindergarten enter school without a rich background of experiences upon which to build new learning. This lack of prior knowledge presents a unique challenge to student learning and success.



## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The district's vision statement is "Pursuing excellence on behalf of every student in every school". The mission of the Phenix City School System reads as follows: "The mission of the Phenix City School System, in partnership with family and community, is to ensure each student develops into a responsible and productive citizen who is prepared for the challenges of the future." Meadowlane Elementary School has adopted both the vision and mission statement of the school district as its own. It is around these guiding principles that we focus our school culture.

The goals of Meadowlane Elementary School is to produce learners who are:

- Quality producers who exercise persistence and effectively communicate, compute and use technology, information and various forms of creative expression.
- Self-directed and exhibit a love for learning, know how to learn, and demonstrate a sense of wonderment, curiosity and enthusiasm for new experiences.
- Knowledgeable problem solvers who think independently and consider and apply a broad range of options and strategies in defining and resolving problems.
- Informed decision makers who anticipate the consequences of their actions, maintain healthful habits, and exercise integrity and sound judgment in making consumer and life decisions.
- Collaborative leaders who use effective leadership and group skills to define work and community goals, initiate their accomplishments, enhance personal and others' self-esteem, and foster and sustain cooperative relationships within culturally diverse settings.
- Community builders who are responsible citizens and contribute their time, energy, and talents to improve the health and welfare of themselves and others in both their local and global environments.

Meadowlane Elementary School believes that learners of all ages:

- Are unique individuals
- Are worthy of love, tolerance and acceptance
- Deserve to be treated fairly
- Are capable of learning
- Need to experience success
- Need a variety of teaching strategies to meet their individual needs
- Learn best when they are actively involved in meaningful experiences
- Merit an undisturbed learning environment
- Need to respect themselves and others
- Need to set goals and work towards them
- Need to be surrounded by positive role models
- Learn to be responsible by being given responsibility
- Learn best when their family is involved with their education

The primary goal at Meadowlane Elementary School is to provide engaging learning experiences that foster academic success. Students are expected to attend all classes regularly, to be prepared for all classes, and to work to their potential. We have high expectations for each  
SY 2014-2015

of our students, and we provide numerous opportunities for each Wildcat (student) to "roar" (shine) throughout the school year.

## 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.**

Meadowlane Elementary School has had several notable achievements in the last three years. Meadowlane was selected as an Alabama Torchbearer School in the 2009-2010 school year. The Torchbearer Schools Program was created to recognize high-poverty, high-performing public schools in Alabama. To be eligible for a monetary award, the Torchbearer School must make Adequate Yearly Progress (AYP) for two consecutive years and meet additional criteria. In order to be in the Torchbearer School category (i.e., a high-poverty, high-performing school) a school must meet all of the following, as applicable:

- Identified as Meeting the Challenge School
- Identified as Advancing the Challenge School
- Identified as Exceeding the Challenge School
- Have at least 80% poverty rate (percent free/reduced meals)
- Have at least 80% of students score Level III or Level IV on the reading section of the Alabama Reading and Mathematics Test
- Have at least 80% of students score Level III or Level IV on the mathematics section of the Alabama Reading and Mathematics Test
- Poverty rate is rounded to the nearest whole number.
- Rounding is not used when determining if the criteria is met.
- Calculations include only students who are full academic year (September 1 to testing window).
- Partial credit is not given for Level II.
- Poverty rate is taken from the official fall SDE extract (20 days after Labor Day).

In addition to being a Torchbearer School, we have also had several district winners in the Career/Poetry Poster Contest, Spelling Bees, Young Author's contest, and debates. We have also had one state and one national winner in the Career/Poetry Contest. Meadowlane Elementary School has made academic improvements in reading and math over the last three years. We also continue to make Annual Yearly Progress.

Areas of improvement that Meadowlane will address during the next three years are to increase parental involvement, use assessment data to effectively guide instructional decisions, and to streamline assessment, instruction, curriculum, and professional development in support of the school's Continuous Improvement Plan and stated purpose of "Pursuing Excellence on Behalf of Every Student."

## Additional Information

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

Meadowlane Elementary School offers several extra curricula programs. The programs that we offer include: G.E.M.S. (Growing Educational Minds Socially), Golden Ambassador's Gentleman Club, Duke TIP program, Meadowlane choir and Girls Scouts. Some of the activities include, but are not limited to, community outreach, mentoring, peer mediating, tutoring, Big Brother/Big Sister and "Building Brotherhood and Salvaging Sisterhood."

# 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.**

Meadowlane stakeholders chosen for the development of our improvement plan included the administrator, guidance counselor, classroom teachers, parent representatives, technology coordinator, district instructional coach, and the special education case manager. These stakeholders were chosen because of their experience, knowledge of the curriculum, and ability to analyze data. The administrator informed the stakeholders involved of their team/committee roles during a building leadership team meeting and later a faculty meeting. Each team were assigned a standard from the school self-assessment and a diagnostic section to complete with their committee members. All faculty members participated in the process. The committee members shared their results and information with the improvement plan team. Meetings were scheduled afterschool and some during the school day. Most stakeholders work flexible schedules and substitutes were provided when needed.

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

The representation from stakeholder groups that participated in the development of the improvement plan included the following: School administrator was responsible for the selection of the group leaders, committee members, and meeting dates, as well as, providing instructions and materials necessary throughout the process.

Technology Coordinator was responsible for the technology section of the improvement plan and the technology survey results.

Guidance Counselor and 5th Grade Teacher were responsible for the executive summary section.

Special Education teacher and 5th Grade Teacher were responsible for the stakeholder sections including the feedback diagnostic.

District Instructional Coach provided school demographics and documents from the data analysis conducted after receiving baseline information from Diebels and Global Scholar. He also provided an analysis of the 2013 ARMT scores.

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

The final improvement plan will be communicated to all stakeholders in several venues. The improvement plan will be shared at a PTA meeting, will be available to parents on our school website, and copies will be available in the school's parenting room.

# 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	Please see attached	MES Stakeholder Worksheet

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

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

## Areas of Notable Achievement

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

Parents seem to feel welcome in our school and feel like they are encouraged to participate in their child's education and school activities

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

Approximately one third of the parents did not know what it meant to be a title I one school or their rights as parents of students attending a title I school.

The school climate survey from staff had low results.

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

Meadowlane provides a warm and inviting atmosphere for parents and guardians (98%).

Parents know the academic goals and how they can participate in their child's education (90%)

The survey results reveal that parents understand their child's report cards and statewide assessments. (95%)

## Areas in Need of Improvement

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

The school climate results were the lowest. There is an overall score of 1.74. I am unable to access the specific results at this time.

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

Meadowlane Elementary administered the Stakeholder Feedback Questionnaires for the first time at the close of the 2012 - 2013 school year. For that reason, there is no trend data available for comparison using the AdvancED Stakeholder Surveys.

### What are the implications for these stakeholder perceptions?

Meadowlane Elementary's principal has started to recognize staff members during each faculty meeting. The "Caught You Doing Something Good" awards go to those going above and beyond for anything or anyone connected to Meadowlane Elementary. Applebee's gift cards are the reward for those who have been "Caught Doing Something Good".

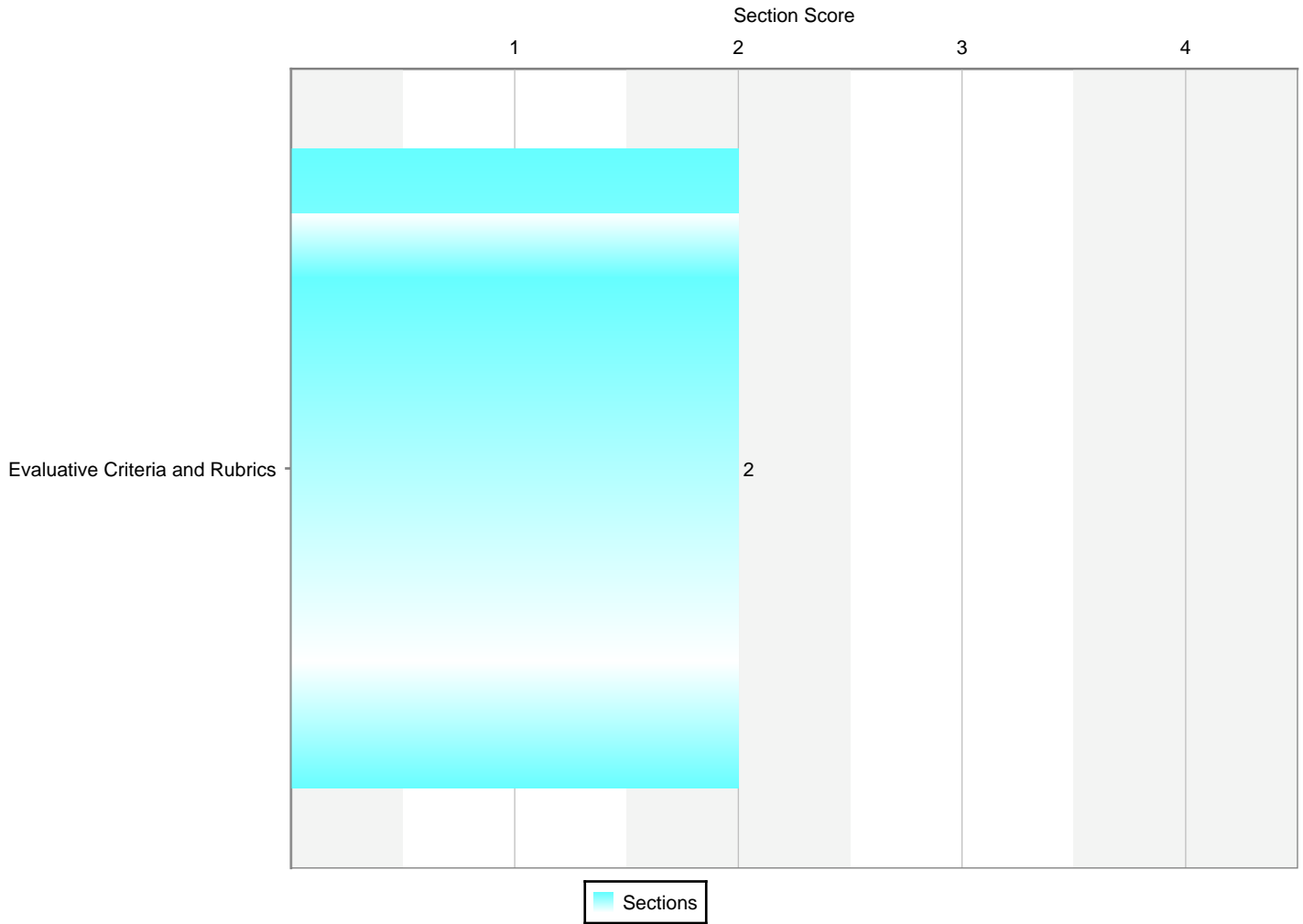
Meadowlane Elementary's principal has solicited sponsors for a "Tailgate Luncheon" provided for teachers to show appreciation for all of their hard work. This will be a great opportunity for all staff to fellowship and get to know each other better. The event will occur the day before we get out for Thanksgiving Break.

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

Results from the District Parent Surveys are consistent with the AdvancED surveys.

## Report Summary

### Scores By Section



# 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	<p>Assessment results for reading, math, and science were reviewed. This data helped our school's faculty and staff plan goals for student achievement. Our staff believes:</p> <ul style="list-style-type: none"> <li>- all students can learn,</li> <li>- curriculum, instruction, and assessment must all be interconnected,</li> <li>- diversity must be respected in teaching and learning,</li> <li>- teachers must promote and model lifelong learning.</li> </ul> <p>This document addresses the analysis of assessment scores, quality, test administration, quality of learning, and equity of learning.</p> <p>1. Assessment Quality  a. Reading - Students are assessed throughout the year in a variety</p>	MES Student Performance Diagnostic

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

## Areas of Notable Achievement

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

During the 2013-2014 school year, students in grades kindergarten through third grade increased their level of proficiency, as measured by the DIBELS assessment, in the areas of Oral Reading Fluency (ORF), Letter Naming Fluency (LNF), and Phoneme Segmentation Fluency (PSF).

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

- a. At the end of the school year, 95% of our students at Meadowlane were in need of core support. This is 1% higher than the district average of 94%.
- b. Over the last few years, Meadowlane's kindergarteners have outscored the district average. 2012-2013 = 98%(MES) 97%(PCBOE), 2011-2012 = 97% (MES) 96%(PCBOE).

**Which area(s) indicate the overall highest performance?**

- a. ASPIRE - When analyzing scores on the ACT Aspire, Meadowlane's third graders scored at a higher level in the math portion of the assessment than other 3rd graders at in the Phenix City School System. Fifth graders scored higher than any other grade level at Meadowlane Elementary on the reading portion of the ACT Aspire assessment.

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

- a. ASPIRE - 4th grade Caucasian students scored at a higher level than African American students on the reading and math portion of the ACT Aspire. 67% of Caucasian fourth graders scored in the close or exceeding range in reading and/or math.

**Between which subgroups is the achievement gap closing?**

The achievement gap is closing in grades three and five according to the reading and math results from the ACT Aspire assessment. The difference between the performance indicators is very minimal when looking at the in need of support and/or close categories.

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

Data received from the various assessments given at Meadowlane Elementary School (STAR, Global Scholar, weekly assessments, and formative assessments) align with the data outlined above. Currently, we have more students in our school that receive Tier II or Tier III support in the area of reading than in the area of math or behavior.



## **Areas in Need of Improvement**

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

23% of our second graders scored in need of intensive support in the area of Oral Reading Fluency on the DIBELS assessment . This was a much higher number of students than the district's average of 12% of students that needed intensive support.

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

a. First Grade - Our 2013-2014 first graders demonstrated a decline in their Oral Reading Fluency. During the Middle of the Year (MOY) DIBELS assessment, 88% of our first graders benchmarked; however, 78% of our first graders benchmarked during the End of Year (EOY) DIBELS assessment.

b. Second Grade - As noted above, our 2013-2014 second graders demonstrated a decline in their Oral Reading Fluency. During the Middle of Year (MOY) DIBELS assessment 71% of our second graders benchmarked; however, 65% of second graders benchmarked during the End of Year (EOY) DIBELS assessment.

### **Which area(s) indicate the overall lowest performance?**

Our school's ACT Aspire results indicate the overall lowest readiness percentage is in the area of reading. Overall, 44% of our students are ready and 56% of our students are in need of intensive reading support to raise their achievement levels in time for the 2015 ACT Aspire assessment. Our current fifth graders are in need of the most support.

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

a. Our largest subgroup (African Americans) is in need of the most support in relation to the ACT Aspire reading and math assessment. Students with Individualized Education Plans (IEPs) are also in need of a lot of support in order to raise their scores.

### **Between which subgroups is the achievement gap becoming greater?**

a. 4th grade reading and math - 67% of Caucasian students in the 4th grade scored within the "readiness" indicator (reading and math) while 28% of African American students scored within the "readiness" indicators in math and 0% in reading.

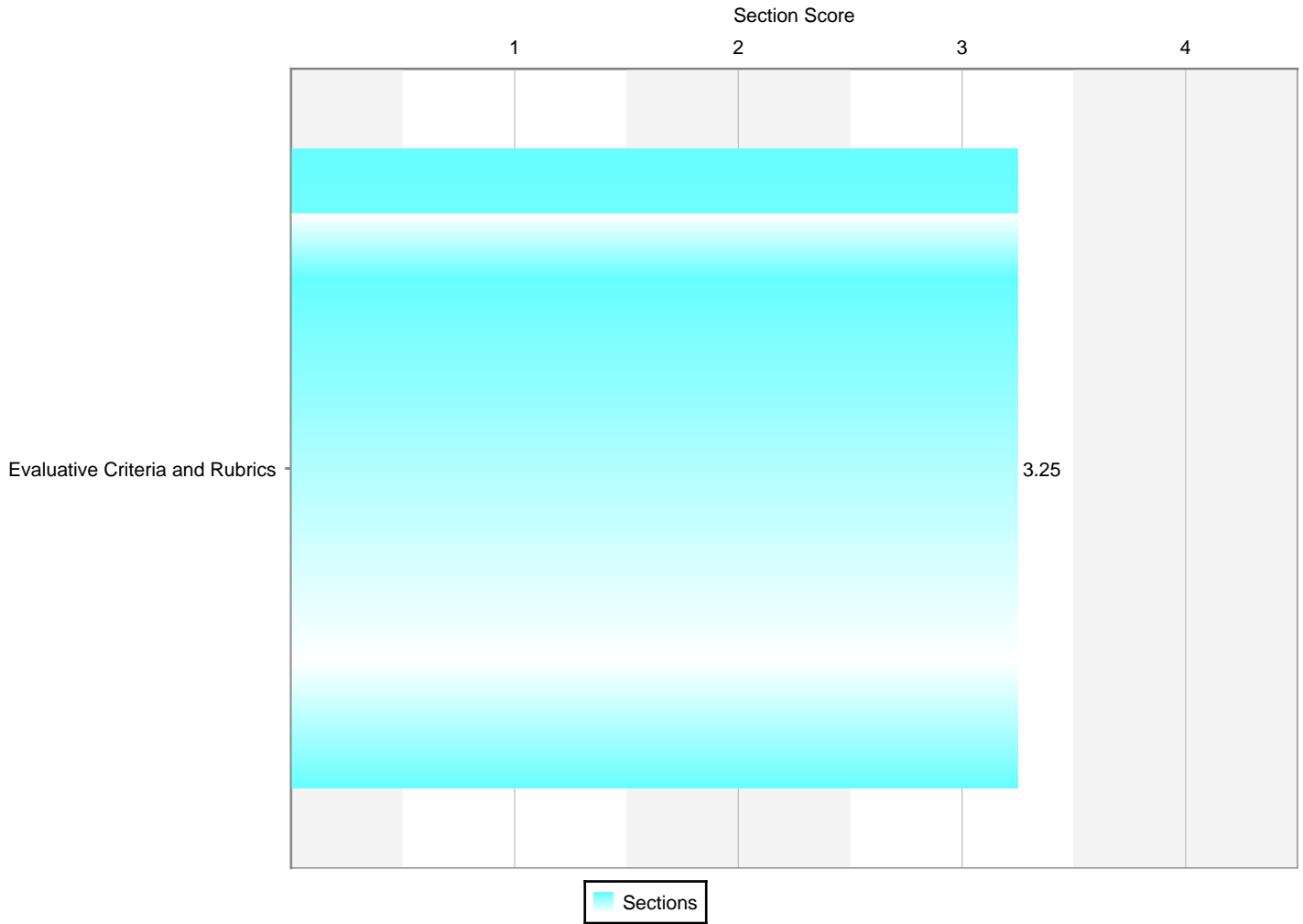
b. 5th grade reading and math - 0% of Caucasian students in the 5th grade scored within the "readiness" indicator (reading and math) while 20% of African American students scored within the "readiness" indicators in math and 30% in reading.

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

Data received from the various assessments given at Meadowlane Elementary School (STAR, Global Scholar, weekly assessments, and formative assessments) align with the data outlined above. Currently, we have more students in our school that receive Tier II or Tier III support in the area of reading than in the area of math or behavior.

## Report Summary

### Scores By Section



# **ACIP Assurances**



## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	No	After the first submission of the ACIP, a designee from the local board of education will review and approve or ask that it be revised.	

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		PCBOE Title IX Assurance

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	Joe Blevins P.O. Box 460 Phenix City, AL 36868 334-298-0534	Assurance of Compliance with Title IX

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		MES

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		MES Student Compact

# **Meadowlane Elementary Goals and Plans 2014/2015**

## **Overview**

### **Plan Name**

Meadowlane Elementary Goals and Plans 2014/2015

### **Plan Description**

Meadowlane Elementary School 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	Meadowlane will increase proficiency on the ACT Aspire Math assessment.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$6000
2	Students at Meadowlane Elementary School will increase proficiency levels as measured by the ACT Aspire reading assessment.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$5000
3	Meadowlane plans to increase the number of current third grade students that benchmark as measured by the DIBELS assessment.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$120000
4	EL students will make positive adequate progress in language acquisition to meet the State's AMAO-A goal in 2014-15 school year. At least 19 % of EL students will attain English language proficiency and exit the ESL program (or to meet t	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

## Goal 1: Meadowlane will increase proficiency on the ACT Aspire Math assessment.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency or obtain "readiness" in Mathematics by 08/01/2015 as measured by the percentage of students who meet or exceed standards on the Aspire Assessment.

### Strategy 1:

Teacher Training - Teachers will receive professional development on unpacking the math standards by AMSTI representatives as well as receive in depth training on how to teach engaging lessons based on the standards. Grade levels across the school district will meet quarterly to develop a pacing guide to cover standard before testing ASPIRE testing in May.

Research Cited: McGee, J., Polly, D., & Wang, C. (2013). Guiding teachers in the US in the use of a standards-based math curriculum. *School Science and Mathematics*, 113(1), 16-28.

Activity - Tier II and Tier III Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing extra help will receive 30 minutes of Tier II intervention and an extra 30 minutes of Tier III instruction each day.	Academic Support Program	08/06/2014	05/01/2015	\$5000	Title I School Improvement (ISI)	1.) Principal 2.) Instructional Coach, 3.)PST Team and 4.) Classroom teachers

### Strategy 2:

Mini PD - Teachers will participate in a variety of mini PD sessions during grade level meetings and weekly PD emails.

Research Cited: Whole Schooling Consortium. Available from: Concordia University College of Alberta. 7128 Ada Boulevard, Edmonton, AB T5B 4E4, Canada. e-mail: wholeschooling@twmi.rr.com; Web site: <http://www.wholeschooling.net>

Activity - Mini Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a variety of "mini" professional development learning opportunities through grade level meetings, planning periods, PLCs, and faculty meetings to help teachers and students meet the math standards.  These methods of instruction will help teachers prepare and plan engaging math lessons that meet Common Core Standards. Training through AMSTI will be given throughout the year. Each teacher will receive the Common Core flip book for their grade level as well as example lessons for each Common Core Standard.	Professional Learning	08/01/2014	05/29/2015	\$1000	Title I School Improvement (ISI)	Teachers, Instructional Coaches, Administration

## Goal 2: Students at Meadowlane Elementary School will increase proficiency levels as measured by the ACT Aspire reading assessment.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency or readiness in Reading by 08/01/2015 as measured by the percentage of students who are "ready" on the Aspire Assessment.

### Strategy 1:

Professional Development - Teachers will receive training on student engagement to help increase student involvement in hands-on and engaging classroom experiences.

Research Cited: Carter, C. P., Lovelace, M.D., Reschly, A.L. (2012). Measuring student engagement among elementary students (61-73).

)

Activity - Standards Alignment and Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will align current instructional activities to meet the standards required by the CCRS and Course of Study. Instructional practices will be reviewed to ensure that what is being taught is rigorous and aligned to the CCRS.	Policy and Process	08/01/2014	05/29/2015	\$0	No Funding Required	Principal, Instructional Coach, and Teaching Staff

Activity - Classroom Management Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To remove the behavioral interference, new teachers at Meadowlane Elementary will receive classroom management training provided by the district instructional coaches in Phenix City. This series of 12 trainings will help the teachers remove interferences by helping with room arrangement, effective collaborative conversations, partner teaching, and being consistent. Using these strategies will increase student engagement and student achievement.	Professional Learning	08/18/2014	01/01/2015	\$0	No Funding Required	New teachers and instructional coaches

### Strategy 2:

Parental Involvement - To increase Parental Involvement.

Research Cited: Toren, N.K. (2013). Multiple dimensions of parental involvement and its links to young adolescent self-evaluation and academic achievement.

Psychology in the Schools 50(6). 634-649.

Activity - Parental Involvement Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents will be provided feedback nightly regarding student progress and upcoming assignments. Parental involvement activities will take place throughout the year to help educate and updated parents on current educational trends as well as literacy related activities. Our parental involvement program, "Parents Are Teachers Too!" will help parents involve themselves with daily activities at our school.	Parent Involvement	08/29/2014	05/29/2015	\$5000	Other	Administration , Instructional Specialist, Counselor, and Teachers.
Activity - Communication with parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The faculty and staff at Meadowlane Elementary School will keep the parents informed or activities and events at the school through the use of weekly and monthly newsletters, MES-TV, and conferences. Progress reports will be sent home periodically to keep parents informed of the student's progress. Parents have access to an STI username and password to check grades on their computer or smartphones. Parent conferences will be held when report cards are distributed. Many parental involvement activities will take place during and after the school day so parents and students can spend time together while learning.	Parent Involvement	08/08/2014	05/15/2015	\$0	No Funding Required	Principal, Teachers, Instructional Coach, Counselor

### Goal 3: Meadowlane plans to increase the number of current third grade students that benchmark as measured by the DIBELS assessment.

This plan includes progress notes which are at the very end of this document

#### Measurable Objective 1:

65% of Third grade students will demonstrate a proficiency on the DIBELS assessment in Reading by 08/01/2015 as measured by the DIBELS assessment.

#### Strategy 1:

Small Group Instruction - Teachers will provide small group instruction to students that need more than the core instructional support. Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments such as: classroom questioning, observations, Wonders assessments, Tier II assessments, STAR reading, and the Global Scholar assessment.

Research Cited: Kamps, D., Abbott, M., Greenwood, C. (2007). An experimental analysis of the effects of reading interventions in a small group reading instruction context. Journal of Behavioral Education, 15(2). 93-109.

Activity - Implementation of Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide 30-45 minutes of small group instruction through a research-based program that focus on phonics, phonemic awareness, fluency, vocabulary, and comprehension. Tiered instruction will be monitored by daily formative assessments and bi-weekly summative assessments. Instruction will be adjusted to meet the needs of students by the teacher on a daily basis, and by the PST team's recommendations through a monthly PST meeting.	Academic Support Program	08/06/2014	05/21/2015	\$120000	Other	Teachers, instructional specialist, PST team.



Activity - WonderWorks Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Since our Tier III instructor (Mr. Kilcrease) is using the Voyager Reading program for Tier III, he has given teachers Wonders' Tier III program (Wonderworks) to use to supplement their Tier II instruction. This program teaches phonics, phonemic awareness, comprehension, and fluency on a level easy to understand by Tier II students. This program will supplement the Tier II Wonders program already used by each teacher. The Instructional Coach will monitor the use of the Tier II instructional program by observing and modeling small groups. During monthly PST meetings, the PST meeting will provide recommendations for future instruction based on data and intervention logs brought to the PST meetings by each teacher.	Academic Support Program	08/01/2014	05/29/2015	\$0	No Funding Required	Teachers, Instructional Coach, Administration

**Strategy 2:**

Monitoring of Professional Growth - The administration and instructional coach will regularly monitor the instructional program and professional growth of teachers to help provide engagement and rigorous strategies within lessons. An ongoing series of professional learning sessions will take place to focus on areas that need improvement as well as areas to expound upon.

Research Cited: Fletcher, Stephen H., Strong, Michael A (2009). Full-Release and Site-Based Mentoring of New Elementary Grade Teachers: An Analysis of Changes in Student Achievement.

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both of our new third grade teachers are new. Since they have students that are the focus of one of our goals, these teachers will receive a lot of professional learning through school PD sessions, coaching, student support, and mentoring. Both teachers have been assigned a mentor (the counselor-a former 3rd grade teacher). The mentor and mentees attend monthly mentoring meetings and also meet several hours on a weekly basis. Area of focus include: assessing, instructing, engagement, and small group instruction. The instructional coach will also coach the new teachers and help them grow as educators through the building-based mentoring program, grade level meetings, and mini PD sessions.	Professional Learning	08/29/2014	05/29/2015	\$0	No Funding Required	The mentor (counselor), 3rd grade teachers, Instructional Coach, and the Principal.

**Goal 4: EL students will make positive adequate progress in language acquisition to meet the State's AMAO-A goal in 2014-15 school year. At least 19 % of EL students will attain English language proficiency and exit the ESL program (or to meet t**

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

**ACIP**

Meadowlane Elementary School

53% of Hispanic or Latino students will demonstrate a proficiency in reading and math by meeting the AYP requirements for the EL subgroup in English Language Arts by 05/21/2015 as measured by the states's AMAO-A goal..

**Strategy 1:**

Parental Involvement Workshops - The district ESL Coach will provide parental workshops for parents of EL students. These workshops will include an explanation of EL services and standardized testing (including ACCESS) for their students. Literature will be available in English and Spanish

Research Cited: The Urban Review

June 2003, Volume 35, Issue 2, pp 93-110

Dismay and Disappointment: Parental Involvement of Latino Immigrant Parents

A. Y. Fred Ramirez

Activity - Phenix City Public Schools ESL Parent Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This workshop will provide parents with information on district services for ESL students. The will also be provided with information on standardized tests including the ACCESS test.	Parent Involvement	09/10/2014	09/10/2014	\$0	No Funding Required	Ms. Gomez, school district ESL Coach

**Strategy 2:**

Small Group Instruction - The school district has provided an ESL paraprofessional that will sit in with EL students during whole group instruction and provide assistance to students during small group instruction. We will also utilize regular ed. paraprofessionals to provide small group instruction in the absence of EL paraprofessional.

Research Cited: Kendall, J., & Khuon, O. (2005). Making sense: Small - group comprehension lessons for English language learners . Portland, ME:

Stenhouse Pu b l i s h e r s .

Zimmerman, S., & Keene, E. O. (1997). Mosaic of thought:

Teaching comprehension in a re a d e r's work s h o p . Portsmouth, NH:

Heinemann.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Meadowlane Elementary School

Paraprofessional will help to provide small group instruction for EL students in the classroom	Academic Support Program	09/02/2014	05/22/2015	\$0	No Funding Required	All MES teachers of EL students (Ms. Pleas, Ms. Floyd, Ms. Neuzil, Ms. Gilchrist) and paraprofessionals (Ms. White and Mrs. Willis) and the EL paraprofessional (Ms. Salaam).
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier II and Tier III Instruction	Students identified as needing extra help will receive 30 minutes of Tier II intervention and an extra 30 minutes of Tier III instruction each day.	Academic Support Program	08/06/2014	05/01/2015	\$5000	1.) Principal 2.) Instructional Coach, 3.)PST Team and 4.) Classroom teachers
Mini Professional Development	Teachers will participate in a variety of "mini" professional development learning opportunities through grade level meetings, planning periods, PLCs, and faculty meetings to help teachers and students meet the math standards.  These methods of instruction will help teachers prepare and plan engaging math lessons that meet Common Core Standards. Training through AMSTI will be given throughout the year. Each teacher will receive the Common Core flip book for their grade level as well as example lessons for each Common Core Standard.	Professional Learning	08/01/2014	05/29/2015	\$1000	Teachers, Instructional Coaches, Administration
<b>Total</b>					<b>\$6000</b>	

### No Funding Required

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

Meadowlane Elementary School

Small Group Instruction	Paraprofessional will help to provide small group instruction for EL students in the classroom	Academic Support Program	09/02/2014	05/22/2015	\$0	All MES teachers of EL students (Ms. Pleas, Ms. Floyd, Ms. Neuzil, Ms. Gilchrist) and paraprofessionals (Ms. White and Mrs. Willis) and the EL paraprofessional (Ms. Salaam).
Phenix City Public Schools ESL Parent Workshop	This workshop will provide parents with information on district services for ESL students. The will also be provided with information on standardized tests including the ACCESS test.	Parent Involvement	09/10/2014	09/10/2014	\$0	Ms. Gomez, school district ESL Coach
Classroom Management Training	To remove the behavioral interference, new teachers at Meadowlane Elementary will receive classroom management training provided by the district instructional coaches in Phenix City. This series of 12 trainings will help the teachers remove interferences by helping with room arrangement, effective collaborative conversations, partner teaching, and being consistent. Using these strategies will increase student engagement and student achievement.	Professional Learning	08/18/2014	01/01/2015	\$0	New teachers and instructional coaches
Mentoring	Both of our new third grade teachers are new. Since they have students that are the focus of one of our goals, these teachers will receive a lot of professional learning through school PD sessions, coaching, student support, and mentoring. Both teachers have been assigned a mentor (the counselor-a former 3rd grade teacher). The mentor and mentees attend monthly mentoring meetings and also meet several hours on a weekly basis. Area of focus include: assessing, instructing, engagement, and small group instruction. The instructional coach will also coach the new teachers and help them grow as educators through the building-based mentoring program, grade level meetings, and mini PD sessions.	Professional Learning	08/29/2014	05/29/2015	\$0	The mentor (counselor), 3rd grade teachers, Instructional Coach, and the Principal.

**ACIP**

Meadowlane Elementary School

WonderWorks Program	Since our Tier III instructor (Mr. Kilcrease) is using the Voyager Reading program for Tier III, he has given teachers Wonders' Tier III program (Wonderworks) to use to supplement their Tier II instruction. This program teaches phonics, phonemic awareness, comprehension, and fluency on a level easy to understand by Tier II students. This program will supplement the Tier II Wonders program already used by each teacher. The Instructional Coach will monitor the use of the Tier II instructional program by observing and modeling small groups. During monthly PST meetings, the PST meeting will provide recommendations for future instruction based on data and intervention logs brought to the PST meetings by each teacher.	Academic Support Program	08/01/2014	05/29/2015	\$0	Teachers, Instructional Coach, Administration
Standards Alignment and Modeling	Teachers will align current instructional activities to meet the standards required by the CCRS and Course of Study. Instructional practices will be reviewed to ensure that what is being taught is rigorous and aligned to the CCRS.	Policy and Process	08/01/2014	05/29/2015	\$0	Principal, Instructional Coach, and Teaching Staff
Communication with parents	The faculty and staff at Meadowlane Elementary School will keep the parents informed of activities and events at the school through the use of weekly and monthly newsletters, MES-TV, and conferences. Progress reports will be sent home periodically to keep parents informed of the student's progress. Parents have access to an STI username and password to check grades on their computer or smartphones. Parent conferences will be held when report cards are distributed. Many parental involvement activities will take place during and after the school day so parents and students can spend time together while learning.	Parent Involvement	08/08/2014	05/15/2015	\$0	Principal, Teachers, Instructional Coach, Counselor
<b>Total</b>					<b>\$0</b>	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Tiered Instruction	Teachers will provide 30-45 minutes of small group instruction through a research-based program that focus on phonics, phonemic awareness, fluency, vocabulary, and comprehension. Tiered instruction will be monitored by daily formative assessments and bi-weekly summative assessments. Instruction will be adjusted to meet the needs of students by the teacher on a daily basis, and by the PST team's recommendations through a monthly PST meeting.	Academic Support Program	08/06/2014	05/21/2015	\$120000	Teachers, instructional specialist, PST team.

**ACIP**

Meadowlane Elementary School

Parental Involvement Workshops	Parents will be provided feedback nightly regarding student progress and upcoming assignments. Parental involvement activities will take place throughout the year to help educate and updated parents on current educational trends as well as literacy related activities. Our parental involvement program, "Parents Are Teachers Too!" will help parents involve themselves with daily activities at our school.	Parent Involvement	08/29/2014	05/29/2015	\$5000	Administration , Instructional Specialist, Counselor, and Teachers.
					<b>Total</b>	\$125000

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
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# **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.**

The initial Title I meeting was held on August 14, 2014. At this meeting, the principal presented a PowerPoint that included the an explanation of what Title I was and what it was not. It included information that explained how Title I schools were determined, along with other Title I requirements including, but not limited to the 1% of Title I funds that is to be set aside for parental involvement and the parents right to know how those funds are to be spent along with any suggestions they may have for the 1% set aside. October is parenting month, therefore the School Leadership Team has selected October 17th as parenting day to discuss various parental involvement activities. We will also have different vendors available with information and resources. The contents of the annual Title I meeting will be reiterated. In the Spring of 2015, we will have another Title I meeting to evaluate our ACIP and goals and gather feedback from parents.

### **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.**

We have decided to vary the times of our meetings and activities. Some of them will be at 6:00 p.m. and some will be during the school day (1:30 p.m.) to accommodate the parents who work 2nd and 3rd shift. The executive Board members of P.T.O. meet once a month. They include on their agenda "The Principal's Perspective", in which they allow the principal to discuss improvement plan and any other information that is tie into student achievement and success. The president of the "Fathers Being Involved Initiative" is also invited to these meetings Other parents are invited to participate through the weekly newsletter and flyers.

The Fathers Being Involved (F.B.I.) program was initiated by the counseling department in an effort to find a creative way to get our fathers more involved in the school climate. We are really looking forward to this brand new initiative. Some of the projects that we will implement is the "from boys to men" mentor program. The counselor has made contact with two local churches where a group of men will come out once a month and have "Men's Day Wednesdays" with our young men. We are very excited to see what this new organization will have in store for our young men. We are going to also build a brand new partnership with Home Depot to build something together with our Golden Ambassadors. The young men that are selected for Golden Ambassador have to maintain a GPA of 3.0. They are responsible for getting 20 hours of community service a month. Once chosen, they will serve as peer mediators and tutors. They will be required to help other young men with any academic needs. These young men will have monthly sessions with F.B.I. and "Man-Up" in the "from boys to men" initiative. We look forward to much success with this new program. The counseling department has written several grants to fund this program. We will let the officers of F.B.I. come up with a fundraiser to purchase needed materials and any other cultural field trip that we may take.

### **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.**

We send out a weekly newsletter that includes upcoming events. We also send out a monthly newsletter that includes big programs and  
SY 2014-2015

initiatives that are forthcoming. Our instructional coach also does a news broadcast with our students as the reporters to update parents as well. The broadcast is available via youtube. The links are send out out weekly. We translate parent documents from English to Spanish using the TRANSACT Program. The District ELL teacher is also available to translate and support EL parents.

**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 parents, school staff, and students share the responsibility for improved student achievement by communication through binders and communication information to ensure academic success. The parents will have conferences about the first and third nine weeks report cards are sent home. The parent advisory committee, which is comprised of P.T.O members F.B.I. (Fathers Being Involved) and other stakeholders, also reviews the parent compact and makes suggestions to the administrator concerning its contents.

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

The parents are invited to attend any PST meetings to contribute to the strategic plan and any other interventions that's put into place in regards to their child/children. There will be monthly work sessions available for continuous improvement based on this year's needs assessment that will be given on Parenting Day. Mrs. Lindsey will also give a needs assessment to the parents as well. the school will meet their needs individually and collectively. Parents can voice their opinions during our monthly meetings or they can contact the principal via phone or email.

**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)**

During our annual Title I meeting we discuss the results of the latest statewide assessment and our academic goals for the upcoming school year. We also discussed common core assessment and how they differ from the previous standard. We are sure to disclose that these standard are more rigorous. Also during our Title I meeting, we explain the school assessments we use in order to gather data to improve student achievement. We include STAR, Global Scholar, and DIBELS.

FBI- (Fathers Being Involved)- This a new initiative implemented through the Guidance department. It encourages Fathers and male guardians to become involved in the academic success of their students.

Parenting Day is also coming up at Meadowlane Elementary School. On Wednesday, October 15, 2014 parents will attend parenting workshops to include: Understanding CCRS standards, assessing progress at school and at home, etc.

**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)**

We will provide various work sessions to increase parental involvement this year. They will receive several work sessions on Parenting Day. The sessions include, but not limited to: internet safety, how to have an effective parenting conference, reading, and technology. We will offer more workshops as indicated by parents from our needs assessments. Mr. Kilcrease and the school leadership team is currently working on a family literacy grant to provide resources for family literacy events and workshops to be implemented in the second semester.

Mr. Kilcrease has developed a great incentive program to increase parental involvement as well. The "Parents Are Teachers Too!" initiative at Meadowlane Elementary School rewards and parents and students when parents increase their participation at our school. Parents will receive a certain amount of points for various activities at the school. For example, students and parents will earn points for attendance and/or participation.

Ways to earn team points for ATTENDANCE:

- Attend a report card conference - 1 point
- Visit your child's classroom - 1 point
- Attend Title I meeting/Open House (beginning of the year) - 1 point
- Eat lunch with your student - 1 point
- Attend awards ceremony (each quarter) - 1 point
- Attend a PTA meeting - 2 points
- Attend a PST meeting (Tier II or Tier III students) - 2 points
- Attend a parent workshop (each quarter) - 5 points

Ways to earn team points for PARTICIPATION:

- Join PTA - 2 points
- Help with a dance - 3 points
- Help with Fall Festival (Fall) - 5 points
- Help with Family Reading Night (Spring) - 5 points
- Read to your student's class - 5 points
- Speak at Career Day - 10 points
- Chaperone a field trip - 10 points

Based on the points, parents and students will be placed in different team levels:

- Head Coach: 45 points
- Assistant Coach: 30 points
- Boosters: 15 points

Team Player: 10 points

Fan: 5 points

Depending on how many points each parent earns, the parents AND students will receive special recognition and prizes for their involvement at Meadowlane Elementary School.

**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 will continue to build those meaningful relationships with our parents by establishing trust and open lines of communication. It is very important to equip our parents with all of the available resources that will be beneficial to them as a family unit.

Meadowlane's principal did professional development with the staff during pre-panning days on how to treat our "customers". The way to conduct parent/teacher conferences was also discussed.

At our first honor roll assembly, we started a "parent honor roll" as well. During this time parents were recognized for anything from donating items for our fish tank, volunteering with our FBI program, or coming to visit their child's classroom on a regular basis. These parents received a letter of thanks for the principal and a \$25 gift card to a local restaurant (compliments of our partners in excellence). After our honor roll event, we have seen our parental involvement increase tremendously. We have three parents that now come on a daily basis. The office staff has a list of volunteer duties posted in the office, so not only do those parents volunteer in their child's classrooms, they volunteer in the media center, cafeteria, or other classes.

**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)**

The "Parents Are Teachers Too!" initiative at Meadowlane Elementary School rewards and parents and students when parents increase their participation at our school. Parents will receive a certain amount of points for various activities at the school. For example, students and parents will earn points for attendance and/or participation.

Ways to earn team points for ATTENDANCE:

## ACIP

Meadowlane Elementary School

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- Attend a report card conference - 1 point
- Visit your child's classroom - 1 point
- Attend Title I meeting/Open House (beginning of the year) - 1 point
- Eat lunch with your student - 1 point
- Attend awards ceremony (each quarter) - 1 point
- Attend a PTA meeting - 2 points
- Attend a PST meeting (Tier II or Tier III students) - 2 points
- Attend a parent workshop (each quarter) - 5 points

Ways to earn team points for PARTICIPATION:

- Join PTA - 2 points
- Help with a dance - 3 points
- Help with Fall Festival (Fall) - 5 points
- Help with Family Reading Night (Spring) - 5 points
- Read to your student's class - 5 points
- Speak at Career Day - 10 points
- Chaperone a field trip - 10 points

Based on the points, parents and students will be placed in different team levels:

- Head Coach: 45 points
- Assistant Coach: 30 points
- Boosters: 15 points
- Team Player: 10 points
- Fan: 5 points

Depending on how many points each parent earns, the parents AND students will receive special recognition and prizes for their involvement at Meadowlane Elementary School.

Examples of the prizes: movie tickets, MES t-shirts, MES hats, recognition at quarterly award banquets, recognition on our parental involvement bulletin board, etc. Parents that receive a lot of points for involvement receive a lot of prizes and recognition. More information will be sent home describing prizes for each team level. More ways to earn points will also be added throughout the year.

**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)**

Our weekly and quarterly newsletters are written without education jargon. We also ensure that ELL parents have translated materials. We will also obtain valuable feedback and information in regards to the needs of the 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 take suggestions and feedback during our P.T.O meetings

We have approximately 220 students. By us having such a small school the principal has an open door policy for parents to voice opinions and offer suggestions.

Students from our school primarily live in three housing complexes. The principal has made herself known by visiting each of the apartment complexes to visit families when necessary and to meet the complex managers.

Parent needs assessment results

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

The school district has hired an ESL teacher who has trained all of the teachers who have ESL students. She is also there for support for the students and parents, At the front desk in the main office there are various pamphlets that include helpful information for parents who have children with disabilities and students with limited English proficiency. WE presently do not have any migrant students.



# 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 comprehensive needs assessment was conducted by taking a survey of all stakeholders plus analyzing data collected from ASPIRE results. Collectively, the School Leadership Team reviewed the results to identify areas of need for this school year.

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

The ASPIRE results indicated a need for focus in both reading and math, to have higher percentages of students performing in the Ready and Close to Ready indicator levels.

### 3. What conclusions were drawn from the results?

Conclusions drawn from these results indicated a need for strategies to be employed which are specifically targeted toward promoting higher level thinking and problem solving skills, and engagement time for students in the classroom.

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

Teachers agreed to pull supplemental materials as needed from other resources in addition to Saxon math materials to help reinforce skills and to teach higher order thinking. Additionally, it was concluded the Wonders program, after the first year of implementation, was becoming better utilized in the classrooms and a solid resource for reading instruction.

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

The goals for the school are driven by the needs assessment, and those goals are prioritized to meet the academic and social needs of the students in order for them to perform at proficient levels on state assessments.

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

Using results from ASPIRE, STAR Math and Reading, DIBELS, Saxon Math, and Global Scholar assessments, the goals were structured from apparent trends in the data sources.

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

While the goals address improving reading and math proficiency levels for all students, differentiated instruction provides depth of teaching for those who are disadvantaged.

## Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency 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:

Meadowlane will increase the number of fifth grade students identified as "ready" in math according to the ACT Aspire from 26% to 36%

#### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency or obtain "readiness" in Mathematics by 08/01/2015 as measured by the percentage of students who meet or exceed standards on the Aspire Assessment.

#### Strategy1:

Teacher Training - Teachers will receive professional development on our new math program (Pearson - Investigations) as well as receive in depth training on how to teach engaging lessons based on the standards.

Research Cited: McGee, J., Polly, D., & Wang, C. (2013). Guiding teachers in the US in the use of a standards-based math curriculum.

School Science and Mathematics, 113(1), 16-28.

Activity - Tier II and Tier III Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needing extra help will receive 30 minutes of Tier II intervention and an extra 30 minutes of Tier III instruction each day.	Academic Support Program			09/27/2013	05/01/2014	\$5000 - Title I School Improvement (ISI)	1.) Principal 2.) Instructional Coach, 3.)PST Team and 4.) Classroom teachers

#### Strategy2:

Mini PD - Teachers will participate in a variety of mini PD sessions during grade level meetings and weekly PD emails. These methods of instruction will help teachers prepare and plan engaging math lessons that meet Common Core Standards. Training through AMSTI will be given throughout the year. Each teacher will receive the Common Core flip book for their grade level as well as example lessons for each Common Core Standard.

Research Cited: Whole Schooling Consortium. Available from: Concordia University College of Alberta. 7128 Ada Boulevard, Edmonton, AB T5B 4E4, Canada. e-mail: wholeschooling@twmi.rr.com; Web site: <http://www.wholeschooling.net>

Activity - Mini Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a variety of "mini" professional development learning opportunities through grade level meetings, planning periods, PLCs, and faculty meetings to help teachers and students meet the math standards.	Professional Learning			08/01/2014	05/29/2015	\$1000 - Title I School Improvement (ISI)	Teachers, Instructional Coaches, Administration

**Goal 2:**

Students at Meadowlane Elementary School will increase reading "readiness" levels from 44% ready to 54% ready as measured by the ACT Aspire reading assessment.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency or readiness in Reading by 08/01/2015 as measured by the percentage of students who are "ready" on the Aspire Assessment.

**Strategy1:**

Professional Development - Meadowlane Elementary School's teachers have been trained by the Alabama Reading Initiative in reference to identifying reading interferences and how to respond to identified interferences. Teachers have and will also receive training on student engagement to help increase student involvement in hands-on and engaging classroom experiences. We have implemented the use of: equitable measures, partner-talking, choral response, engaging with the text, and higher order thinking and questioning skills.

Research Cited: Carter, C. P., Lovelace, M.D., Reschly, A.L. (2012). Measuring student engagement among elementary students (61-73).

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Activity - Standards Alignment and Modeling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align current instructional activities to meet the standards required by the CCRS and Course of Study. Instructional practices will be reviewed to ensure that what is being taught is rigorous and aligned to the CCRS.	Policy and Process			08/01/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, and Teaching Staff

Activity - Classroom Management Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To remove the behavioral interference, new teachers at Meadowlane Elementary will receive classroom management training provided by the district instructional coaches in Phenix City. This series of 12 trainings will help the teachers remove interferences by helping with room arrangement, effective collaborative conversations, partner teaching, and being consistent. Using these strategies will increase student engagement and student achievement.	Professional Learning			08/18/2014	01/01/2015	\$0 - No Funding Required	New teachers and instructional coaches

**Strategy2:**

Parental Involvement - The faculty and staff at Meadowlane Elementary School will keep the parents informed of activities and events at the school through the use of weekly and monthly newsletters, MES-TV, and conferences. Progress reports will be sent home periodically to keep parents informed of the student's progress. Parents have access to an STI username and password to check grades on their computer

or smartphones. Parent conferences will be held when report cards are distributed. Many parental involvement activities will take place during and after the school day so parents and students can spend time together while learning.

Research Cited: Toren, N.K. (2013). Multiple dimensions of parental involvement and its links to young adolescent self-evaluation and academic achievement. *Psychology in the Schools* 50(6). 634-649.

Activity - Parental Involvement Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided feedback nightly regarding student progress and upcoming assignments. Parental involvement activities will take place throughout the year to help educate and updated parents on current educational trends as well as literacy related activities. Our parental involvement program, "Parents Are Teachers Too!" will help parents involve themselves with daily activities at our school.	Parent Involvement			08/29/2014	05/29/2015	\$5000 - Other	Administration, Instructional Specialist, Counselor, and Teachers.

**Goal 3:**

Meadowlane plans to increase the number of current third grade students that benchmark (by 10%) as measured by the DIBELS assessment.

**Measurable Objective 1:**

65% of All Students will demonstrate a proficiency on the DIBELS assessment in Reading by 08/01/2015 as measured by the DIBELS assessment.

**Strategy1:**

Small Group Instruction - Teachers will provide small group instruction to students that need more than the core instructional support.

Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments such as: classroom questioning, observations, Wonders assessments, Tier II assessments, STAR reading, and the Global Scholar assessment.

Research Cited: Kamps, D., Abbott, M., Greenwood, C. (2007). An experimental analysis of the effects of reading interventions in a small group reading instruction context. *Journal of Behavioral Education*, 15(2). 93-109.

Activity - Implementation of Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide 30-45 minutes of small group instruction through a research-based program that focus on phonics, phonemic awareness, fluency, vocabulary, and comprehension. Tiered instruction will be monitored by daily formative assessments and bi-weekly summative assessments. Instruction will be adjusted to meet the needs of students by the teacher on a daily basis, and by the PST team's recommendations through a monthly PST meeting.	Academic Support Program			08/01/2013	05/30/2014	\$120000 - Other	Teachers, instructional specialist, PST team.

Activity - WonderWorks Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Since our Tier III instructor (Mr. Kilcrease) is using the Voyager Reading program for Tier III, he has given teachers Wonders' Tier III program (Wonderworks) to use to supplement their Tier II instruction. This program teaches phonics, phonemic awareness, comprehension, and fluency on a level easy to understand by Tier II students. This program will supplement the Tier II Wonders program already used by each teacher. The Instructional Coach will monitor the use of the Tier II instructional program by observing and modeling small groups. During monthly PST meetings, the PST meeting will provide recommendations for future instruction based on data and intervention logs brought to the PST meetings by each teacher.	Academic Support Program			08/01/2014	05/29/2015	\$0 - No Funding Required	Teachers, Instructional Coach, Administration

**Strategy2:**

Monitoring of Professional Growth - The administration and instructional coach will regularly monitor the instructional program and professional growth of teachers to help provide engagement and rigorous strategies within lessons. An ongoing series of professional learning sessions will take place to focus on areas that need improvement as well as areas to expound upon.

Research Cited: Fletcher, Stephen H., Strong, Michael A (2009). Full-Release and Site-Based Mentoring of New Elementary Grade Teachers: An Analysis of Changes in Student Achievement.



Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Both of our new third grade teachers are new. Since they have students that are the focus of one of our goals, these teachers will receive a lot of professional learning through school PD sessions, coaching, student support, and mentoring. Both teachers have been assigned a mentor (the counselor-a former 3rd grade teacher). The mentor and mentees attend monthly mentoring meetings and also meet several hours on a weekly basis. Area of focus include: assessing, instructing, engagement, and small group instruction. The instructional coach will also coach the new teachers and help them grow as educators through the building-based mentoring program, grade level meetings, and mini PD sessions.	Professional Learning			08/29/2014	05/29/2015	\$0 - No Funding Required	The mentor (counselor), 3rd grade teachers, Instructional Coach, and the Principal.

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

**Goal 1:**

Students at Meadowlane Elementary School will increase reading "readiness" levels from 44% ready to 54% ready as measured by the ACT Aspire reading assessment.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency or readiness in Reading by 08/01/2015 as measured by the percentage of students who are "ready" on the Aspire Assessment.

**Strategy1:**

Parental Involvement - The faculty and staff at Meadowlane Elementary School will keep the parents informed of activities and events at the school through the use of weekly and monthly newsletters, MES-TV, and conferences. Progress reports will be sent home periodically to keep parents informed of the student's progress. Parents have access to an STI username and password to check grades on their computer or smartphones. Parent conferences will be held when report cards are distributed. Many parental involvement activities will take place during and after the school day so parents and students can spend time together while learning.

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Meadowlane Elementary School

Activity - Parental Involvement Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided feedback nightly regarding student progress and upcoming assignments. Parental involvement activities will take place throughout the year to help educate and updated parents on current educational trends as well as literacy related activities. Our parental involvement program, "Parents Are Teachers Too!" will help parents involve themselves with daily activities at our school.	Parent Involvement			08/29/2014	05/29/2015	\$5000 - Other	Administration, Instructional Specialist, Counselor, and Teachers.

**Strategy2:**

Professional Development - Meadowlane Elementary School's teachers have been trained by the Alabama Reading Initiative in reference to identifying reading interferences and how to respond to identified interferences. Teachers have and will also receive training on student engagement will help increase student involvement in hands-on and engaging classroom experiences. We have implemented the use of: equitable measures, partner-talking, choral response, engaging with the text, and higher order thinking and questioning skills.

Research Cited: Carter, C. P., Lovelace, M.D., Reschly, A.L. (2012). Measuring student engagement among elementary students (61-73).

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Activity - Standards Alignment and Modeling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align current instructional activities to meet the standards required by the CCRS and Course of Study. Instructional practices will be reviewed to ensure that what is being taught is rigorous and aligned to the CCRS.	Policy and Process			08/01/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, and Teaching Staff

Activity - Classroom Management Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To remove the behavioral interference, new teachers at Meadowlane Elementary will receive classroom management training provided by the district instructional coaches in Phenix City. This series of 12 trainings will help the teachers remove interferences by helping with room arrangement, effective collaborative conversations, partner teaching, and being consistent. Using these strategies will increase student engagement and student achievement.	Professional Learning			08/18/2014	01/01/2015	\$0 - No Funding Required	New teachers and instructional coaches

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

**Goal 1:**

Meadowlane plans to increase the number of current third grade students that benchmark (by 10%) as measured by the DIBELS assessment.

**Measurable Objective 1:**

65% of All Students will demonstrate a proficiency on the DIBELS assessment in Reading by 08/01/2015 as measured by the DIBELS assessment.

**Strategy1:**

Small Group Instruction - Teachers will provide small group instruction to students that need more than the core instructional support. Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments such as: classroom questioning, observations, Wonders assessments, Tier II assessments, STAR reading, and the Global Scholar assessment. Research Cited: Kamps, D., Abbott, M., Greenwood, C. (2007). An experimental analysis of the effects of reading interventions in a small group reading instruction context. Journal of Behavioral Education, 15(2). 93-109.

Activity - WonderWorks Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Since our Tier III instructor (Mr. Kilcrease) is using the Voyager Reading program for Tier III, he has given teachers Wonders' Tier III program (Wonderworks) to use to supplement their Tier II instruction. This program teaches phonics, phonemic awareness, comprehension, and fluency on a level easy to understand by Tier II students. This program will supplement the Tier II Wonders program already used by each teacher. The Instructional Coach will monitor the use of the Tier II instructional program by observing and modeling small groups. During monthly PST meetings, the PST meeting will provide recommendations for future instruction based on data and intervention logs brought to the PST meetings by each teacher.	Academic Support Program			08/01/2014	05/29/2015	\$0 - No Funding Required	Teachers, Instructional Coach, Administration

Activity - Implementation of Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide 30-45 minutes of small group instruction through a research-based program that focus on phonics, phonemic awareness, fluency, vocabulary, and comprehension. Tiered instruction will be monitored by daily formative assessments and bi-weekly summative assessments. Instruction will be adjusted to meet the needs of students by the teacher on a daily basis, and by the PST team's recommendations through a monthly PST meeting.	Academic Support Program			08/01/2013	05/30/2014	\$120000 - Other	Teachers, instructional specialist, PST team.

**Strategy2:**

Monitoring of Professional Growth - The administration and instructional coach will regularly monitor the instructional program and professional growth of teachers to help provide engagement and rigorous strategies within lessons. An ongoing series of professional learning sessions will take place to focus on areas that need improvement as well as areas to expound upon.

Research Cited: Fletcher, Stephen H., Strong, Michael A (2009). Full-Release and Site-Based Mentoring of New Elementary Grade Teachers: An Analysis of Changes in Student Achievement.

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Both of our new third grade teachers are new. Since they have students that are the focus of one of our goals, these teachers will receive a lot of professional learning through school PD sessions, coaching, student support, and mentoring. Both teachers have been assigned a mentor (the counselor-a former 3rd grade teacher). The mentor and mentees attend monthly mentoring meetings and also meet several hours on a weekly basis. Area of focus include: assessing, instructing, engagement, and small group instruction. The instructional coach will also coach the new teachers and help them grow as educators through the building-based mentoring program, grade level meetings, and mini PD sessions.	Professional Learning			08/29/2014	05/29/2015	\$0 - No Funding Required	The mentor (counselor), 3rd grade teachers, Instructional Coach, and the Principal.

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

**Goal 1:**

Meadowlane will increase the number of fifth grade students identified as "ready" in math according to the ACT Aspire from 26% to 36%

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency or obtain "readiness" in Mathematics by 08/01/2015 as measured by the percentage of students who meet or exceed standards on the Aspire Assessment.

**Strategy1:**

Mini PD - Teachers will participate in a variety of mini PD sessions during grade level meetings and weekly PD emails. These methods of instruction will help teachers prepare and plan engaging math lessons that meet Common Core Standards. Training through AMSTI will be given throughout the year. Each teacher will receive the Common Core flip book for their grade level as well as example lessons for each Common Core Standard.

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Activity - Mini Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a variety of "mini" professional development learning opportunities through grade level meetings, planning periods, PLCs, and faculty meetings to help teachers and students meet the math standards.	Professional Learning			08/01/2014	05/29/2015	\$1000 - Title I School Improvement (ISI)	Teachers, Instructional Coaches, Administration

**Strategy2:**

Teacher Training - Teachers will receive professional development on our new math program (Pearson - Investigations) as well as receive in depth training on how to teach engaging lessons based on the standards.

Research Cited: McGee, J., Polly, D., & Wang, C. (2013). Guiding teachers in the US in the use of a standards-based math curriculum. School Science and Mathematics, 113(1), 16-28.

Activity - Tier II and Tier III Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needing extra help will receive 30 minutes of Tier II intervention and an extra 30 minutes of Tier III instruction each day.	Academic Support Program			09/27/2013	05/01/2014	\$5000 - Title I School Improvement (ISI)	1.) Principal 2.) Instructional Coach, 3.)PST Team and 4.) Classroom teachers

**Goal 2:**

Students at Meadowlane Elementary School will increase reading "readiness" levels from 44% ready to 54% ready as measured by the ACT Aspire reading assessment.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency or readiness in Reading by 08/01/2015 as measured by the percentage of students who are "ready" on the Aspire Assessment.

**Strategy1:**

Professional Development - Meadowlane Elementary School's teachers have been trained by the Alabama Reading Initiative in reference to identifying reading interferences and how to respond to identified interferences. Teachers have and will also receive training on student engagement to help increase student involvement in hands-on and engaging classroom experiences. We have implemented the use of: equitable measures, partner-talking, choral response, engaging with the text, and higher order thinking and questioning skills.

Research Cited: Carter, C. P., Lovelace, M.D., Reschly, A.L. (2012). Measuring student engagement among elementary students (61-73).

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Activity - Standards Alignment and Modeling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align current instructional activities to meet the standards required by the CCRS and Course of Study. Instructional practices will be reviewed to ensure that what is being taught is rigorous and aligned to the CCRS.	Policy and Process			08/01/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, and Teaching Staff

Activity - Classroom Management Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To remove the behavioral interference, new teachers at Meadowlane Elementary will receive classroom management training provided by the district instructional coaches in Phenix City. This series of 12 trainings will help the teachers remove interferences by helping with room arrangement, effective collaborative conversations, partner teaching, and being consistent. Using these strategies will increase student engagement and student achievement.	Professional Learning			08/18/2014	01/01/2015	\$0 - No Funding Required	New teachers and instructional coaches

**Strategy2:**

Parental Involvement - The faculty and staff at Meadowlane Elementary School will keep the parents informed of activities and events at the school through the use of weekly and monthly newsletters, MES-TV, and conferences. Progress reports will be sent home periodically to keep parents informed of the student's progress. Parents have access to an STI username and password to check grades on their computer or smartphones. Parent conferences will be held when report cards are distributed. Many parental involvement activities will take place during and after the school day so parents and students can spend time together while learning.

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Activity - Parental Involvement Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided feedback nightly regarding student progress and upcoming assignments. Parental involvement activities will take place throughout the year to help educate and updated parents on current educational trends as well as literacy related activities. Our parental involvement program, "Parents Are Teachers Too!" will help parents involve themselves with daily activities at our school.	Parent Involvement			08/29/2014	05/29/2015	\$5000 - Other	Administration, Instructional Specialist, Counselor, and Teachers.

**Goal 3:**

Meadowlane plans to increase the number of current third grade students that benchmark (by 10%) as measured by the DIBELS assessment.

**Measurable Objective 1:**

65% of All Students will demonstrate a proficiency on the DIBELS assessment in Reading by 08/01/2015 as measured by the DIBELS assessment.

**Strategy1:**

Monitoring of Professional Growth - The administration and instructional coach will regularly monitor the instructional program and professional growth of teachers to help provide engagement and rigorous strategies within lessons. An ongoing series of professional learning sessions will take place to focus on areas that need improvement as well as areas to expound upon.

Research Cited: Fletcher, Stephen H., Strong, Michael A (2009). Full-Release and Site-Based Mentoring of New Elementary Grade Teachers: An Analysis of Changes in Student Achievement.

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Both of our new third grade teachers are new. Since they have students that are the focus of one of our goals, these teachers will receive a lot of professional learning through school PD sessions, coaching, student support, and mentoring. Both teachers have been assigned a mentor (the counselor-a former 3rd grade teacher). The mentor and mentees attend monthly mentoring meetings and also meet several hours on a weekly basis. Area of focus include: assessing, instructing, engagement, and small group instruction. The instructional coach will also coach the new teachers and help them grow as educators through the building-based mentoring program, grade level meetings, and mini PD sessions.	Professional Learning			08/29/2014	05/29/2015	\$0 - No Funding Required	The mentor (counselor), 3rd grade teachers, Instructional Coach, and the Principal.

**Strategy2:**

Small Group Instruction - Teachers will provide small group instruction to students that need more than the core instructional support.

Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments such as: classroom questioning, observations, Wonders assessments, Tier II assessments, STAR reading, and the Global Scholar assessment.

Research Cited: Kamps, D., Abbott, M., Greenwood, C. (2007). An experimental analysis of the effects of reading interventions in a small group reading instruction context. *Journal of Behavioral Education*, 15(2). 93-109.

Activity - Implementation of Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide 30-45 minutes of small group instruction through a research-based program that focus on phonics, phonemic awareness, fluency, vocabulary, and comprehension. Tiered instruction will be monitored by daily formative assessments and bi-weekly summative assessments. Instruction will be adjusted to meet the needs of students by the teacher on a daily basis, and by the PST team's recommendations through a monthly PST meeting.	Academic Support Program			08/01/2013	05/30/2014	\$120000 - Other	Teachers, instructional specialist, PST team.

Activity - WonderWorks Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Since our Tier III instructor (Mr. Kilcrease) is using the Voyager Reading program for Tier III, he has given teachers Wonders' Tier III program (Wonderworks) to use to supplement their Tier II instruction. This program teaches phonics, phonemic awareness, comprehension, and fluency on a level easy to understand by Tier II students. This program will supplement the Tier II Wonders program already used by each teacher. The Instructional Coach will monitor the use of the Tier II instructional program by observing and modeling small groups. During monthly PST meetings, the PST meeting will provide recommendations for future instruction based on data and intervention logs brought to the PST meetings by each teacher.	Academic Support Program			08/01/2014	05/29/2015	\$0 - No Funding Required	Teachers, Instructional Coach, Administration

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

**Goal 1:**



Meadowlane will increase the number of fifth grade students identified as "ready" in math according to the ACT Aspire from 26% to 36%

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency or obtain "readiness" in Mathematics by 08/01/2015 as measured by the percentage of students who meet or exceed standards on the Aspire Assessment.

### Strategy1:

Teacher Training - Teachers will receive professional development on our new math program (Pearson - Investigations) as well as receive in depth training on how to teach engaging lessons based on the standards.

Research Cited: McGee, J., Polly, D., & Wang, C. (2013). Guiding teachers in the US in the use of a standards-based math curriculum.

School Science and Mathematics, 113(1), 16-28.

Activity - Tier II and Tier III Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needing extra help will receive 30 minutes of Tier II intervention and an extra 30 minutes of Tier III instruction each day.	Academic Support Program			09/27/2013	05/01/2014	\$5000 - Title I School Improvement (ISI)	1.) Principal 2.) Instructional Coach, 3.)PST Team and 4.) Classroom teachers

### Strategy2:

Mini PD - Teachers will participate in a variety of mini PD sessions during grade level meetings and weekly PD emails. These methods of instruction will help teachers prepare and plan engaging math lessons that meet Common Core Standards. Training through AMSTI will be given throughout the year. Each teacher will receive the Common Core flip book for their grade level as well as example lessons for each Common Core Standard.

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Activity - Mini Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a variety of "mini" professional development learning opportunities through grade level meetings, planning periods, PLCs, and faculty meetings to help teachers and students meet the math standards.	Professional Learning			08/01/2014	05/29/2015	\$1000 - Title I School Improvement (ISI)	Teachers, Instructional Coaches, Administration

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

### Goal 1:

Meadowlane will increase the number of fifth grade students identified as "ready" in math according to the ACT Aspire from 26% to 36%

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency or obtain "readiness" in Mathematics by 08/01/2015 as measured by the percentage of students who meet or exceed standards on the Aspire Assessment.

**Strategy1:**

Teacher Training - Teachers will receive professional development on our new math program (Pearson - Investigations) as well as receive in depth training on how to teach engaging lessons based on the standards.

Research Cited: McGee, J., Polly, D., & Wang, C. (2013). Guiding teachers in the US in the use of a standards-based math curriculum.

School Science and Mathematics, 113(1), 16-28.

Activity - Tier II and Tier III Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needing extra help will receive 30 minutes of Tier II intervention and an extra 30 minutes of Tier III instruction each day.	Academic Support Program			09/27/2013	05/01/2014	\$5000 - Title I School Improvement (ISI)	1.) Principal 2.) Instructional Coach, 3.)PST Team and 4.) Classroom teachers

**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:**

Meadowlane will increase the number of fifth grade students identified as "ready" in math according to the ACT Aspire from 26% to 36%

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency or obtain "readiness" in Mathematics by 08/01/2015 as measured by the percentage of students who meet or exceed standards on the Aspire Assessment.

**Strategy1:**

Mini PD - Teachers will participate in a variety of mini PD sessions during grade level meetings and weekly PD emails. These methods of instruction will help teachers prepare and plan engaging math lessons that meet Common Core Standards. Training through AMSTI will be given throughout the year. Each teacher will receive the Common Core flip book for their grade level as well as example lessons for each Common Core Standard.

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Activity - Mini Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a variety of "mini" professional development learning opportunities through grade level meetings, planning periods, PLCs, and faculty meetings to help teachers and students meet the math standards.	Professional Learning			08/01/2014	05/29/2015	\$1000 - Title I School Improvement (ISI)	Teachers, Instructional Coaches, Administration

**Goal 2:**

Students at Meadowlane Elementary School will increase reading "readiness" levels from 44% ready to 54% ready as measured by the ACT Aspire reading assessment.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency or readiness in Reading by 08/01/2015 as measured by the percentage of students who are "ready" on the Aspire Assessment.

**Strategy1:**

Professional Development - Meadowlane Elementary School's teachers have been trained by the Alabama Reading Initiative in reference to identifying reading interferences and how to respond to identified interferences. Teachers have and will also receive training on student engagement to help increase student involvement in hands-on and engaging classroom experiences. We have implemented the use of: equitable measures, partner-talking, choral response, engaging with the text, and higher order thinking and questioning skills.

Research Cited: Carter, C. P., Lovelace, M.D., Reschly, A.L. (2012). Measuring student engagement among elementary students (61-73).

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Activity - Standards Alignment and Modeling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align current instructional activities to meet the standards required by the CCRS and Course of Study. Instructional practices will be reviewed to ensure that what is being taught is rigorous and aligned to the CCRS.	Policy and Process			08/01/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, and Teaching Staff

### 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	All of the Instructional Paraprofessional employed at Meadowlane Elementary School are highly qualified according to the requirements of NCLB.	

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

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

Whenever feasible, it is our desire to hire highly qualified, certified, professional staff members to meet the needs of the students at Meadowlane Elementary School. Areas of consideration are years of experience, expertise, areas of specialization or certification, as well as a desire for teaching. As positions become available, qualified applicants are interviewed, meet with the School Leadership Team if possible, and are assigned to a position which is best suited to meet the social and academic needs of the students.

## Component 4: Strategies to Attract Highly Qualified Teachers

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

Meadowlane was excited to add three new teacher units to a growing staff this year. In addition, we replaced one teacher that retired and two others that transitioned to other schools within the district. This is approximately a 25% turnover rate for the year.

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

Of the 16 classroom teachers, the instructional coach, counselor, special education teacher, and the media specialist, 11 have 0-5 years of experience, 3 have 6-10 years of experience, 2 have 11-15 years of experience, 1 has 16- 20 years of experience, 1 has 20-25 years of experience, 1 has 25-30 years of experience, and 1 has more than 30 years of experience.

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

For newly employed teachers, the district offers a Mentor Program. Veteran teachers are assigned to newly hired teachers for one school year to provide support in planning lessons, data entry, classroom management and instruction, as well as other areas related to teacher success and/or student performance.

Additionally, Meadowlane selects a classroom teacher of the year as well as a specialty area teacher of the year who are also nominated for recognition at the district program in February. The winners at Meadowlane are recognized at the faculty Christmas party and are given recognition gifts for their achievements.

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

The newly appointed superintendent has outlined a policy that states that each school has to document they have interviewed a variety of candidates that include, but not limited to all races, genders, ect...

The district has also created a mentoring program. All new teachers in the district and their mentors have monthly meetings.

While researching why some teachers do not stay in the profession it was found that one of the main reason was poor classroom management that led to burnout. This is primarily is due to the lack of knowledge in managing classroom behaviors. All new teachers at Meadowlane are also provided classroom management skills through the "Tools For Teachers" program. They receive this professional development once a week for 8 weeks.

**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?**

The Mentoring Program has been initiated by the district to lower the turnover rate of highly qualified teachers.

At the school level, the principal has initiated the "Caught you doing something good" program. At each faculty meeting, the principal recognizes 1-2 faculty members who have gone above and beyond the call of duty, or those teachers who have fun and innovated lessons being implemented in their rooms.

## 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?

PD activities concerning rigor, reading interference and student engagement.

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

Data driven - professional development on disaggregating data and using to improve instruction.

Math Professional Development - Different companies provided information about their products so that we can select the best resource to coincide with the standards. Also, the school district provided PD for all math lead teachers.

Reading Interferences

### 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.

The school district has devised a mentoring program which asks that each principal to select a mentor for each new teacher based on the criteria given (master's degree preferred, 3 years or more teaching experience). Meadowlane has also created a Professional Learning Community for new teachers and mentors, in addition to the program implemented by the school district.

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

Reading Interference - The district ARI Coach Leigh Hudon provided professional development for the staff. She has chosen classrooms to model, conference with the teachers and help them plan for upcoming lessons that may have text with reading interferences.

Developing meaningful centers - Ms. Hudon did PD for the entire staff. she left literature and many great ideas on how to make centers fun and meaning. Periodically, the focus of administrative walkthroughs is centers. Administration gives feedback from these walthroughs to the teachers.

During professional development days in August (pre-planning) the principal did a session on being data driven. When the ACT Aspire scores came in, the teachers met to disaggregate the data and to plan lessons based on

At least 30 minutes is set aside per faculty meeting to discuss how previous professional development has been utilized in their classrooms. Also, the reading and math goal selected in each teacher's Professional learning plan will be assessed by the principal.





## 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.**

In the spring, we have per-k students visit our campus and visit our classrooms. Our 5th grade students also visit Phenxi City Intermediate School in the spring.

## 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?

When statewide data is returned, teachers receive the results in email form and review them in a faculty meeting or during a Professional Development opportunity. Once data is discussed with the entire faculty, teachers are allowed to have sessions with other grade level teacher on the methods use to increase student achievement as a result of the statewide assessments.

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

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

Teachers will classroom assessments. In doing so, they will be able to identify students having difficulty mastering standards. Those students will then enter the PST process and be monitored bi-weekly by the classroom teacher along with the PST committee.

### **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?**

Problem Solving Teams (PST) and Tier II Interventions are implemented to improve student achievement on assessments.

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

Teachers will create individualized instruction to meet the needs of the students who are having difficulty mastering standards.

### **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.**

Meadowlane has two foster grandparents whose goals are to work with the students who have the most academic need. In addition to them receiving help in the classroom from the foster grandparent representatives, they receive tiered instruction from their classroom teachers during small group. The students display academic weaknesses on the ASPIRE assessment, DIBELS, and STAR assessments also receive Tier III instruction for thirty minutes a day, five days a week.

### **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.**

English Language Learners - The school district has hired an ELL Specialist to assist teachers with differentiated instruction and training for the students.

Special education students - all staff will adhere to the students' IEP's

Economically Disadvantaged Students - Meadowlane has partnered with Pine Hill Baptist Church and the Masons of the Griffin Lodge. They work with us collaboratively to find resources for students in need. They have bought coats, shoes, and provided funds for field trips for students who cannot afford to go. Golden Acres Baptist Church provides the backpack buddy program. This program allows students who

may not have food to eat on the weekends, with snacks and juice. These backpacks are delivered on a weekly basis.

Homeless - Meadowlane utilizes the school district parent liaison to provide resources, food, and clothes for these students. She also makes sure that these students get anything else they need according to the McKinney-Vento Act.

Delinquent and neglected students are referred to the Department of Human Resources.

Meadowlane does not have any migrant students.

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

N/A

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

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

Teachers implement the Wonders Reading Series and Saxon Math programs to ensure students are mastering grade level standards.

### **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.**

STAR Math, STAR Reading, and Global Scholar are used to show current academic growth and help teachers target areas of need in order to prepare students for state assessments in the spring.

Mr. Kilcrease has developed a great incentive program to increase parental involvement as well. The "Parents Are Teachers Too!" initiative at Meadowlane Elementary School rewards and parents and students when parents increase their participation at our school. Parents will receive a certain amount of points for various activities at the school. For example, students and parents will earn points for attendance and/or participation.

The F.B. I. Program (Fathers Being Involved) is part of our school-wide initiative to get more parents involved.

### **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.**

Bullying program done through the guidance department

Fruit and Vegetable Grant - provides afternoon snack for all children

Universal breakfast - Every student, no matter what the socio-economic status can have breakfast every morning free of charge.

## Component 10: Evaluation

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

Via data analysis of current grades and surveys to stakeholders. Data from state assessments, STAR, DIBELS, and Global Scholar will be evaluated to see if our school wide plan is being effective.

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

The school looks for trends in the data to determine which groups are making gains and which are not meeting proficiency in order to provide additional remediation. The data sources are but not limited to: ACT Aspire, STAR, DIBELS, and classroom assessments.

### 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?

Effectiveness of the program is determined through data analysis at data and grade level meetings. The school will compare results to measurable goals.

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

The School Leadership Team met during the summer of 2014 to gather data and evaluate our previous plan's successes using the data sources available. The School leadership meets on a regular basis during the school year to discuss any revisions which may need to be addressed based on current information which is available.

# 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.	12.59

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.	0.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	0.5

Label	Question	Value
5.	Provide the number of Librarian assigned units.	0.5

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.	18.38

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

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.0

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

Label	Question	Value
5.	Provide the number of Librarians.	0.5

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	1.0

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.	494766.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	75887.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	56105.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	52032.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	52032.0

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.	4523.0

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

Total 735,345.00

## II. Federal Funds

### Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

It is our goal to have for all of our classroom teachers to have iPads and for each classroom to be supplied with additional iPads that may be used for centers or any other way deemed necessary by the classroom teacher. There are presently 4 teachers who are without iPads. The cost for a mini iPad is \$299. The total for teacher iPads will be \$1196.00. Two additional iPads in each of the 15 classrooms will cost \$8970.00

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	107694.0

### Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

No funds provided in this category.

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.

These funds are housed at the Central Office and will be requested for use.

Teachers will participate in professional development that will help to increase student engagement. - \$250

The school Improvement team will participate in math training in order to come back to train teachers and offer support for our new math initiative. They will also research sources of support for this initiative and purchase materials. for this support -- \$2000

Math Task Force will be provided substitutes for three days in order to complete the pacing guides each quarter \$1500

Teachers will be involved in ongoing professional development in reading interference and implementing rigor during instruction - \$250

All 2nd grade - 5th Grade teachers will attend AMSTI Summer Training for 10 days - \$5000

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AMSTI Trained teachers will have 3 days each of professional development from AMSTI - \$1000

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.

None

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

**Title IV: For Safe and Drug-free Schools**

Provide a brief explanation and a breakdown of expenses.

None

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

**Title VI: For Rural and Low-income Schools**

Provide a brief explanation and a breakdown of expenses.

None

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.

None

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>14.</b>	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.**

None

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>16.</b>	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.**

None

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>18.</b>	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.

Local Funds for 33% of an additional teacher unit due to the anticipated enrollment increase.

Local Funds also also pays for 6% of Non-certified support personnel.

Label	Question	Value
2.	Local Funds Provide the total.	24514.0