



ACIP

Ridgecrest Elementary School

Phenix City Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Ridgecrest Elementary School is a school in the Phenix City Public School System with an average enrollment of 767 students for the 2014-2015 school year. Based on the number of students receiving free and reduced-price meals, 95% of the students are enrolled from low-income families.

The focus of Ridgecrest Elementary School under the new College and Career Ready Standards, is to implement a comprehensive, coherent, coordinated, and continuous program to help all students meet state challenging Common Core and Alabama Standards. Programs are designed to offer each student the opportunity to develop his/her full potential.

Ridgecrest Elementary School is a public school serving students in pre-kindergarten through fifth grade. The students of Ridgecrest are residents of an urban community with a population of approximately 36,186 people. The average income of the community is \$32,733, and the median home value is \$114,400.

The racial composition of the community is 48% white, 46.% African American, 0.5% Asian and Pacific Islander, 4% Hispanic origin and 1% other races. The religious orientation of the community is varied with the following beliefs represented: Apostolic, Baptist, Catholic, Church of Christ, Full Gospel, Jehovah's Witness, Methodist, Missionary, Nondenominational, Presbyterian, and Lutheran.

A portion of the family of our student population is mobile and nontraditional (single parents, foster parents, and grandparents). The range in ages of children is 4 to 11 years old. Attendance reports also indicate the racial composition of our students is 7.94 % white, 80.9% African American, 5.29% Hispanic, 0.58% other races, and 5.29% race not reported. Tardiness is relatively low at times and high during others. Over 85% of our students are transported by bus to school.

Ridgecrest Elementary opened in 1968 to serve a mobile working class population in the rapidly growing south side of Phenix City, Alabama. The circular-shaped school was designed to facilitate an "open space" educational program. During the years, changes have occurred in the organizational structure, the staff, the utilization of space, and the physical facility.

Originally (1968) encompassing grades one through six, the school has added pre-kindergarten, kindergarten and while sixth grade has been relocated to another campus. Currently, Ridgecrest is organized with seven sections of kindergarten, eight sections of first grade, eight sections of second and seven sections of third grade. Fourth grade classes were added in the fall of 2003 and fifth grade classes were added in the fall of 2006. Ridgecrest Elementary school currently has six sections of fourth and fifth grade classes. The educational program is supported and enhanced by media services, special education classes, Title I services, physical education classes, and counseling services for adults and students.

Forty-five full time teachers are employed at Ridgecrest Elementary School. Every teacher has attained "Highly Qualified" status. Seven instructional aides work in collaboration with certified teachers to supplement and enhance education. There are seventeen support staff (custodians, secretary, bookkeeper, child nutrition program, and two retired teachers), two instructional coaches, two special education teachers, two counselors, one media specialist, two speech pathologists, a school nurse, and two administrators.

One of the unique features of the Ridgecrest Elementary School is its close location to Troy University-Phenix City, which is within one mile of the school. Troy University- Phenix City plays a vital role in providing support for Ridgecrest Elementary faculty and students, in such areas as tutoring, mentoring at-risk students, and providing professional development on various topics. Troy University-Phenix City also offers additional educational experiences through university internships.

School enrollment has ranged from a low approximately 420 students to a high of 828. In order to accommodate this rapid growth in enrollment, the following additions have been made to the physical facility: five classrooms in 1984, four classrooms in 1990, six classrooms in 1993, sixteen classrooms in 2001, nine classrooms and a multi-media gallery in 2007.

Based on the current enrollment, the classroom pupil/teacher ratio is approximately 20 to 2 in pre-kindergarten. Kindergarten and First grade classrooms have an average of 18 students per teacher. Second and third grade classrooms have average of 18 students while fourth and fifth grade classrooms have an average of 22 students per teacher. The staff at Ridgecrest includes seven paraprofessionals of which six paraprofessionals work with students in general education classroom in pre-kindergarten through fifth grade.

One challenge for the school community is the lack of parental involvement which is due to the majority of the parents working in environments that do not offer flexible time for them to attend school related events. Although parent surveys indicate that the school provides opportunities for stakeholders to be involved, the faculty and staff are committed to finding flexible alternatives to increase parental involvement on all levels.

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.

It is the mission of Ridgecrest Elementary School, 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.

Staff members, parents, and the community of Ridgecrest Elementary School believe that everyone will make student learning the chief priority of the school. All students are treated with respect, dignity, and display a positive attitude and be given the opportunity to develop his or her full potential. All students will be able to adapt to different situations and learning activities will be developed to accommodate different learning styles. We believe that students should be provided a safe and secure environment. Everyone should be valued as an individual with unique physical, social, emotional, and intellectual needs. Ridgecrest prides itself on sharing the responsibility for advancing the school's mission by working together as a community of learners.

Desired results for student learning for all students at Ridgecrest Elementary School will read on grade level and comprehend the printed materials. We expect all students to perform at or above the state average on state test. Student enrichment will be incorporated to help students achieve at higher rates. Students will improve academically in all areas as a result of parents taking an active role in their child's education. The school will focus on activities that enhance students learning through community involvement

Notable Achievements and Areas of Improvement

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

Notable Achievements:

Students and teachers having access to a variety of technology tools and resources are one of our most notable areas of achievement. We have interactive boards (SMART boards), document cameras, at least four computers in each classroom, I Pads, iPods, Information Response Systems, a multi-media gallery, media center with a ten desk top computer research center, one mobile I Pad cart, lap top computers, and access to Wi-Fi throughout the building.

A second area of achievement is our ability to work hard to improve our school climate by developing and implementing a school-wide anti-bullying program-Expect Respect. This has led to a decrease in office referrals and the need for student discipline, as well as a decrease in bullying.

Test data strengths include the following: The 2013-2014 Alabama Science Assessment reveals that 86% of all fifth grade students scored at Level III (Meets Standards) or Level IV (Exceeds Standards). It is important to note that 52% of students scored at Level IV. This is a 6% percent increase from the 2012-2013 school year. Ridgecrest Elementary fifth grade students scored the highest in six of the eleven science standards for the Phenix City School District. In addition, the school's Annual Measureable Achievement Objective Report reveals that eight out of the nine students (80%) who were tested using ACCESS made Adequate Progress in Language Acquisition.

According to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Spring 2014 Benchmark Assessment, 94% of Kindergarten students were able to segment sounds into words and 86% were fluent with letter naming. First grade- 83% were established in phoneme segmentation while 72% were at benchmark in Oral Reading Fluency. Second grade- 76% of students were at benchmark in Oral Reading Fluency, while Third grade students scored 79% at Benchmark in Oral Reading Fluency.

We have consistently met or exceeded the 95% attendance goal on the state assessment and maintained adequate yearly progress (AYP).

Areas of Improvement:

While Ridgecrest has a variety of technology tools and resources, we would like to improve the use of technology (for both students and teachers) across the curriculum. We would like to make sure we are utilizing technology to increase student learning through engaging and meaningful activities. Our goal is to select high quality professional development opportunities that will continue to utilize research-based teaching methods that embrace the use of technology and increase student engagement. In addition, we will continue to provide a rigorous technology based curriculum and instruction that challenges our students to meet the high demands of our county and this community.

Our students participated in the ACT Aspire assessment for the first time during the 2013-2014 school year. The assessment scores are used to establish baseline data. We know the percentage of students meeting or exceeding the benchmark must increase. The results are far below our expectations. However, we did have a small percentage of students that met or exceeded the benchmark. Here is a snapshot of those scores. This assessment scored students in the following categories: Exceeding, Ready, Close and Need Support. In Reading, with combined Exceeding and Ready scores, 26% of Third grade students met or exceeded the benchmark. Fourth grade- 17% of students met

ACIPRidgecrest Elementary School

or exceeded the benchmark and 24% of Fifth grade students met or exceed. In Math, Third grade 42% of students met or exceeded the benchmark, while 27% of Fourth grade students met or exceeded the benchmark. 29% of Fifth grade students were Exceeding or Ready. The actions which Ridgecrest Elementary School will take to improve in these areas are: participate in more training and professional learning in the areas of students engagement instructional strategies, critical thinking skills, and addressing individual instructional strategies for students when necessary.

Additional Information

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

Ridgecrest Elementary School has faced some minor challenges that include curriculum modifications, implementation of No Child Left Behind, and the implementation of the College and Career Common Core Standards with the Alabama Specific items. The school proved itself to be strong enough to persevere and to overcome these challenges. The school is delighted with its faculty and their impact on students. Ridgecrest has a faculty that is caring, hard-working, committed to student success and holds every students to high standards and high expectations.

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.

When developing Ridgecrest Elementary's Continuous Improvement Plan (CIP), our goal is to ensure that stakeholders are engaged in the process. CIP work session meetings are scheduled throughout the year to continuously review or update the plan. Grade level meetings are held to discuss strengths and weaknesses for each grade level. The grade level chairperson attends Building Leadership meetings to forward any input or concerns. The faculty and staff also have an opportunity for input through an annual reflections and projections meeting held in early Summer. The Leadership Team meets to discuss concerns and collaborate to develop goals, strategies and action steps. Community stakeholders and supporters are provided opportunity for input through surveys and invitation to participate in the midyear review process. Parents, students, community leaders, and district leaders are included as part of the annual mid-year review walkthrough teams and discussion panels. Following the review, they give oral and written feedback to share with the faculty. Students are given the opportunity to provide feedback via surveys and student interviews. Parents are randomly selected to participate as part of the CIP committee and as part of the mid-year review team. Meetings are held during the spring, summer and in evenings to accommodate the parents' work schedules. Parents meet with the instructional leader and CIP team, at which time the CIP process and their roles in the development of the school's CIP is explained. Annual Title I Parent Meetings are also held at the beginning and end of each school year, at which time they are informed of their rights to have input and participate in the development of the CIP.

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

Each representative played a vital role in the development of the improvement plan and their responsibilities were essential in its completion. The administrators served as facilitators of meetings. The Continuous Improvement Plan (CIP) Chairperson and the principal pulled the information together and transcribed it into a working document. The CIP team members and other support staff assisted with gathering and analyzing the data from state assessments and needs assessments to identify the needs of the school from a holistic perspective. Teachers, parents, students and community members can provide input via surveys and or participate in group discussion to pinpoint perceived areas of weakness to be addressed, as well as strengths to be highlighted. In Spring 2014, the faculty and staff reflected on (via standards meetings) and findings from walkthroughs in order to make projections for goals, professional development and resources for the following school year.

Parents, students, community members, and teachers have the privilege and the responsibility of developing and revision of the district and local school plans. The local school parent representative is required to disseminate important information with other parents and community members at workshops, meetings, and Brunch N Learns sessions that are scheduled throughout the day.

During the 2014-2015 school staff will utilize departmental/grade level meetings to make projections for goals, professional development needs and research additional resources.

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 completed school improvement plan is communicated to all stakeholders annually through oral presentations (Annual Title I Meeting) and written media. The plan is communicated school-wide through a faculty meeting. A copy is also kept in the school media center and Parenting Room for review. The plan is communicated to the parents through an annual mandatory Title I Parent Meeting, our student handbook, and the school's website. The district's and school's website are also used to communicate the plan to other stakeholders. As the year progresses, the status of the implementation is communicated to teachers through written feedback after walkthroughs.

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	The attached stakeholder feedback worksheet reveal results from survey administered at the conclusion of the 2013-2014 school year.	

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

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

Areas of Notable Achievement

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

The Phenix City Schools (PCS) Parent Survey data revealed that the parents' highest level of satisfaction is the welcomed feeling they sense in their child's school and the encouragement they receive from the faculty to be involved in their child's education . This same Parent Survey data revealed 98% of Ridgecrest parents feel welcomed in the school and the school encourages parents to be involved in their child's education. Many of our parents said they can reach the teachers for communication and the teachers are interested and cooperative when discussing the student's progress

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

When comparing parent survey to previous years, data show a trend in parent perception of our school. Parents continue to feel our school is a safe place where students are encouraged to perform to the best of there ability. The ASSIST surveys completed in the Spring of 2013 were not completed in the Spring of 2014.

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

AdvancED surveys were not administered during this school year.

Areas in Need of Improvement

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

By the data collected from Phenix City Schools Parent Survey, 79 out of 234 parents do not know that students can receive additional assistance with reading and math for the grade they are in through the Title I program. The survey data also revealed that only 63% of parents knew about the school's referral program to community services outside of the school.

Teachers academic needs survey revealed teachers needing support in understanding the College and Career Ready Standards, student engagement strategies, and additional Math resources.

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

The ASSIST surveys completed in the Spring of 2013 were not completed in the Spring of 2014.

What are the implications for these stakeholder perceptions?

Multiple opportunities will be afforded to staff in the area of understanding the College and Career Read Standards and soliciting SRB resources to heighten math instruction. Professional Learning Communities will be utilized for the purpose of gaining a deeper understanding of the implementation of the College and Career Read Standards.

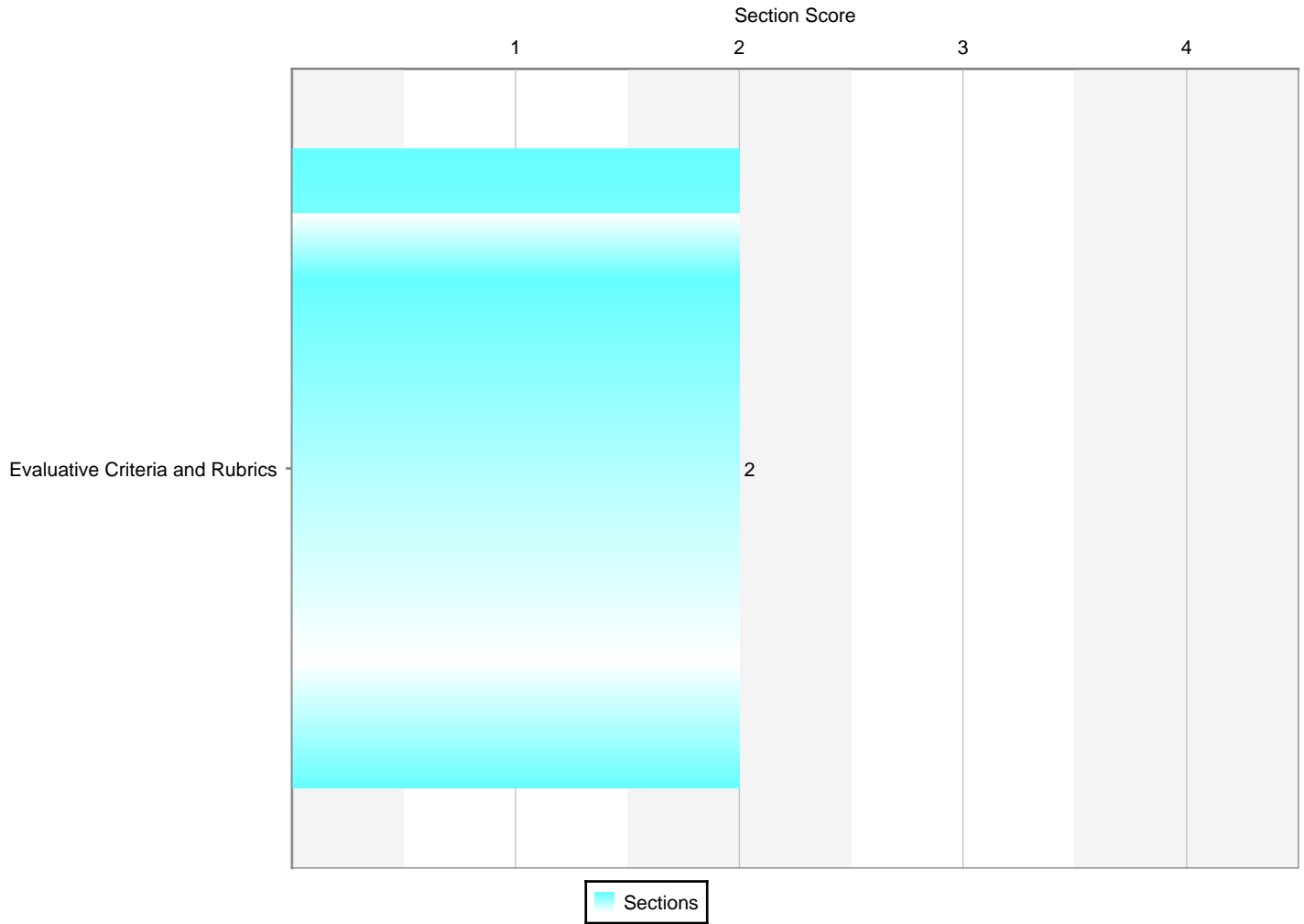
Ridgecrest Elementary School needs to ensure parents are informed of the Title I parental rights and that additional help in mathematics and reading is offered through Title I.

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

There is not other stakeholder feedback sources to report consistent findings.

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		RES Aspire Results

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

The 2013-2014 ARMT+ data on the Alabama Science Assessment reveals that 86% of all fifth grade students scored at Level III (Meets Standards) or Level IV (Exceeds Standards). It is important to note that 52% of students scored at Level IV, exceeding the standard at our school. This is a 6% percent increase from the 2012-2013 school year. Ridgecrest Elementary fifth grade students scored the highest in six of the eleven science standards for the Phenix City School District. In addition, the school's Annual Measureable Achievement Objective Report reveals that eight out of the nine students (80%) who were tested using ACCESS made Adequate Progress in Language Acquisition.

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

According to the DIBELS assessment, 94% of Kindergarten students were able to segment sounds into words and 86% were fluent with letter naming. Second grade showed 8% of students that were at risk by the end of the 2013-2014 school year. STAR Math shows second, third and fourth grades having 20% or higher of students scoring in the 50th -74th percentile in the PR Distribution Summary. In reading, second and fourth grades showed 20% of students scoring in the 50th - 74th percentile in the PR Distribution Summary.

Which area(s) indicate the overall highest performance?

In Math, third grade showed 42% of its students scored in the Readiness category on the Aspire. According to the DIBELS assessment, 94% of Kindergarten students were able to segment sounds into words and 86% were fluent with letter naming. STAR Math 27% of second grade students scored in the 50th - 74th percentile of the PR Distribution Summary. In STAR Reading, 28% of fourth grade students scored in the 50th -74th percentile of the PR Distribution Summary.

In addition, the greatest overall highest performance is evident from the 2013-2014 ARMT+ data. The Alabama Science Assessment results reveals that 86% of all fifth grade students scored at Level III (Meets Standards) or Level IV (Exceeds Standards). It is important to note that 52% of students scored at Level IV, exceeding the standard at our school. This is a 6% percent increase from the 2012-2013 school year.

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

Based on the 2012-13 ACCESS data, 80% of students made adequate progress in language acquisition, and showed at least 0.5 point improvement on ACCESS for ELLs language assessment. Ridgecrest Elementary School exceeded the State of Alabama's requirement for AMAO-A of 48%.

Between which subgroups is the achievement gap closing?

The achievement gap is closing in math between African American and White students in third grade as compared to the achievement gap in reading. The difference in the proficiency percentages between the two subgroups are very minimal when looking at students in the Readiness Level on the ACT Aspire for math.

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

Data sources such as STAR math, 2013-2014 Global Scholar and various formative assessments in the area of math are consistent with the reported findings. The percentage of students referred to Problem Solving Teams (Response to Instruction) is very minimal in the area of math as opposed to reading.

Areas in Need of Improvement

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

According to the ACT Aspire reading subtest, in third grade 58% of students, 82% of fourth grade students and 76% of fifth grade students are considered to be Close or in Need of Support. This is our first year administering this assessment.

In Math, 58% of third grade students, 72% of fourth grade students and 71% of fifth grade students are considered to be Close or in Need of Support.

Our school district did not participate in a writing assessment during the 2013-2014 school year.

Access data also reveal that the school only exited 10.5% of EL students from the program, and failed to meet the State's 16% requirement for the school year.

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

This was our first year participating in the ACT Aspire Assessment. Therefore, we have no data to compare in Reading and Math.

According to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Spring 2014 Benchmark Assessment, First grade dropped in Oral Reading Fluency from 80% in 2012-2013 to 72% in 2013-2014, a decrease of 8%. Second grade dropped in ORF from 81% in 2012-2013 to 76% in 2013-2014, a decrease of 5%. Third grade dropped in ORF from 82% in 2012-2013 to 79% in 2013-2014, a 3% decrease. This proficiency rate for first and second grade in Oral Reading Fluency on the Dynamics Indicators of Basic Early Literacy Skills (DIBELS) was lower the district mean of 80% on the 2013-2014 spring assessment.

At the end of the 2012-2013 school year, STAR Reading results showed the overall grade level equivalency average was 1.9. In 2013-2014, the GE increased to 2.2. Even though this is an increase, this is an area of concern because students should be at a 4.0 GE when leaving the third grade. In STAR Math all grades show a positive increase, but is below the expectation.

Which area(s) indicate the overall lowest performance?

In Reading, fourth grade had the lowest overall score on the ACT Aspire Assessment. 82% of students are determined to be Close or Need Support based on the College and Career standards. In Math, fourth grade showed 72% of students in Need of Support or scored Close. Fifth grade scored 71% Close or in Need of Support.

According to DIBELS, first grade results were the overall lowest scores in Oral Reading Fluency. Their score of 72% ORF was a decrease of 8% from the previous year.

STAR Reading results show 53% of third grade students scored below the 25th percentile in the PR Distribution Summary. In Math, 44% of fifth grade students scored below the 25th percentile in the PR Distribution Summary.

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

The ACT-Aspire places students into four categories: Exceeding, Ready, Close and Need Support (Exceeding being the highest and Need support being the lowest. The subgroups showing a trend toward decreasing performance is the following:

African American students show an overall decreasing trend in grades third through fifth in the area of reading and math when compared to white students on the ACT Aspire. There is a much larger percentage of African Americans in the Need Support Level when compared to white students.

Between which subgroups is the achievement gap becoming greater?

In fifth grade, the ACT Aspire reveals that 16% of African American students are in the Readiness Level on the reading subtest. This is 41% lower than white students in this area.

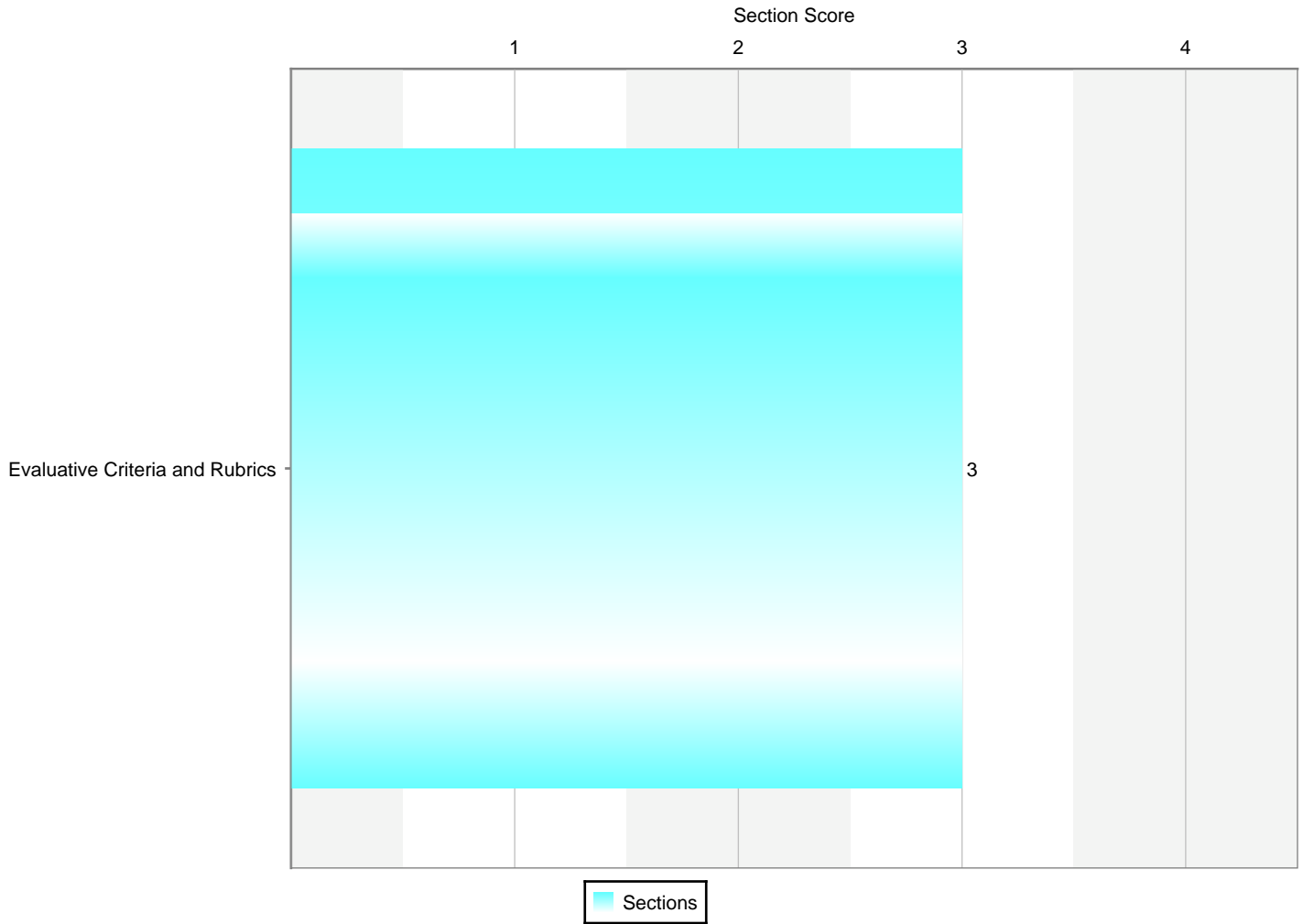
The ACT Aspire also reveals a large gap between Black and White students in the area of reading readiness in third grade. This is a 30% gap between white students and black students.

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

Data sources such as STAR reading, 2013-2014 Global Scholar Reports and various formative assessments in the area of reading are consistent with the reported findings. The percentage of students referred to Problem Solving Teams (Response to Instruction) is much greater in the area of reading and math. Ridgecrest is serving a much larger English Learner population and many of them have accommodations through IELPs.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		ACIP Signature Page 2014-2015

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		Title VI Assurance Report

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		RES 2014-2015 Assurance Of Compliance 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		2014-2015 Ridgecrest Parental Policy and Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		2014-2015 Ridgecrest Parent/Student Compact

2015 RES Plan for ACIP

Overview

Plan Name

2015 RES Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	To increase student achievement in the area of reading.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$35100
2	Students at all levels of English Language proficiency will improve in the area of writing, reading and listening on the overall score.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$200
3	To improve student achievement in the area of math.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$5000
4	To increase the percentage of Adequate Progress in Language Acquisition at Ridgecrest Elementary School.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	To increase the percentage of Adequate Progress in attainment of English Acquisition at Ridgecrest Elementary School	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: To increase student achievement in the area of reading.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in the areas of text complexity, key ideas and details in Reading by 04/30/2015 as measured by the Aspire..

Strategy 1:

Literacy Strategies - All teachers will implement explicit, intensive, instruction using before, during, after reading strategies in every literacy lesson.

Research Cited: Skillful readers have the ability to apply phonics, phonemic awareness, and comprehension strategies while reading text. (Alabama Reading Initiative)

Activity - Active Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily instruction will include active student participation through social interaction, writing, reading, and investigation.	Direct Instruction	09/01/2014	05/15/2015	\$0	No Funding Required	Administration and Staff
Activity - Small/Tiered Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group/tiered learning activities in every classroom at least four times a week to focus on reading comprehension, vocabulary, and skills that are not mastered.	Direct Instruction	09/01/2014	05/15/2015	\$0	No Funding Required	Administration and staff
Activity - Ladders To Success-Afterschool Tutorial Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as failing reading (receiving a report card grade of a D or F in the area of reading, one or more grade levels below on STAR) will receive an invitation to attend the Ladders To Success-afterschool tutorial program.	Academic Support Program	09/01/2014	05/15/2015	\$35000	Title I Part A	Administration and Staff

Strategy 2:

Reading Workshop - Instructional coaches will provide reading workshops during the 2014-2015 school year. Parents will be invited to the school for the purpose of learning how to help their children improve reading skills in grades PreK-5.

Research Cited: Including parents in the educational process increases student achievement and success (Epstein, 2001).

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coaches will provide guest readers to read and ask questions about various books.	Parent Involvement	10/01/2014	03/20/2015	\$0	No Funding Required	Administration and Instructional Coaches

Activity - Parenting Room Make and Take Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coaches will create a flexible schedule to assist parents in creating make and take reading activities.	Parent Involvement	10/01/2014	03/13/2015	\$100	General Fund	Administration and Instructional Coaches

Goal 2: Students at all levels of English Language proficiency will improve in the area of writing, reading and listening on the overall score.

Measurable Objective 1:

80% of English Learners students will demonstrate a proficiency in the area of reading and writing as outlined by the WIDA standards in English Language Arts by 02/02/2015 as measured by reading and writing subtest of the ACCESS. .

Strategy 1:

Use WIDA Model Can Dos - Teachers will use the WIDA Model Can Dos as a guide to developing and creating language objectives that focus on, but are not limited to the language domains of reading, writing, and speaking.

Research Cited: The WIDA Can Do Model coaches general education teachers about differentiated instruction for English Learners.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development opportunities that guide teachers in instructing students in small groups and individually. Peer helpers, visual aides, graphic organizers and pictures to explain concepts using the Can Do Model. Educators will also incorporate EL components of Wonders, Language Lab, and Rosetta Stone. IPAD apps will be used to increase oral communication.	Professional Learning	09/01/2014	05/15/2015	\$100	Other	Administration and Staff

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will receive individual instruction using the Early Vocabulary Connections and Picture Vocabulary for Learning Spoken English.	Direct Instruction	09/01/2014	05/15/2015	\$100	Other	Administration and Staff

Activity - Identify Concepts and Print	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to communicate understanding of directions during whole group, small group and individualized instruction through the use of oral lessons that are provided both in small group, whole group and individualized instruction. Teaches and paraprofessionals will use the "Can Do" Descriptors as defined by the WIDA Consortium.	Direct Instruction	09/01/2014	05/15/2015	\$0	No Funding Required	Administration and Staff

Activity - Daily Oral Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete daily oral language exercises as presented by the instructor. These exercises can take place in whole group, small group and individualized instruction.	Direct Instruction	09/01/2014	05/15/2015	\$0	No Funding Required	Administration and Staff

Goal 3: To improve student achievement in the area of math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in problem solving, measurement and probability in Mathematics by 04/30/2015 as measured by an increase in the number of students making the grade level scale score on STAR Math and ACT Aspire..

Strategy 1:

Whole/Small Group Math Instruction - Teachers will utilize the math instructional frame work as out lined by the district and teach the established CCRS math standards. Strategies and common practices include: identifying similarities and differences, summarizing, note taking, reinforcing effort, providing recognition, homework, practice, nonlinguistic representations, cooperative learning, and providing feedback. These strategies will be used on a regular basis, in the classroom, during math lessons.

Research Cited: Teachers will use strategies that are research based and have a percentile gain from 23-45% based on findings from Marzano, 2011.

Activity - Math Vocabulary in Context	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all grades will review math vocabulary to help students understand concepts as the lessons are taught.	Direct Instruction	09/01/2014	05/15/2015	\$0	No Funding Required	Administration and staff

Activity - Small Group Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development opportunities that embrace and illustrate the use small group lessons that include modeling, completing timed practice drills, nonlinguistic representations, cooperative learning activities, computation, general problem solving and providing feedback. These strategies will be used on a regular basis, in the classroom, during math small groups.	Professional Learning	09/01/2014	05/15/2015	\$0	No Funding Required	Administration and Staff

Activity - Use Technology to Enhance instruction/Monitor Student Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use a variety technological tools for instruction to enhance student engagement and to monitor student achievement. Various types of technology will be used throughout the school year by all classroom teachers with all students from grades Prek - 5th grades. While each teacher has an iPad that is used to engage students in the lesson, additional classroom stations are needed for whole group instruction. STAR Enterprise will be used to monitor student progress all year. This tool is used to determine student success and adjust instruction as we respond to instruction.	Technology	09/01/2014	05/15/2015	\$5000	Title I Part A	Administration and staff
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Strategy 2:

Align Current Taught Curriculum to Least Mastered Standards - Teachers will align the appropriate learning grade/content area materials and textbook to identified standards at grade level data meetings and content planning sessions.

Research Cited: Both formative and summative assessments are needed to make positive adjustments in classroom instruction.

Activity - Conduct Longitudinal studies of math assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify the least mastered skills/standards from the studies and align the content area to the standard.	Professional Learning	09/01/2014	05/15/2015	\$0	No Funding Required	Administration and Staff

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Global Scholar and STAR Enterprises as a non-mastery support system for at-risk students for the purpose of establishing flexible small groups.	Direct Instruction	09/01/2014	05/15/2015	\$0	No Funding Required	Administration and Staff

Goal 4: To increase the percentage of Adequate Progress in Language Acquisition at Ridgecrest Elementary School.

Measurable Objective 1:

53% of First, Second, Third and Fifth grade English Learners students will demonstrate a proficiency in Language Acquisition in English Language Arts by 05/01/2015 as measured by the Assessing Comprehension and Communication in English State-to-State for English Language Learners test (ACCESS).

Strategy 1:

Professional Development - A series of Professional Development opportunities will be implemented throughout the 2014-2015 school year that educate the faculty and staff on current trends and laws in English Language Learners. These professional developments will be designed to help remove barriers that teachers have when making accommodations for students who speak English as a second language.

Research Cited: NEA Quality School Programs and Resource Department, 2011

Activity - EL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English Learner (EL) representative at Ridgecrest Elementary School will provided training for the faculty and staff on current EL laws and educational trends and strategies to help differentiate instruction for English Learners. Training opportunities will include: 1. CORE Program-Sheltered Instruction Observation Protocols (SIOP), 2. WIDA Standards and online access, 3. "CAN DO" Descriptors for lesson plans and instruction, and 4. Strategies for differentiation instruction for EL students as well as receive collaborative information to help them design lessons to meet the needs of the EL students.	Professional Learning	09/29/2014	05/01/2015	\$0	No Funding Required	Seval Gomez

Goal 5: To increase the percentage of Adequate Progress in attainment of English Acquisition at Ridgecrest Elementary School

Measurable Objective 1:

19% of English Learners students will demonstrate a proficiency in attainment of English Language Acquisition in all content areas in English Language Arts by 05/01/2015 as measured by ACCESS for ELLs..

Strategy 1:

Use WIDA Model Can Dos - Teachers will use the WIDA Model Can Dos as a guide to provide explicit language instruction for students in whole and small groups.

Lesson objectives will focus on the language domains of reading, writing and speaking.

Research Cited: The WIDA Can Do Model coaches general education teachers about differentiated instruction for English Learners.

Activity - Small Group and Individualize Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will receive small group and individual instruction using the Early Vocabulary Connections and Picture Vocabulary for Learning Spoken English.	Academic Support Program	09/01/2014	05/15/2015	\$0	No Funding Required	Administration and Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parenting Room Make and Take Activities	Instructional Coaches will create a flexible schedule to assist parents in creating make and take reading activities.	Parent Involvement	10/01/2014	03/13/2015	\$100	Administration and Instructional Coaches
Total					\$100	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Vocabulary in Context	Teachers in all grades will review math vocabulary to help students understand concepts as the lessons are taught.	Direct Instruction	09/01/2014	05/15/2015	\$0	Administration and staff
Small Group and Individualize Instruction	Targeted students will receive small group and individual instruction using the Early Vocabulary Connections and Picture Vocabulary for Learning Spoken English.	Academic Support Program	09/01/2014	05/15/2015	\$0	Administration and Staff
Conduct Longitudinal studies of math assessments	Teachers will identify the least mastered skills/standards from the studies and align the content area to the standard.	Professional Learning	09/01/2014	05/15/2015	\$0	Administration and Staff
Small Group Math Instruction	Teachers will participate in professional development opportunities that embrace and illustrate the use small group lessons that include modeling, completing timed practice drills, nonlinguistic representations, cooperative learning activities, computation, general problem solving and providing feedback. These strategies will be used on a regular basis, in the classroom, during math small groups.	Professional Learning	09/01/2014	05/15/2015	\$0	Administration and Staff

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EL Training	The English Learner (EL) representative at Ridgecrest Elementary School will provided training for the faculty and staff on current EL laws and educational trends and strategies to help differentiate instruction for English Learners. Training opportunities will include: 1. CORE Program-Sheltered Instruction Observation Protocols (SIOP), 2. WIDA Standards and online access, 3. "CAN DO" Descriptors for lesson plans and instruction, and 4. Strategies for differentiation instruction for EL students as well as receive collaborative information to help them design lessons to meet the needs of the EL students.	Professional Learning	09/29/2014	05/01/2015	\$0	Seval Gomez
Active Student Engagement	Daily instruction will include active student participation through social interaction, writing, reading, and investigation.	Direct Instruction	09/01/2014	05/15/2015	\$0	Administration and Staff
Small/Tiered Group Instruction	Small group/tiered learning activities in every classroom at least four times a week to focus on reading comprehension, vocabulary, and skills that are not mastered.	Direct Instruction	09/01/2014	05/15/2015	\$0	Administration and staff
Identify Concepts and Print	Students will be able to communicate understanding of directions during whole group, small group and individualized instruction through the use of oral lessons that are provided both in small group, whole group and individualized instruction. Teachers and paraprofessionals will use the "Can Do" Descriptors as defined by the WIDA Consortium.	Direct Instruction	09/01/2014	05/15/2015	\$0	Administration and Staff
Daily Oral Language	Students will complete daily oral language exercises as presented by the instructor. These exercises can take place in whole group, small group and individualized instruction.	Direct Instruction	09/01/2014	05/15/2015	\$0	Administration and Staff
Small Group Instruction	Utilize Global Scholar and STAR Enterprises as a non-mastery support system for at-risk students for the purpose of establishing flexible small groups.	Direct Instruction	09/01/2014	05/15/2015	\$0	Administration and Staff
Family Reading Night	The Instructional Coaches will provide guest readers to read and ask questions about various books.	Parent Involvement	10/01/2014	03/20/2015	\$0	Administration and Instructional Coaches
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Acquisition	Targeted students will receive individual instruction using the Early Vocabulary Connections and Picture Vocabulary for Learning Spoken English.	Direct Instruction	09/01/2014	05/15/2015	\$100	Administration and Staff

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Small Group Instruction	Teachers will participate in professional development opportunities that guide teachers in instructing students in small groups and individually. Peer helpers, visual aides, graphic organizers and pictures to explain concepts using the Can Do Model. Educators will also incorporate EL components of Wonders, Language Lab, and Rosetta Stone. IPAD apps will be used to increase oral communication.	Professional Learning	09/01/2014	05/15/2015	\$100	Administration and Staff
Total					\$200	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Ladders To Success-Afterschool Tutorial Program	Students who are identified as failing reading (receiving a report card grade of a D or F in the area of reading, one or more grade levels below on STAR) will receive an invitation to attend the Ladders To Success-afterschool tutorial program.	Academic Support Program	09/01/2014	05/15/2015	\$35000	Administration and Staff
Use Technology to Enhance instruction/Monitor Student Achievement	Teachers will use a variety technological tools for instruction to enhance student engagement and to monitor student achievement. Various types of technology will be used throughout the school year by all classroom teachers with all students from grades Prek - 5th grades. While each teacher has an iPad that is used to engage students in the lesson, additional classroom stations are needed for whole group instruction. STAR Enterprise will be used to monitor student progress all year. This tool is used to determine student success and adjust instruction as we respond to instruction.	Technology	09/01/2014	05/15/2015	\$5000	Administration and staff
Total					\$40000	

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.

Ridgecrest Elementary School asks parent representatives to serve on the Title I Advisory Committee where he/she is instrumental in the development and revision of the district and local school Parental Involvement Plan. The local school parent representative is required to disseminate important information with other parents and community members at workshops, meetings, and Brunch N Learns sessions that are scheduled throughout the day. In addition, during the month of October, parent are afforded the opportunity to participate in Title I Parental Involvement Parent meeting. The workshop will focus on the school's participation in Title I and explain the Title I requirements- including the 1% set aside and the rights of parents involved. Parents will be made aware of the workshop (and others) via a school newsletter, flyers, school website, and a school-wide call cast. During the month of April, the school will hold a second Title I meeting to discuss the school's participation in Title I, evaluate the program and receive 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.

The parent involvement committee has various activities, meetings, and/or workshops planned throughout the school year. The committee has planned events for each quarter which are flexible in number and format. Parents and stakeholders will have the opportunity to participate in various events during the school day as well as in the evening.

Parents representation on each of the school's committees is encouraged and provide numerous opportunities for parents to be involved in the decision-making process of the school. All school committees have at least one parent representative with the exception of the parent involvement committee which has four parent members. Also, parents have the opportunity to be involved with the school's decision making process through participation in the Parent Teacher Organization.

The funds allocated for parent involvement are being used to support the various events planned by the parent involvement committee as well as to provide literature and other resources via the Parenting Room.

In addition, Ridgecrest Elementary has adopted the National Standards for Parent and Family Involvement Programs. These standards helps us to promote regular communication between home and school, support parenting skills, student learning, volunteering, school decision making and collaborating with the community. These quality indicators are researched-based and grounded in both sound philosophy and practical experience. Some of our school programs and activities are:

*Home/School Communication

*Parent/students handbooks- give positive practical information about our school and its program.

*Standardized testing Parent report is sent home in August of each year

*Monthly newsletters

*Mandatory Parent/Teacher conferences are held, quarterly, first and third nine weeks of the school year

*Parents are encouraged to request conference with teachers to review and assist in improving student performance

*Student work and progress reports are distributed to parents every Tuesday

*Regularly schedule PTA meetings are held monthly

*Ridgecrest will follow the Phenix City School District's Plan for implementing Parents Right to Know. Letters are sent out at the beginning of the year to those parents of students who are receiving instruction from teachers who are not Highly Qualified.

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.

During quarterly parent meetings, information about its Title I programs, the curriculum, and forms of academic assessments is discussed with parents. Parents are given information about the priority goals in reading, math and parents as partners. They are also given information how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their child. An interpreter (school counselor and EL teacher) is provided at all Title I meetings to communicate with parents if necessary. Documents can be provided in the home language of parents who need it and upon request.

In addition, the school provides parents information regarding school programs, curriculum, academic assessment, and achievement expectations through the following formats:

- Parent Meetings and workshops- Parent Involvement Committee
- Monthly Newsletter
- School Website
- Parent Information Center- Resources and literature available in English and Spanish
- Referral process for community service programs coordinated by the district's parent involvement specialist
- Classroom Teacher

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

The parent compact was developed to build and foster the development of a school-parent partnership to help all children achieve the state's high standards. The compact is developed and reviewed annually by the Building Leadership Team Advisory Committee and revised as needed. It is the desire of our school that all of these individuals will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help all students achieve or exceed proficiency on state's academic content standards. Parents are afforded to opportunity to make suggestions and/or comments. Parent Compacts are located in the teacher's classroom and student cumulative folder for use and review.

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

Copies of the Continuous Improvement Plan will be located in the Federal Programs Coordinator's office, principal's office, parenting room, school website, and the media center. This plan will be available to parents, students, and the public for review. Parents will be notified of the availability of these plans via a letter in the registration packet and the annual student handbook for new and returning students. If a parent disagrees with any aspect or component of the School Parent Involvement Plan, the LEA Consolidated application for federal funds, or the LEA set asides, they may schedule an appointment with the principal to discuss their concerns. If they still have concerns after meeting with the principal, they may submit their concerns in writing to the Federal Programs Coordinator at the Phenix City Board of Education Building. If not resolved, these concerns will then be forwarded to the SDE Federal Programs Administrator.

The plan will be available online and copies placed at the school for parents to review and provide feedback.

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)

Ridgecrest Elementary School utilizes the annual parent meeting held at the beginning of the school year. At this meeting parents will receive information about state academic content standards, academic achievements, reading assessment results, and improving student achievement through monitoring progress. Report Card conferences are scheduled immediately after the general Title I/PTA meeting where parents will be given the opportunity to meet with the teacher and learn about individual class assessments and classroom routines/schedules. Parents can receive training throughout the school year by attending the various events planned by the parent involvement committee.

The committee plan events for each quarter which are flexible in format. Parents and stakeholders have the opportunity to participate in various events during the school day as well as in the evening. Classroom teachers provide a newsletter and group email reminders to parents, which will highlight the upcoming training sessions, events and workshops.

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)

Parents can receive training throughout the school year by attending the various events planned by the parent involvement committee. The committee has planned events for each month which are flexible in number and format. Parents and stakeholders will have the opportunity to participate in various events during the school day as well as in the evening. The school will provide a monthly newsletter to parents, which

will highlight the upcoming training sessions and workshops. Additionally, parents can attend various workshops provided by the school's Literacy Committee which will focus on content standards, curriculum, assessments, and tutorials on specific school programs as well as strategies for monitoring their child's progress and improving academic achievement.

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

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

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

Teachers are encouraged to gain assistance through faculty meetings, and grade-level meetings in understanding the importance of positive parent involvement. All teachers are required to have students use planners to provide daily communication of classroom activities. Counselors work with administrative staff to coordinate open communications between teachers and parents.

Also, the school utilizes the district's parent involvement specialist to coordinate programs to help build ties between parents and the school. Lastly, the school has established a community outreach committee to further enhance.

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)

Ridgecrest Elementary School provides our parents with a Parenting Room which allows parents and guardians to use materials to include computers to assist student with assignments. The Parenting Room includes brochures, schedules, copy of the CIP, school information sheets and computers. Parents are invited into all of our classrooms during the school day and various workshops that assist them in helping students academically.

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)

The school has established a parent information center located in the center of the building, which provides valuable literature and resources in both English and Spanish. Also, the school utilizes the TransAct program to provide parents school related information in a language they can understand. Lastly, the school will work with the ELL teacher to ensure students and parents understand information provided concerning school and parent programs. Parent workshops are conducted to provided parents information in English and Spanish about the ESL program and standardized tests.

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)

The school will solicit parent input throughout the year and adjust programs, training sessions, and workshops as needed based on feedback from stakeholders. Parents have the opportunity to request other activities as well as comment on current programs through the following formats:

- surveys
- email or other written communication
- conferences with teachers

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 has established a parenting room located at the center point of the school, which provides valuable literature and resources in both English and Spanish. Also, the school utilizes the Transact program to format newsletters and other information in various languages as needed. Additionally, the school will work with the EL teacher to ensure students and parents understand information provided concerning school and parent programs.

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?

At the end of each academic school year, The Title I Continuous Improvement Team assembles to reflect on the year and begin a comprehensive needs assessment. The following items are reviewed: available test data, discipline records, students receiving Tier III assessment, RTI notes, STAR reports, professional development activities, and surveys data. Upon the completion of this task, the information is organized and determinations are based on needs and success of the school.

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

The results from the comprehensive needs assessment showed a continued need in reading and math. In Reading, support is needed in the areas of literacy/recreational materials and literary elements from various text formats and reading comprehension. In Math, algebra standards, geometry, and numbers and operations are the areas of focus for this school year.

3. What conclusions were drawn from the results?

Conclusions drawn from the results are: additional remediation is needed in Reading and Math. This will include the continued implementation of centers, extended day program, Tier II, and Tier III interventions. In addition, academic support programs in Reading and Math need to be implemented to close achievement gaps.

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

With Reading and Math being our greatest needs, more parent and teacher feedback is needed. Even though afterschool programs and classroom interventions have been incorporated, there is now a need to assess the programs and to improve student engagement

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

Our goals and needs are based on data which connects to the comprehensive needs assessment. Current data reveals reading and math are our weakest academic areas.

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

Teachers will use both formative and summative assessments to determine growth and identify weaknesses based on data in conjunction with the Alabama Course of Study and CCRS. The data used will come from the following sources: ACT Aspire, DIBELS, Global Scholar, STAR Report.

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

While the goals focus on Reading and Math, disadvantaged students benefit from inclusion, interventions and other resources provided by the school. The effort is to close the achievement gaps of students that are disadvantaged, black, or white.

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:

To increase student achievement in the area of reading.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency level in the area of comprehension literacy/recreational materials in Reading by 04/30/2015 as measured by the instructional recommendation on DIBELS, STAR, and Global Scholar..

Strategy1:

Literacy Strategies - All teachers will implement explicit, intensive, instruction using before, during, after reading strategies in every literacy lesson.

Research Cited: Skillful readers have the ability to apply phonics, phonemic awareness, and comprehension strategies while reading text. (Alabama Reading Initiative)

Activity - Small/Tiered Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in every classroom at least four times a week to focus on reading comprehension, vocabulary, and skills that are not mastered.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and staff

Activity - Ladders To Success-Afterschool Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading (receiving a report card grade of a D or F in the area of reading, one or more grade levels below on STAR) will receive an invitation to attend the Ladders To Success-afterschool tutorial program.	Academic Support Program			09/01/2014	05/15/2015	\$35000 - Title I Part A	Administration and Staff

Activity - Active Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction will include active student participation through social interaction, writing, reading, and investigation.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Goal 2:

Students at all levels of English Language proficiency will improve in the area of writing, reading and listening on the overall score.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in the area of reading and writing as outlined by the WIDA standards in English Language Arts by 02/02/2015 as measured by reading and writing subtest of the ACCESS. .

Strategy1:

Use WIDA Model Can Dos - Teachers will use the WIDA Model Can Dos as a guide to developing and creating language objectives that focus on, but are not limited to the language domains of reading, writing, and speaking.

Research Cited: The WIDA Can Do Model coaches general education teachers about differentiated instruction for English Learners.

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development opportunities that guide teachers in instructing students in small groups and individually. Peer helpers, visual aides, graphic organizers and pictures to explain concepts using the Can Do Model. Educators will also incorporate EL components of Wonders, Language Lab, and Rosetta Stone. IPAD apps will be used to increase oral communication.	Professional Learning			09/01/2014	05/15/2015	\$100 - Other	Administration and Staff

Activity - Identify Concepts and Print	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to communicate understanding of directions during whole group, small group and individualized instruction through the use of oral lessons that are provided both in small group, whole group and individualized instruction. Teaches and paraprofessionals will use the "Can Do" Descriptors as defined by the WIDA Consortium.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Daily Oral Language	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete daily oral language exercises as presented by the instructor. These exercises can take place in whole group, small group and individualized instruction.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Language Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive individual instruction using the Early Vocabulary Connections and Picture Vocabulary for Learning Spoken English.	Direct Instruction			09/01/2014	05/15/2015	\$100 - Other	Administration and Staff

Goal 3:

To improve student achievement in the area of math.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in problem solving, measurement and probability in Mathematics by 04/30/2015 as measured by an increase in the number of students making the grade level scale score on STAR Math and ACT Aspire..

Strategy1:

Whole/Small Group Math Instruction - Teachers will utilize the math instructional frame work as out lined by the district and teach the established CCRS math standards. Strategies and common practices include: identifying similarities and differences, summarizing, note taking, reinforcing effort, providing recognition, homework, practice, nonlinguistic representations, cooperative learning, and providing feedback. These strategies will be used on a regular basis, in the classroom, during math lessons.

Research Cited: Teachers will use strategies that are research based and have a percentile gain from 23-45% based on findings from Marzano, 2011.

Activity - Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development opportunities that embrace and illustrate the use small group lessons that include modeling, completing timed practice drills, nonlinguistic representations, cooperative learning activities, computation, general problem solving and providing feedback. These strategies will be used on a regular basis, in the classroom, during math small groups.	Professional Learning			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Math Vocabulary in Context	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grades will review math vocabulary to help students understand concepts as the lessons are taught.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and staff

Activity - Use Technology to Enhance instruction/Monitor Student Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety technological tools for instruction to enhance student engagement and to monitor student achievement. Various types of technology will be used throughout the school year by all classroom teachers with all students from grades Prek - 5th grades. While each teacher has an iPad that is used to engage students in the lesson, additional classroom stations are needed for whole group instruction. STAR Enterprise will be used to monitor student progress all year. This tool is used to determine student success and adjust instruction as we respond to instruction.	Technology			09/01/2014	05/15/2015	\$5000 - Title I Part A	Administration and staff

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

Goal 1:

To increase student achievement in the area of reading.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in the areas of text complexity, key ideas and details in Reading by 04/30/2015 as measured by the Aspire..

Strategy1:

Reading Workshop - Instructional coaches will provide reading workshops during the 2014-2015 school year. Parents will be invited to the school for the purpose of learning how to help their children improve reading skills in grades PreK-5.

Research Cited: Including parents in the educational process increases student achievement and success (Epstein, 2001).

Activity - Parenting Room Make and Take Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will create a flexible schedule to assist parents in creating make and take reading activities.	Parent Involvement			10/01/2014	03/13/2015	\$100 - General Fund	Administration and Instructional Coaches

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Activity - Family Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Coaches will provide guest readers to read and ask questions about various books.	Parent Involvement			10/01/2014	03/20/2015	\$0 - No Funding Required	Administration and Instructional Coaches

Strategy2:

Literacy Strategies - All teachers will implement explicit, intensive, instruction using before, during, after reading strategies in every literacy lesson.

Research Cited: Skillful readers have the ability to apply phonics, phonemic awareness, and comprehension strategies while reading text.

(Alabama Reading Initiative)

Activity - Active Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction will include active student participation through social interaction, writing, reading, and investigation.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Small/Tiered Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in every classroom at least four times a week to focus on reading comprehension, vocabulary, and skills that are not mastered.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and staff

Activity - Ladders To Success-Afterschool Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading (receiving a report card grade of a D or F in the area of reading, one or more grade levels below on STAR) will receive an invitation to attend the Ladders To Success-afterschool tutorial program.	Academic Support Program			09/01/2014	05/15/2015	\$35000 - Title I Part A	Administration and Staff

Goal 2:

Students at all levels of English Language proficiency will improve in the area of writing, reading and listening on the overall score.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in the area of reading and writing as outlined by the WIDA standards in English Language Arts by 02/02/2015 as measured by reading and writing subtest of the ACCESS. .

Strategy1:

Use WIDA Model Can Dos - Teachers will use the WIDA Model Can Dos as a guide to developing and creating language objectives that

focus on, but are not limited to the language domains of reading, writing, and speaking.

Research Cited: The WIDA Can Do Model coaches general education teachers about differentiated instruction for English Learners.

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development opportunities that guide teachers in instructing students in small groups and individually. Peer helpers, visual aides, graphic organizers and pictures to explain concepts using the Can Do Model. Educators will also incorporate EL components of Wonders, Language Lab, and Rosetta Stone. IPAD apps will be used to increase oral communication.	Professional Learning			09/01/2014	05/15/2015	\$100 - Other	Administration and Staff

Activity - Identify Concepts and Print	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to communicate understanding of directions during whole group, small group and individualized instruction through the use of oral lessons that are provided both in small group, whole group and individualized instruction. Teaches and paraprofessionals will use the "Can Do" Descriptors as defined by the WIDA Consortium.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Daily Oral Language	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete daily oral language exercises as presented by the instructor. These exercises can take place in whole group, small group and individualized instruction.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Language Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive individual instruction using the Early Vocabulary Connections and Picture Vocabulary for Learning Spoken English.	Direct Instruction			09/01/2014	05/15/2015	\$100 - Other	Administration and Staff

Goal 3:

To improve student achievement in the area of math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in problem solving, measurement and probability in Mathematics by 04/30/2015 as measured by an increase in the number of students making the grade level scale score on STAR Math and ACT Aspire..

Strategy1:

Align Current Taught Curriculum to Least Mastered Standards - Teachers will align the appropriate learning grade/content area materials and textbook to identified standards at grade level data meetings and content planning sessions.

Research Cited: Both formative and summative assessments are needed to make positive adjustments in classroom instruction.

Activity - Conduct Longitudinal studies of math assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify the least mastered skills/standards from the studies and align the content area to the standard.	Professional Learning			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Global Scholar and STAR Enterprises as a non-mastery support system for at-risk students for the purpose of establishing flexible small groups.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Strategy2:

Whole/Small Group Math Instruction - Teachers will utilize the math instructional frame work as out lined by the district and teach the established CCRS math standards. Strategies and common practices include: identifying similarities and differences, summarizing, note taking, reinforcing effort, providing recognition, homework, practice, nonlinguistic representations, cooperative learning, and providing feedback. These strategies will be used on a regular basis, in the classroom, during math lessons.

Research Cited: Teachers will use strategies that are research based and have a percentile gain from 23-45% based on findings from Marzano, 2011.

Activity - Use Technology to Enhance instruction/Monitor Student Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety technological tools for instruction to enhance student engagement and to monitor student achievement. Various types of technology will be used throughout the school year by all classroom teachers with all students from grades Prek - 5th grades. While each teacher has an iPad that is used to engage students in the lesson, additional classroom stations are needed for whole group instruction. STAR Enterprise will be used to monitor student progress all year. This tool is used to determine student success and adjust instruction as we respond to instruction.	Technology			09/01/2014	05/15/2015	\$5000 - Title I Part A	Administration and staff

Activity - Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development opportunities that embrace and illustrate the use small group lessons that include modeling, completing timed practice drills, nonlinguistic representations, cooperative learning activities, computation, general problem solving and providing feedback. These strategies will be used on a regular basis, in the classroom, during math small groups.	Professional Learning			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Math Vocabulary in Context	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grades will review math vocabulary to help students understand concepts as the lessons are taught.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and staff

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

Goal 1:

To increase student achievement in the area of reading.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in the areas of text complexity, key ideas and details in Reading by 04/30/2015 as measured by the Aspire..

Strategy1:

Reading Workshop - Instructional coaches will provide reading workshops during the 2014-2015 school year. Parents will be invited to the school for the purpose of learning how to help their children improve reading skills in grades PreK-5.

Research Cited: Including parents in the educational process increases student achievement and success (Epstein, 2001).

Activity - Parenting Room Make and Take Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will create a flexible schedule to assist parents in creating make and take reading activities.	Parent Involvement			10/01/2014	03/13/2015	\$100 - General Fund	Administration and Instructional Coaches

Activity - Family Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Coaches will provide guest readers to read and ask questions about various books.	Parent Involvement			10/01/2014	03/20/2015	\$0 - No Funding Required	Administration and Instructional Coaches

Strategy2:

Literacy Strategies - All teachers will implement explicit, intensive, instruction using before, during, after reading strategies in every literacy lesson.

Research Cited: Skillful readers have the ability to apply phonics, phonemic awareness, and comprehension strategies while reading text.

(Alabama Reading Initiative)

Activity - Ladders To Success-Afterschool Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading (receiving a report card grade of a D or F in the area of reading, one or more grade levels below on STAR) will receive an invitation to attend the Ladders To Success-afterschool tutorial program.	Academic Support Program			09/01/2014	05/15/2015	\$35000 - Title I Part A	Administration and Staff

Activity - Active Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction will include active student participation through social interaction, writing, reading, and investigation.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Small/Tiered Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in every classroom at least four times a week to focus on reading comprehension, vocabulary, and skills that are not mastered.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and staff

Goal 2:

Students at all levels of English Language proficiency will improve in the area of writing, reading and listening on the overall score.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in the area of reading and writing as outlined by the WIDA standards in English Language Arts by 02/02/2015 as measured by reading and writing subtest of the ACCESS. .

Strategy1:

Use WIDA Model Can Dos - Teachers will use the WIDA Model Can Dos as a guide to developing and creating language objectives that focus on, but are not limited to the language domains of reading, writing, and speaking.

Research Cited: The WIDA Can Do Model coaches general education teachers about differentiated instruction for English Learners.

Activity - Daily Oral Language	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete daily oral language exercises as presented by the instructor. These exercises can take place in whole group, small group and individualized instruction.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Identify Concepts and Print	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to communicate understanding of directions during whole group, small group and individualized instruction through the use of oral lessons that are provided both in small group, whole group and individualized instruction. Teachers and paraprofessionals will use the "Can Do" Descriptors as defined by the WIDA Consortium.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Language Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive individual instruction using the Early Vocabulary Connections and Picture Vocabulary for Learning Spoken English.	Direct Instruction			09/01/2014	05/15/2015	\$100 - Other	Administration and Staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development opportunities that guide teachers in instructing students in small groups and individually. Peer helpers, visual aides, graphic organizers and pictures to explain concepts using the Can Do Model. Educators will also incorporate EL components of Wonders, Language Lab, and Rosetta Stone. IPAD apps will be used to increase oral communication.	Professional Learning			09/01/2014	05/15/2015	\$100 - Other	Administration and Staff

Goal 3:

To improve student achievement in the area of math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in problem solving, measurement and probability in Mathematics by 04/30/2015 as measured by an increase in the number of students making the grade level scale score on STAR Math and ACT Aspire..

Strategy1:

Whole/Small Group Math Instruction - Teachers will utilize the math instructional frame work as out lined by the district and teach the established CCRS math standards. Strategies and common practices include: identifying similarities and differences, summarizing, note taking, reinforcing effort, providing recognition, homework, practice, nonlinguistic representations, cooperative learning, and providing feedback. These strategies will be used on a regular basis, in the classroom, during math lessons.

Research Cited: Teachers will use strategies that are research based and have a percentile gain from 23-45% based on findings from Marzano, 2011.

Activity - Math Vocabulary in Context	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grades will review math vocabulary to help students understand concepts as the lessons are taught.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and staff

Activity - Use Technology to Enhance instruction/Monitor Student Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety technological tools for instruction to enhance student engagement and to monitor student achievement. Various types of technology will be used throughout the school year by all classroom teachers with all students from grades Prek - 5th grades. While each teacher has an iPad that is used to engage students in the lesson, additional classroom stations are needed for whole group instruction. STAR Enterprise will be used to monitor student progress all year. This tool is used to determine student success and adjust instruction as we respond to instruction.	Technology			09/01/2014	05/15/2015	\$5000 - Title I Part A	Administration and staff

Activity - Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development opportunities that embrace and illustrate the use small group lessons that include modeling, completing timed practice drills, nonlinguistic representations, cooperative learning activities, computation, general problem solving and providing feedback. These strategies will be used on a regular basis, in the classroom, during math small groups.	Professional Learning			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Strategy2:

Align Current Taught Curriculum to Least Mastered Standards - Teachers will align the appropriate learning grade/content area materials and textbook to identified standards at grade level data meetings and content planning sessions.

Research Cited: Both formative and summative assessments are needed to make positive adjustments in classroom instruction.

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Global Scholar and STAR Enterprises as a non-mastery support system for at-risk students for the purpose of establishing flexible small groups.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Conduct Longitudinal studies of math assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify the least mastered skills/standards from the studies and align the content area to the standard.	Professional Learning			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

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

Goal 1:

To increase student achievement in the area of reading.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in the areas of text complexity, key ideas and details in Reading by 04/30/2015 as measured by the Aspire..

Strategy1:

Literacy Strategies - All teachers will implement explicit, intensive, instruction using before, during, after reading strategies in every literacy lesson.

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(Alabama Reading Initiative)

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Activity - Ladders To Success-Afterschool Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading (receiving a report card grade of a D or F in the area of reading, one or more grade levels below on STAR) will receive an invitation to attend the Ladders To Success-afterschool tutorial program.	Academic Support Program			09/01/2014	05/15/2015	\$35000 - Title I Part A	Administration and Staff

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Small group/tiered learning activities in every classroom at least four times a week to focus on reading comprehension, vocabulary, and skills that are not mastered.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and staff

Strategy2:

Reading Workshop - Instructional coaches will provide reading workshops during the 2014-2015 school year. Parents will be invited to the school for the purpose of learning how to help their children improve reading skills in grades PreK-5.

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Activity - Family Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Coaches will provide guest readers to read and ask questions about various books.	Parent Involvement			10/01/2014	03/20/2015	\$0 - No Funding Required	Administration and Instructional Coaches

Goal 2:

To improve student achievement in the area of math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in problem solving, measurement and probability in Mathematics by 04/30/2015 as measured by an increase in the number of students making the grade level scale score on STAR Math and ACT Aspire..

Strategy1:

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Research Cited: Both formative and summative assessments are needed to make positive adjustments in classroom instruction.

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Conduct Longitudinal studies of math assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify the least mastered skills/standards from the studies and align the content area to the standard.	Professional Learning			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Strategy2:

Whole/Small Group Math Instruction - Teachers will utilize the math instructional frame work as out lined by the district and teach the established CCRS math standards. Strategies and common practices include: identifying similarities and differences, summarizing, note taking, reinforcing effort, providing recognition, homework, practice, nonlinguistic representations, cooperative learning, and providing feedback. These strategies will be used on a regular basis, in the classroom, during math lessons.

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Activity - Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development opportunities that embrace and illustrate the use small group lessons that include modeling, completing timed practice drills, nonlinguistic representations, cooperative learning activities, computation, general problem solving and providing feedback. These strategies will be used on a regular basis, in the classroom, during math small groups.	Professional Learning			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Goal 3:

Students at all levels of English Language proficiency will improve in the area of writing, reading and listening on the overall score.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in the area of reading and writing as outlined by the WIDA standards in English Language Arts by 02/02/2015 as measured by reading and writing subtest of the ACCESS. .

Strategy1:

Use WIDA Model Can Dos - Teachers will use the WIDA Model Can Dos as a guide to developing and creating language objectives that focus on, but are not limited to the language domains of reading, writing, and speaking.

Research Cited: The WIDA Can Do Model coaches general education teachers about differentiated instruction for English Learners.

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Activity - Daily Oral Language	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete daily oral language exercises as presented by the instructor. These exercises can take place in whole group, small group and individualized instruction.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Language Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive individual instruction using the Early Vocabulary Connections and Picture Vocabulary for Learning Spoken English.	Direct Instruction			09/01/2014	05/15/2015	\$100 - Other	Administration and Staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development opportunities that guide teachers in instructing students in small groups and individually. Peer helpers, visual aides, graphic organizers and pictures to explain concepts using the Can Do Model. Educators will also incorporate EL components of Wonders, Language Lab, and Rosetta Stone. IPAD apps will be used to increase oral communication.	Professional Learning			09/01/2014	05/15/2015	\$100 - Other	Administration and Staff

Activity - Identify Concepts and Print	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to communicate understanding of directions during whole group, small group and individualized instruction through the use of oral lessons that are provided both in small group, whole group and individualized instruction. Teachers and paraprofessionals will use the "Can Do" Descriptors as defined by the WIDA Consortium.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

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

Goal 1:

To increase student achievement in the area of reading.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency level in the area of comprehension literacy/recreational materials in Reading by 04/30/2015 as measured by the instructional recommendation on DIBELS, STAR, and Global Scholar..

Strategy1:

Literacy Strategies - All teachers will implement explicit, intensive, instruction using before, during, after reading strategies in every literacy lesson.

Research Cited: Skillful readers have the ability to apply phonics, phonemic awareness, and comprehension strategies while reading text.
(Alabama Reading Initiative)

Activity - Ladders To Success-Afterschool Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading (receiving a report card grade of a D or F in the area of reading, one or more grade levels below on STAR) will receive an invitation to attend the Ladders To Success-afterschool tutorial program.	Academic Support Program			09/01/2014	05/15/2015	\$35000 - Title I Part A	Administration and Staff

Activity - Small/Tiered Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in every classroom at least four times a week to focus on reading comprehension, vocabulary, and skills that are not mastered.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and staff

Activity - Active Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction will include active student participation through social interaction, writing, reading, and investigation.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Strategy2:

Reading Workshop - Instructional coaches will provide reading workshops during the 2014-2015 school year. Parents will be invited to the school for the purpose of learning how to help their children improve reading skills in grades PreK-5.

Research Cited: Including parents in the educational process increases student achievement and success (Epstein, 2001).

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Ridgecrest Elementary School

Activity - Family Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Coaches will provide guest readers to read and ask questions about various books.	Parent Involvement			10/01/2014	03/20/2015	\$0 - No Funding Required	Administration and Instructional Coaches

Activity - Parenting Room Make and Take Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will create a flexible schedule to assist parents in creating make and take reading activities.	Parent Involvement			10/01/2014	03/13/2015	\$100 - General Fund	Administration and Instructional Coaches

Goal 2:

Students at all levels of English Language proficiency will improve in the area of writing, reading and listening on the overall score.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in the area of reading and writing as outlined by the WIDA standards in English Language Arts by 02/02/2015 as measured by reading and writing subtest of the ACCESS. .

Strategy1:

Use WIDA Model Can Dos - Teachers will use the WIDA Model Can Dos as a guide to developing and creating language objectives that focus on, but are not limited to the language domains of reading, writing, and speaking.

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Activity - Identify Concepts and Print	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to communicate understanding of directions during whole group, small group and individualized instruction through the use of oral lessons that are provided both in small group, whole group and individualized instruction. Teaches and paraprofessionals will use the "Can Do" Descriptors as defined by the WIDA Consortium.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Language Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive individual instruction using the Early Vocabulary Connections and Picture Vocabulary for Learning Spoken English.	Direct Instruction			09/01/2014	05/15/2015	\$100 - Other	Administration and Staff

Activity - Daily Oral Language	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete daily oral language exercises as presented by the instructor. These exercises can take place in whole group, small group and individualized instruction.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Goal 3:

To improve student achievement in the area of math.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in problem solving, measurement and probability in Mathematics by 04/30/2015 as measured by an increase in the number of students making the grade level scale score on STAR Math and ACT Aspire..

Strategy1:

Align Current Taught Curriculum to Least Mastered Standards - Teachers will align the appropriate learning grade/content area materials and textbook to identified standards at grade level data meetings and content planning sessions.

Research Cited: Both formative and summative assessments are needed to make positive adjustments in classroom instruction.

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Global Scholar and STAR Enterprises as a non-mastery support system for at-risk students for the purpose of establishing flexible small groups.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Conduct Longitudinal studies of math assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify the least mastered skills/standards from the studies and align the content area to the standard.	Professional Learning			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Strategy2:

Whole/Small Group Math Instruction - Teachers will utilize the math instructional frame work as out lined by the district and teach the established CCRS math standards. Strategies and common practices include: identifying similarities and differences, summarizing, note taking, reinforcing effort, providing recognition, homework, practice, nonlinguistic representations, cooperative learning, and providing feedback. These strategies will be used on a regular basis, in the classroom, during math lessons.

Research Cited: Teachers will use strategies that are research based and have a percentile gain from 23-45% based on findings from Marzano, 2011.

Activity - Math Vocabulary in Context	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grades will review math vocabulary to help students understand concepts as the lessons are taught.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and staff

Activity - Small Group Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development opportunities that embrace and illustrate the use small group lessons that include modeling, completing timed practice drills, nonlinguistic representations, cooperative learning activities, computation, general problem solving and providing feedback. These strategies will be used on a regular basis, in the classroom, during math small groups.	Professional Learning			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Use Technology to Enhance instruction/Monitor Student Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety technological tools for instruction to enhance student engagement and to monitor student achievement. Various types of technology will be used throughout the school year by all classroom teachers with all students from grades Prek - 5th grades. While each teacher has an iPad that is used to engage students in the lesson, additional classroom stations are needed for whole group instruction. STAR Enterprise will be used to monitor student progress all year. This tool is used to determine student success and adjust instruction as we respond to instruction.	Technology			09/01/2014	05/15/2015	\$5000 - Title I Part A	Administration and staff

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

Goal 1:

To increase student achievement in the area of reading.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency level in the area of comprehension literacy/recreational materials in Reading by 04/30/2015 as measured by the instructional recommendation on DIBELS, STAR, and Global Scholar..

Strategy1:

Literacy Strategies - All teachers will implement explicit, intensive, instruction using before, during, after reading strategies in every literacy lesson.

Research Cited: Skillful readers have the ability to apply phonics, phonemic awareness, and comprehension strategies while reading text.

(Alabama Reading Initiative)

Activity - Ladders To Success-Afterschool Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as failing reading (receiving a report card grade of a D or F in the area of reading, one or more grade levels below on STAR) will receive an invitation to attend the Ladders To Success-afterschool tutorial program.	Academic Support Program			09/01/2014	05/15/2015	\$35000 - Title I Part A	Administration and Staff

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Activity - Active Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily instruction will include active student participation through social interaction, writing, reading, and investigation.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Small/Tiered Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group/tiered learning activities in every classroom at least four times a week to focus on reading comprehension, vocabulary, and skills that are not mastered.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and staff

Strategy2:

Reading Workshop - Instructional coaches will provide reading workshops during the 2014-2015 school year. Parents will be invited to the school for the purpose of learning how to help their children improve reading skills in grades PreK-5.

Research Cited: Including parents in the educational process increases student achievement and success (Epstein, 2001).

Activity - Family Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Coaches will provide guest readers to read and ask questions about various books.	Parent Involvement			10/01/2014	03/20/2015	\$0 - No Funding Required	Administration and Instructional Coaches

Activity - Parenting Room Make and Take Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will create a flexible schedule to assist parents in creating make and take reading activities.	Parent Involvement			10/01/2014	03/13/2015	\$100 - General Fund	Administration and Instructional Coaches

Goal 2:

Students at all levels of English Language proficiency will improve in the area of writing, reading and listening on the overall score.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in the area of reading and writing as outlined by the WIDA standards in English Language Arts by 02/02/2015 as measured by reading and writing subtest of the ACCESS. .

Strategy1:

Use WIDA Model Can Dos - Teachers will use the WIDA Model Can Dos as a guide to developing and creating language objectives that focus on, but are not limited to the language domains of reading, writing, and speaking.

Research Cited: The WIDA Can Do Model coaches general education teachers about differentiated instruction for English Learners.

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development opportunities that guide teachers in instructing students in small groups and individually. Peer helpers, visual aides, graphic organizers and pictures to explain concepts using the Can Do Model. Educators will also incorporate EL components of Wonders, Language Lab, and Rosetta Stone. IPAD apps will be used to increase oral communication.	Professional Learning			09/01/2014	05/15/2015	\$100 - Other	Administration and Staff

Activity - Language Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted students will receive individual instruction using the Early Vocabulary Connections and Picture Vocabulary for Learning Spoken English.	Direct Instruction			09/01/2014	05/15/2015	\$100 - Other	Administration and Staff

Activity - Daily Oral Language	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete daily oral language exercises as presented by the instructor. These exercises can take place in whole group, small group and individualized instruction.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Activity - Identify Concepts and Print	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to communicate understanding of directions during whole group, small group and individualized instruction through the use of oral lessons that are provided both in small group, whole group and individualized instruction. Teachers and paraprofessionals will use the "Can Do" Descriptors as defined by the WIDA Consortium.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Goal 3:

To improve student achievement in the area of math.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in problem solving, measurement and probability in Mathematics by

SY 2014-2015

04/30/2015 as measured by an increase in the number of students making the grade level scale score on STAR Math and ACT Aspire..

Strategy1:

Align Current Taught Curriculum to Least Mastered Standards - Teachers will align the appropriate learning grade/content area materials and textbook to identified standards at grade level data meetings and content planning sessions.

Research Cited: Both formative and summative assessments are needed to make positive adjustments in classroom instruction.

Activity - Conduct Longitudinal studies of math assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify the least mastered skills/standards from the studies and align the content area to the standard.	Professional Learning			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

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Utilize Global Scholar and STAR Enterprises as a non-mastery support system for at-risk students for the purpose of establishing flexible small groups.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

Strategy2:

Whole/Small Group Math Instruction - Teachers will utilize the math instructional frame work as out lined by the district and teach the established CCRS math standards. Strategies and common practices include: identifying similarities and differences, summarizing, note taking, reinforcing effort, providing recognition, homework, practice, nonlinguistic representations, cooperative learning, and providing feedback. These strategies will be used on a regular basis, in the classroom, during math lessons.

Research Cited: Teachers will use strategies that are research based and have a percentile gain from 23-45% based on findings from Marzano, 2011.

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Teachers will participate in professional development opportunities that embrace and illustrate the use small group lessons that include modeling, completing timed practice drills, nonlinguistic representations, cooperative learning activities, computation, general problem solving and providing feedback. These strategies will be used on a regular basis, in the classroom, during math small groups.	Professional Learning			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and Staff

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Teachers in all grades will review math vocabulary to help students understand concepts as the lessons are taught.	Direct Instruction			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and staff

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Teachers will use a variety technological tools for instruction to enhance student engagement and to monitor student achievement. Various types of technology will be used throughout the school year by all classroom teachers with all students from grades Prek - 5th grades. While each teacher has an iPad that is used to engage students in the lesson, additional classroom stations are needed for whole group instruction. STAR Enterprise will be used to monitor student progress all year. This tool is used to determine student success and adjust instruction as we respond to instruction.	Technology			09/01/2014	05/15/2015	\$5000 - Title I Part A	Administration and staff

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

Goal 1:

To increase student achievement in the area of reading.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency level in the area of comprehension literacy/recreational materials in Reading by 04/30/2015 as measured by the instructional recommendation on DIBELS, STAR, and Global Scholar..

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Ridgecrest Elementary School

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Strategy2:

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(Alabama Reading Initiative)

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Goal 2:

Students at all levels of English Language proficiency will improve in the area of writing, reading and listening on the overall score.

Measurable Objective 1:

ACIP

Ridgecrest Elementary School

80% of All Students will demonstrate a proficiency in the area of reading and writing as outlined by the WIDA standards in English Language Arts by 02/02/2015 as measured by reading and writing subtest of the ACCESS. .

Strategy1:

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Targeted students will receive individual instruction using the Early Vocabulary Connections and Picture Vocabulary for Learning Spoken English.	Direct Instruction			09/01/2014	05/15/2015	\$100 - Other	Administration and Staff

Goal 3:

To improve student achievement in the area of math.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in problem solving, measurement and probability in Mathematics by 04/30/2015 as measured by an increase in the number of students making the grade level scale score on STAR Math and ACT Aspire..

Strategy1:

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Strategy2:

Align Current Taught Curriculum to Least Mastered Standards - Teachers will align the appropriate learning grade/content area materials and textbook to identified standards at grade level data meetings and content planning sessions.

Research Cited: Both formative and summative assessments are needed to make positive adjustments in classroom instruction.

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Conduct Longitudinal studies of math assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify the least mastered skills/standards from the studies and align the content area to the standard.	Professional Learning			09/01/2014	05/15/2015	\$0 - No Funding Required	Administration and 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	RES 2014-2015 Principal Attestation Form	2014-2015 Principal Attestation Form

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

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

Whenever possible, highly qualified teachers are employed. Teachers participate in school wide initiatives to ensure all teachers are well trained and current on the latest instructional strategies and technology. Employees are placed where they will be most effective.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Ridgecrest Elementary School had only one teacher to resign during the 2013-2014 school year. The school was able hire a highly qualified teacher to replace her. All other teachers returned for the 2014-2015 school year.

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

The instructional staff to include teachers, principals and paraprofessionals at Ridgecrest Elementary School is well-qualified, trained, and assigned to implement reform strategies built upon their strengths and identified needs of students. Teachers are assigned to grade levels according to certificate, experience, specialized training.

The average years of experience for the current group of teachers at Ridgecrest Elementary School is 8.9 years and there are currently 7 teachers with 5 years or less of experience. Of those 5 teachers, only 2 are true novice teachers.

Of our 45 full time core teachers, 22 hold a Bachelor of Science Degree, 22 hold a Master of Science Degree, and 1 holds a Specialist Degree.

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

Each school year the Phenix City School District and selected school administrators attend job fairs in different areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers. Prospective teachers are given information about the school system, city, and communities. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply. Title I school staff and administrators determine personnel needs that require the use of Title I funds. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified. All staff members are required to participate in professional development activities organized by the administration of the local school.

In addition, Ridgecrest Elementary School along with Phenix City Public Schools has established a formal teacher mentoring program. The goals for our program are to improve teaching, learning and build commitment to mentoring as a process that facilitates the transition for beginning teachers. Our mentoring program also includes training for both mentors and new teachers. The requirements to become a mentor is having at least five years of experience, a recommendation by the school administration and the desire to become a trained mentor. As a means of providing ongoing support for new or struggling teachers, each novice teacher is paired with a master teacher, by subject, grade and proximity as much as possible. Mentors and protege are required to spend at least 2 hour per week discussing lesson plans, school operations, evaluation, and any other topics of interest to the protege. Logs are submitted to the LEA each week.

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

Each school year the Phenix City School District and selected school administrators attend job fairs in different areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers. Prospective teachers are given information about the school system, city, and communities. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply. Title I school staff and administrators determine personnel needs that require the use of Title I funds. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified. All staff members are required to participate in professional development activities organized by the administration of the local school.

In addition, Ridgecrest Elementary School along with Phenix City Public Schools has established a formal teacher mentoring program. The goals for our program are to improve teaching, learning and build commitment to mentoring as a process that facilitates the transition for beginning teachers

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?

We do not have high turn over rate.

Component 5: High Quality and Ongoing Professional Development

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

The following are Professional Development activities organized for teachers, paraprofessionals and other staff: EL Training/Differentiated Instruction; Understanding the Standards; ACIP Review and Revising; Review of Common Core Standards/Tracing the Standards; Educate Alabama-Excellence through Understanding; Gifted Training-Reaching New Heights; Standard Precautions: Bodily Fluids; Mentor/Mentee Program: New Teachers; Wonders Implementation: New Teachers; Strategic Teaching-Student Engagement; Organizing for Success; Understanding 504Plans, IEPs and Confidentiality; Feeling Good about Teaching: Teachers Reactivate!; Response to Intervention-Problem Solving Teams; Formative Assessment Using Technology

The following are Professional Development activities organized for Principals: Improving Teaching and Learning: Increasing Administrators Engagement in the Classroom. This is a yearlong opportunity for administrators and to earn a Professional Learning Unit.

The following are Professional Development activities organized for Parents: Math Nights, Reading Nights, Science Nights are provided for parents to learn teaching practices and engage with their child in a learning environment. Professional development opportunities are determined from surveys sent to grade levels, School, parents and from the school district.

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

The following are Professional Development activities organized: EL Training/Differentiated Instruction; Understanding the Standards; ACIP Review and Revising; Review of Common Core Standards/Tracing the Standards; Educate Alabama-Excellence through Understanding; Gifted Training-Reaching New Heights; Strategic Teaching-Student Engagement; Feeling Good about Teaching: Teachers Reactivate!; Response to Intervention-Problem Solving Teams; Formative Assessment Using Technology; Improving Teaching and Learning: Increasing Administrators Engagement in the Classroom.

With the changing of the curriculum in Reading and going through the process for Math, professional development opportunities are of high quality and research based. As we continue to teach the standards and embrace our new state assessment, ACT Aspire, research based professional development with high quality content and presenters are a priority.

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.

Ridgecrest Elementary School along with Phenix City Public Schools has established a formal teacher mentoring program. The goals for our program are to improve teaching, learning and build commitment to mentoring as a process that facilitates the transition for beginning teachers. Our mentoring program also includes training for both mentors and new teachers.

The requirements to become a mentor is having at least five years of experience, a recommendation by the school administration and the desire to become a trained mentor. Mentoring teachers must attend several training sessions in order to become a highly qualified mentor. As a means of providing ongoing support for new or struggling teachers, each novice teacher is paired with a master teacher, by subject, grade and proximity as much as possible.

Mentors and mentees are required to spend at least 2 hour per week discussing lesson plans, school operations, evaluation, and any other topics of interest to the mentee. Logs are submitted to the LEA each week.

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

A variety of activities are planned throughout the year and teachers are giving a common planning/collaborative time to meet and discuss specific grade level needs. Student engagement, higher order questioning techniques, and the College and Career Ready Standards will be an area of focus at each of the professional development days. District Instructional Coaches, consultants, CCRS District Leadership Team members will be act as facilitators. Teachers create their Professional Learning Plan through EducateAlabama. This provides teachers with the opportunity to enhance their personal professional learning over the course of the year.

Mentors and protégés are required to spend at least 2 hour per week discussing lesson plans, school operations, evaluation, and any other topics of interest to the protégé. They are also required to attend monthly district meeting and mentoring logs are submitted to the LEA each week.

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.

Ridgecrest Elementary School realizes that students need support emotionally and academically during periods of transition. The following strategies have been developed to assist students and parents in the transition process. Grade orientation will include proficiency levels of academic standards and curriculum as well as the registration process:

Prekindergarten-Students enrolled in the pre-kindergarten program and their parents will be invited to attend an orientation in the spring. A written list of suggestions to assist in the transition as well as a tour of the school to acclimate students to the facilities and programs will be made available.

Kindergarten-Students entering Kindergarten are zoned for a specific elementary school. Once assigned and placed on a homeroom roll, students receive a letter from their teacher welcoming them to school, offering a supply list and any other helpful information.

Elementary School to Intermediate School-Students transition from elementary to intermediate (fifth to sixth grade) are given an orientation tour of the school during the school day in the spring and opportunities to learn more about curricular offerings through the school website. Parents are given the opportunity to visit and tour the school. Also during this time, the sixth grade teachers and administrators conduct an informal parent orientation.

*If parents of new students - kindergarten through fifth grade - would like to tour the school, tours are available upon request. All students from area pre-schools and Head Start Programs are invited to visit the school for an on-site orientation during the school year.

*Parent Hour for all students and parents is an orientation for all other grade levels are conducted by the classroom teachers and in the student's assigned homeroom. Portfolios with specific assessment, benchmark, and progress monitoring data follow each student from grade level to grade level. If a child transfers from one elementary school to another elementary school within our school system, the portfolio is transferred with the child. If a student withdraws, the portfolio is placed within the student's cumulative folder and housed in the inactive file in case the student re-enters our school system at some point.

Component 7: Teacher Participation in Making Assessment Decisions

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

The faculty and staff of Ridgecrest Elementary School is involved in the decision making process regarding the academic assessments. Assessments will be administered to determine if students have mastered certain objectives. These assessments are also used to determine if instruction type and/or pace should be adjusted. The following are ways teachers help to make decisions that guide instruction:

- Grade levels collaborate at grade-level meetings to addresses issues associated with student achievement
- Problem Solving Team members evaluate data on referred students to determine and to what extent do indicators warrant further testing
- Data meetings at each grade level are held to identify and determine instructional gaps and/or concerns
- Grade Level meetings are held to discuss progress or lack of progress for students

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

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

The process used to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level is done through the data analysis of the state's assessment. Teachers continue to assess and monitor by using Benchmark Indicators that are a part of our reading and math programs. We also use DIBELS and STAR reading and math assessments throughout the year to monitor progress. Researched-based strategies are implemented to provide on-going intervention to ensure that all students achieve academically. After each test, teachers analyze their data to determine mastery and non-mastery of each skill, standard, and item where applicable. Reteaching efforts are then organized immediately before moving to the next unit/skill.

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

Students that are identified as non-proficient on the state's academic achievement assessment standards are provided on-going RTI in their area(s) of weakness. Teachers use formative assessments, STAR math and reading assessment data, DIBELS data, support staff, Accelerated Reader, Tier lessons, and various research-based resources to ensure that all students achieve academically. The Ladders to Success after school program is also used to assist students with extra practice and opportunities for success. Some teachers offer free tutoring after school to assist students with improving academic achievement.

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

Students' individual needs are addressed through the use of Teacher-Directed small group intervention, peer-tutoring, interactive technology, listening centers, hands-on manipulatives, and various strategies that meet the needs of all learners. Teachers create highly engaged classrooms that promote a variety of strategies that help students master skills.

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.

Students that are identified as non-proficient on the state's academic achievement assessments, weekly assessments, and school level assessments are provided on-going RTI in their area(s) of weakness. Teachers use formative assessments, STAR math and reading assessment data, DIBELS data, support staff, Accelerated Reader, Tier lessons, and various research-based resources to ensure that all students achieve academically.

In addition, The Ladders to Success after school program is also used to assist students with extra practice and opportunities for success. Some teachers offer free tutoring after school to assist students with improving academic achievement.

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.

Students that are identified as non-proficient on the state's academic achievement assessments, weekly assessments, and school level assessments are provided on-going RTI in their area(s) of weakness. Teachers use formative assessments, STAR math and reading assessment data, DIBELS data, support staff, Accelerated Reader, Tier lessons, and various research-based resources to ensure that all students achieve academically. In addition, The Ladders to Success after school program is also used to assist students with extra practice and opportunities for success. Some teachers offer free tutoring after school to assist students with improving academic achievement.

Procedures are in place to address Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. The following is a list of services available to students falling in these categories:

Migrant - Transportation and registration needs are addressed through district policy and procedure and state law

English Language Learners - We use Transact when communicating important documentation to parents, the WIDA standards and Can Do statements for EL Student academic progress. We also have an EL Coordinator/Coach and a bilingual counselor.

Economically Disadvantaged - We use title one funds to support the economically disadvantaged students through the creation and adherence to the continuous improvement plan. These students also receive the assistance from local churches and other civil organizations.

Special Education - Special education teacher and instructional aids are used to support students with IEPs. The IEP referral process is set forth by law, policy and procedures. RTI/PST is used at our school to assist students. If all RTI/PST efforts fail to improve the student at a sufficient rate the student then enters the special education referral process (with parent approval).

Neglected and/or Delinquent - Department of Human Resources is used by Ridgecrest Elementary School as a mandatory reporting agency. Students missing school are referred to truancy official in the school district. Reports are kept and monitored monthly.

Homeless Students - Guidance uses a coordination of local, state and federal agencies to assist students that are displaced. Registration for displaced students is similar to that of Migrant students in its requirements, so as to decrease the difficulty.

In addition, all of the aforementioned groups of students are able to receive assistance by community agencies and the District Parental Involvement specialist. She assist all parents/students who are experiencing a life challenges.

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?**

State funds provide us with teachers, counselors, media specialist, speech pathologist, and administrators which are necessary for student learning. Federal funds allow us to decrease our class sizes, so that students receive optimal instructional opportunities. State and federal funds provide for professional development. Professional development allows our school's educators to increase our knowledge of research based instructional strategies and tools, which improves teaching and learning. It is the expressed responsibility of all personnel to implement the goals of the CIP in order to meet the academic needs of every student in order to achieve academically.

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.

The following funding sources will be used to improve instructional goals, meet standards, provide intervention services, and secure services for school operations. Coordination and integration of these services and funds involve Central Office Directors, Instructional Leaders, teachers, parents, and students in order to meet guidelines for each area and provide optimal resources for student achievement.

State: ARI, Transportation, Textbooks, Technology

Federal: Title I and Title II, IDEA, Grants

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

We coordinate and integrate all programs and services according to federal, state, and local policies, procedures and guidelines. Some of these programs and services include: schoolwide anti-bullying plan (PTA), USDA Fruit and Vegetable Grant Program, 4-H, and Extended Day/After school program. We integrate and coordinate the Fine Arts into our curriculum to improve school culture through the use of clubs and organizations. These programs are coordinated and integrated to improve student morale, exposure and positive learning experiences.

Component 10: Evaluation

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

The schoolwide plan is evaluated annually through walkthrough reviews, including a comprehensive mid-year review, and by the faculty in a reflections and projections meeting. The school's continuous improvement plan walkthrough team holds a preliminary meeting to discuss which goals we'll expect to observe when we visit classrooms and what some of the activities will look like. As the team visits the classrooms, observations are completed to see if implementation is visible through teacher and student engage or whether it's documented in the teacher's lesson plans. Weekly grade level meetings are held where teachers are able to collaborate on strategies to be included in weekly lesson plans that will target goals and activities on the continuous improvement plan. Once a year, a comprehensive mid-year review is held where stakeholders including parents, district administrators, students, and community representatives are invited to participate as part of the review team. Responses collected through teacher interviews are also used to evaluate implementation of the schoolwide plan.

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?

In past, the school has evaluated the results achieved by the schoolwide program by comparing the percentage of students who scored proficient (scoring at Levels 3 & 4) on the Alabama Reading and Math Test - Plus from year to year. We also compare student performance to the state designated Annual Measurable Objectives (AMOs) chart to determine if we're making progress towards the projected goal. However, in the spring of 2014, third through fifth grade students participated in the ACT-Aspire. These test scores are reported in four levels; Exceeding, Ready, Close and Needs Improvement. Exceeding and ready are concerned proficient levels.

We review data from the Dynamic Indicators of Basic Early Literacy Skills to determine if Kindergarten - Fifth Grade students are making gains in regards to being proficient readers. When reviewing scores on all assessments, we also look for gains in the areas that were identified as weakness and were targeted by the schoolwide plan. When evaluating the results achieved by the schoolwide plan, we also take into account performance of the county's high school students on the graduation exams, including observed areas of strength and targeted weaknesses on their schoolwide plan, as well as the rise and fall of the graduation rate from year to year. This year we will focus on the mastery of state standards/skills and the exceeding level of the ACT-Aspire.

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

The effectiveness of the schoolwide program is determined by the increase in the achievement of students who are furthest from achieving standards. Data from state assessment data, classroom chapter and unit test data, gains in STAR Reading and Math, and overall progress of each individual student is reviewed and analyzed. We review the strategies and action steps to be sure that various forms of differentiated instruction were included to reach students with documented disabilities, or barriers such as being an English Learner. Monthly data meetings are held per grade level to track the individual progress of each individual student and the grade level as a whole. At this time, discussions are held in regards to trending patterns, effectiveness of strategies, additional resources or possible solutions to target at-risk students in order to promote measurable progress toward improved academic achievement.

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

After each walkthrough, results are shared orally and in written form individual faculty members. When looking at practices observed during walkthroughs, we determine next steps to improve or discontinue the current strategies in place. Continuous Improvement Plan Committee work sessions are held throughout the school year to determine if revisions need to be made to the current schoolwide plan. The faculty is asked to reflect on student progress and determine if the practices in place are the most effective way to reach students on their grade level. Each week after grade level meetings, teachers submit minutes detailing discussions and any suggestions for improvement in delivery of services.

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.	50.75

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.	1.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	2.0

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	48.81

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

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.0

Label	Question	Value
4.	Provide the number of Counselors.	1.5

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

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

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

I. State Foundation Funds: Total Salaries

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

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	2190264.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	84577.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	65872.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	105163.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	50223.0

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.	16526.0

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

Total 2,512,625.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Title I funds are used in the following capacity:

Reserved for salaries and benefits for: \$241,289.00

2 Part-Time Intervention Reading Teachers

1 Reading Coach

3 Paraprofessionals

1/2 At-Risk Counselor

18.5% EL Teacher

Extended Services:

-Parental Involvement Specialist/Materials \$ 72.10

-SRB instructional materials and supplies \$ 20,723.00

-Afterschool Program \$15,533.00

-Transportation \$ 6, 945.00

-Professional Development \$12, 087.00

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	305767.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

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.

MEGA Conference (Mobile, Alabama)- planning on sending 5 representatives (Core Teachers and Special Education Teacher) to represent the school. Estimated cost includes registration, meals, and travel reimbursement is estimated at \$1000 per representative. The conference is scheduled for July.

CCRS Team Meetings (Auburn, Alabama)- currently we have two staff members (special needs teacher and a fifth grade teacher teacher) that serve on the CCRS team and they are responsible for ensuring that the entire staff are familiar with and implementing the CCRS curriculum. Team Meetings are held Quarterly.

Travel and Lodging Expenses for training sessions (teachers and consultants)

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.**

These funds are housed at the Central Office level for district level needs.

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.**

These funds are housed at the Central Office level for district level needs.

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.**

These funds are housed at the Central Office level for district level needs.

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.

N/A

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

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

Provide a brief explanation and a breakdown of expenses.

N/A

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

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

Provide a brief explanation and a breakdown of expenses.

N/A

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Local funds are used to supplement and enhance the learning environment of our school.

Label	Question	Value
2.	Local Funds Provide the total.	83670.0