ACIP

Phenix City Elementary School

Phenix City Board of Education

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Executive Summary

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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.

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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?

Phenix City Elementary School (PCES), located at 2307 South Railroad Street, in Phenix City, Alabama, has a diverse population of about 763 students. The students primarily live in poverty. About 86% of them receive free or reduced lunch. Student race statistics are accumulated as reported by parents who identified 65% of students as African American, 25% as white, and the remaining 10% as either native American, Asian, or mixed race.
These statistics are representative of the attendance zone for PCES. The staff, however, is 80% white and 20% African American.
In the last 10 years, the school has doubled in size, both in number of students and number of classrooms. However, enrollment has stabilized in the last three years. Growth has occurred but not as rapidly as in the past. Some of the growth has come from new homes and apartments being built but most has come from parents gaining confidence in the school and school system and returning. This statement is anecdotal but the attendance zone for PCES is population dense with little room for construction, yet growth still occurs. Approximately 63 (7%) students each year come to PCES by requesting a transfer from another attendance zone or school district. This also indicates that parents have confidence in the school and school system.The high poverty in the PCES attendance zone has been concentrated in and around two major public housing areas: Fredrick Douglas and Riverview Apartments. Parents in these areas are often unemployed and have no transportation. Parents are also often willing to walk to the school if necessary. Because of the high degree of poverty and lack of transportation, many students lack a variety of experiences in areas outside of their own neighborhoods.Because of these challenges, school readiness is often an issue. Teachers, parents, and students cooperate to overcome this. In the last two years, fewer than 40% of incoming kindergarten students have demonstrated school readiness based on the DIBELS reading inventory. However, more than 85% were performing on or above the accepted level by the end of the school year. In 2014, 89% of kindergarten students finished the year with an appropriate degree of reading achievement. This can be attributed to teachers, parents, students, and the appropriate expenditure of Title I funds to support scientifically research based programs.

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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.

At Phenix City Elementary School (PCES), our purpose is aligned with that of the Phenix City School District: Pursuing excellence on behalf of every student in every school. That purpose, which is the vision of the school and district, was developed at the district level with representatives from every school in a team led by the superintendent. It has become our rallying cry. It is more than a slogan on a banner. It drives our mission and our beliefs. It is the focus of our actions and planning. The mission of the Phenix City School System, in partnership with family and community, is to ensure each student develops into a responsible and productive citizen who is prepared for the challenges of the future. It is our pursuit of excellence that steered us to this mission. We work with families and the community to ensure that every student has the opportunity for excellence. Our beliefs as a school and district are as follows:

We Believe That:

- Excellence is obtainable for students and staff.

1. Via Professional development
2. Adequate resources
3. Access to technology

- Students have unlimited learning potential.

1. High standards
2. Challenging curriculum and instruction

- All students can achieve academic success.

1. Rigorous and challenging curriculum
2. Highly motivated, competent, dedicated, and prepared staff
3. High student engagement

- Student academic success is fostered through family engagement..
- Students and staff have the right to be in a safe and clean learning environment.
- Nurturing, inviting, and stimulating environments are conditions where students thrive emotionally, socially, and academically.
- Students have the right to a competent, dedicated, and highly motivated certificated staff.
- All students, staff, and parents have the right to be respected at all times.
- Character, integrity, and service to others contribute to civic health.

1. Community service requirements
2. Character Education
3. General Curriculum

- Student and staff diversity is to be valued, respected, and embraced.
- Empowered and inspired students strive for continuous knowledge and improvement beyond high school.

1. Prepared to enter the workforce
2. Graduate
3. Post-secondary education
4. Life-long learners

We seek excellence on behalf of our students by providing high quality instruction and ensuring that our teachers are prepared to deliver it. All certified staff must prepare professional learning plans with learning and outcomes tied to the Alabama Quality Teaching Standards. School administrators encourage and support teachers in this effort as well as check progress regularly to ensure teachers are seeking to

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improve teaching and learning according to AQTS standards. Administrators and district personnel walk through PCES regularly and observe instruction. The focus of these walk-throughs is tied to the AQTS standards and aligned with current school goals such as active engagement strategies being used in the classrooms and College and Career Readiness Standards being addressed. Teachers are provided with feedback within 48 hours of the walk-through visits and are given the opportunity to discuss and share things with school administrators about what was observed. They are often encouraged to share with their colleagues as a result of these conversations. We also seek to provide our students with an environment in which they will thrive socially and academically as they prepare to enter college and the workforce. Classroom teachers encourage and monitor cooperative learning. Students have access to technology in appropriate and meaningful ways. There is one student computer for every two students in the school. Technological resources extend beyond 5th grade level material so that students can excel. The media center is a text and technology-rich environment in which students feel welcomed and comfortable. Activities such as Parents' Night Out, Parenting T.E.A., parent workshops, award ceremonies, scheduled parent conferences, field day, festivals, holiday meals, and others as well as daily communication logs for parents and teachers help us ensure that parents have the opportunity to be involved regularly with their students. This technology-rich, parent friendly, student friendly atmosphere has led to a high level of parent and student satisfaction with our pursuit of excellence at PCES.

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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.

Each year, Phenix City Elementary School (PCES) has met all of the standards necessary to satisfy the requirements of the No Child Left Behind Act. Specifically, PCES has made Adequate Yearly Progress (AYP) as defined by the Department of Education when students in the third, fourth, and fifth grades were given the Alabama Reading And Math Test+. In the last three years, Kindergarten has consistently exceeded state standards on the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) test. First and second grades have met these standards for two of the last three years. However, first and second grades have been inconsistent with DIBELS results and third grade has failed to meet state standards on that test. In the next three years, PCES will strive to have 90% of our students meet or exceed DIBELS standards. Alabama has adopted a new test for grades 3-5: The ACT Aspire. Our goal is to increase the number of students scoring meeting benchmarks on the test each year by 10% and to close any achievement gaps between socioeconomic and racial subgroups until the gaps are statistically insignificant.

PCES has a technology-rich environment in which students are given the opportunity frequently to be users of technology. There is one computer for every two children at PCES. Each room has a projector and SmartBoard (interactive whiteboard). The technology devices here include iPads, Google Chromebooks, Dell Laptops and PC's, Nexus tablets, and Amazon Kindle's. Students are exposed to a variety of operating systems and devices and seem to have an intuitive notion of the basic principals involved for using each. Teachers routinely allow students to manage their time with technology. There are many web-based products which meet CCRS standards here such as Study Island, Renaissance Place, and Global Scholar. These are used to allow students to have additional opportunities to learn as well as accelerate. Teachers here are adept at ensuring every student has the opportunity to use technology often. The challenge for us is maintaining our aging devices and adding to what we already have with limited resources. The addition of laptops and tablet devices has strained the existing wireless network and more capacity is needed. There are currently 20 projectors that are more than 6 years old and are failing but irreparable. The multimedia requirements of our current reading series are difficult for aging teacher computers to handle and there is a high incident of failure on these computers during reading instruction. Our goals over the next three years is to purchase enough computers to have one for every student at any given time and to replace aging teacher computers with modern, multimedia capable computers capable of handling the media rich environment in which we now thrive. We also need to replace 20 aging data projectors that are old and beginning to malfunction. Finally, we will continue to upgrade our existing wireless network until every wireless device in the school is supported with no loss of signal or operability. The maintenance and expansion of technology at PCES is critical. Students in grade 2-5 answered over 2,000,000 questions in Study Island with an accuracy rate of greater than 72%. Thousands of books were read and tests were taken in Accelerated Reader. Many students learned addition and multiplication facts with Math Facts in a Flash. This becomes even more significant when we realize much of this was done outside of our regular academic day. Prior to school or during homeroom, students are granted access to computers. Students who finish their work early may read or use computers. Most important, we close the digital divide every day. Our parents regularly report to us via surveys that there is little or no access to reliable computers or Internet at home. We have been committed and will continue to give our students every opportunity we can to access the digital world.

The instructional programs at PCES for reading and math are based upon scientific research and have proven effective. However, each of these programs requires supporting materials such as pencils, paper, ink, scissors, crayons, and other supplies. The high poverty rate among PCES students makes it difficult for parents to provide these supplies but they are needed nonetheless. A challenge for PCES in the next three years is to continue to engage in rigorous instruction with high expectations while ensuring that teachers and students have all necessary supplies associated with our reading and math programs. Our final challenge in the next three years is to maintain our status as a

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school in good standing for academic performance. Some of the obstacles to improving reading will be addressed through continually monitoring instruction, providing professional development support throughout the year in various ways and keeping class sizes small so that teachers can effectively individualize instruction. Along with monitoring instruction, professional development and lower class sizes, there are still often students in need of additional support. Often, students come to us more than two years behind in reading. For the last several years, we have hired an instructional assistant and a Title I reading teacher to supplement regular classroom instruction for students with the greatest needs. This has been effective and will help us meet the challenge of improving reading in grades 1,2, and 3.

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Additional Information

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

Phenix City Elementary School (PCES) has recently had a change in administration. There is a new principal and assistant principal along with various other teachers and staff members who have been replaced. Our staff are hard-working, committed and highly qualified educators who are concerned with the academic and social needs of our children. The community and parents are also committed and supportive and we encourage their involvement as often as possible. As a neighborhood school with relatively tight geographical boundaries, parents, teachers, and students are bound by the purpose of pursuing excellence.

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Improvement Plan Stakeholder Involvement

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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.

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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.

Phenix City Elementary School (PCES) has involved stakeholders in the development of our improvement plan both formally and informally. Informally, we regularly solicit comments from parents regarding our school and what improvements are needed. However, the formal processes have been the most powerful. In conjunction with the PTO president, two parents were selected to attend ACIP meetings, help analyze data, discuss the implications, and decide what improvements were needed. These parents were selected based upon their involvement level at the school. Team members were informed of their roles in the
first ACIP meeting in which each member was assigned to help review data and school climate. The first and other meetings were scheduled via email communication. A variety of dates and times were given and all team members would regularly come to consensus regarding the best times to meet.
Additionally, an annual Title I parent meeting was held this year at PCES. The agenda for the meeting included taking time to discuss parent rights and responsibilities regarding Title I programs. Parents were then involved in a discussion about the ACIP plans. Overall, they were pleased with the plan and commented on the high degree of accountability imposed upon school officials both by the laws governing Title I and those rules imposed by the school and school district.
Faculty members were asked to serve on the school improvement committee by the new principal after evaluation of the past school year's committee chairs and team leaders. Besides having each grade level representative, the committee also consists of other faculty members who bring a specific skill set from their individual role in the faculty. The diversity of the committee helps to ensure all stakeholders have a voice in the planning process.

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

The ACIP team consisted of the school improvement team with a representative from each grade level, physical education department, Special Education department, two instructional coaches, two guidance counselors, media specialist, technology specialist, two administrators, and two parents. Each member was given the responsibility of acting as a liaison between their grade level or department and the ACIP team. They shared with other faculty members the process, plans, and data necessary to get necessary feedback. All data was reviewed by the team, and the data's implications were discussed as a group to help determine appropriate actions
and outcomes. All faculty and staff were encouraged to visit the team members any time they had input regarding the process.

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

The final improvement plan was communicated with the faculty and staff in a staff development meeting. Parents were given the same opportunity to review the plan in the annual Title I parent meeting. They were invited to this meeting via a flyer, newsletter, website and

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school cast. All stakeholders have access to the ACIP via the school website.

Parents are given a review of progress each year at the second Title I parent meeting, usually held in April. While final data is not available for this meeting, we are able to share with parents, in general terms, our successes and our opportunities for growth.

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Stakeholder Feedback Diagnostic

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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.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The uploaded stakeholder feedback document was created from two local surveys data. The ASSIST stakeholder survey was not given.	Staff Survey Data Summary of Stakeholder Feedback

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Evaluative Criteria and Rubrics

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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

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Areas of Notable Achievement

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

The highest level of satisfaction among the faculty is the belief that the quality of their teaching has a definite impact on the success of the school. 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.
The Phenix City Schools (PCS) Parent Survey data revealed 99% of PCES parents feel welcomed in the school and the school encourages parents to be involved in their child's education. 96% of parents said they can reach the teachers for communication and the teachers are interested and cooperative when discussing the student's progress.

An AdvancEd survey stakeholder feedback survey was not administered the 2013-14 school year. The AdvancEd surveys from the 2012-13 school year data reflect the following:
Indicator 1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.
Indicator 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.

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

Data to show a trend is not available due to the current surveys being administered only for the first time this school year. The ASSIST surveys completed in the Spring of 2013 were not completed in the Spring of 2014 however, 2012-13 data reflect the following:

Indicator 3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
Indicator 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

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

The parent surveys taken in 2013-14 school year and the 2012-13 AdvancEd parent feedback survey reflect that our students are being taught using instructional strategies that provide solid and sound evidence that students are learning.

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Areas in Need of Improvement

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

Staff morale is an area in need of improvement with 40% of staff members disagreeing or strongly disagreeing that the morale of the school is good. Also 35% of the staff feels the school does not recognize teacher success and achievement as noted in the teacher climate survey sent out at the end of the 2013-14 school year.
By the data collected from Phenix City Schools Parent Survey, 35% of parents do not know what it means to be a Title I School or their parental rights of being a Title I school. Also 35% of parents do not know how additional help in reading and mathematics is given through the Title I program. The survey data also revealed that 42% of parents did not know about the school's referral program to community services outside of the school.

The ASSIST surveys completed in the Spring of 2013 were not completed in the Spring of 2014 however, 2012-13 data reflect the following areas in need of improvement:

Indicator 3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.
Indicator 3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

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

Data to show a trend is not available regarding the staff climate survey due to the current surveys being administered only for the first time this school year. The ASSIST surveys completed in the Spring of 2013 were not completed in the Spring of 2014 however, 2012-13 data reflected that there was not enough data to determine if there has been a decrease in any particular area for stakeholder satisfaction.

What are the implications for these stakeholder perceptions?

Phenix City Elementary School administration will implement two different initiatives to increase staff morale. The first being the Culture and Climate Committee who will focus on ways to improve the school climate which will increase staff morale. This committee will also recognize and celebrate staff achievements which will coincide with the second initiative. The administration will implement the P.A.I.D. (performance, accountability, innovation, data) program to encourage and reward staff members going above and beyond the acceptable norms.
Phenix City 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?

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The ASSIST surveys completed in the Spring of 2013 were not completed in the Spring of 2014 therefore there are no consistent findings from other stakeholder feedback sources, however 2012-13 data reflect the following:

Indicator 3.2 (Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice) was an area of concern on the stakeholder surveys, other data also indicate that this has become a concern for the PCES faculty.

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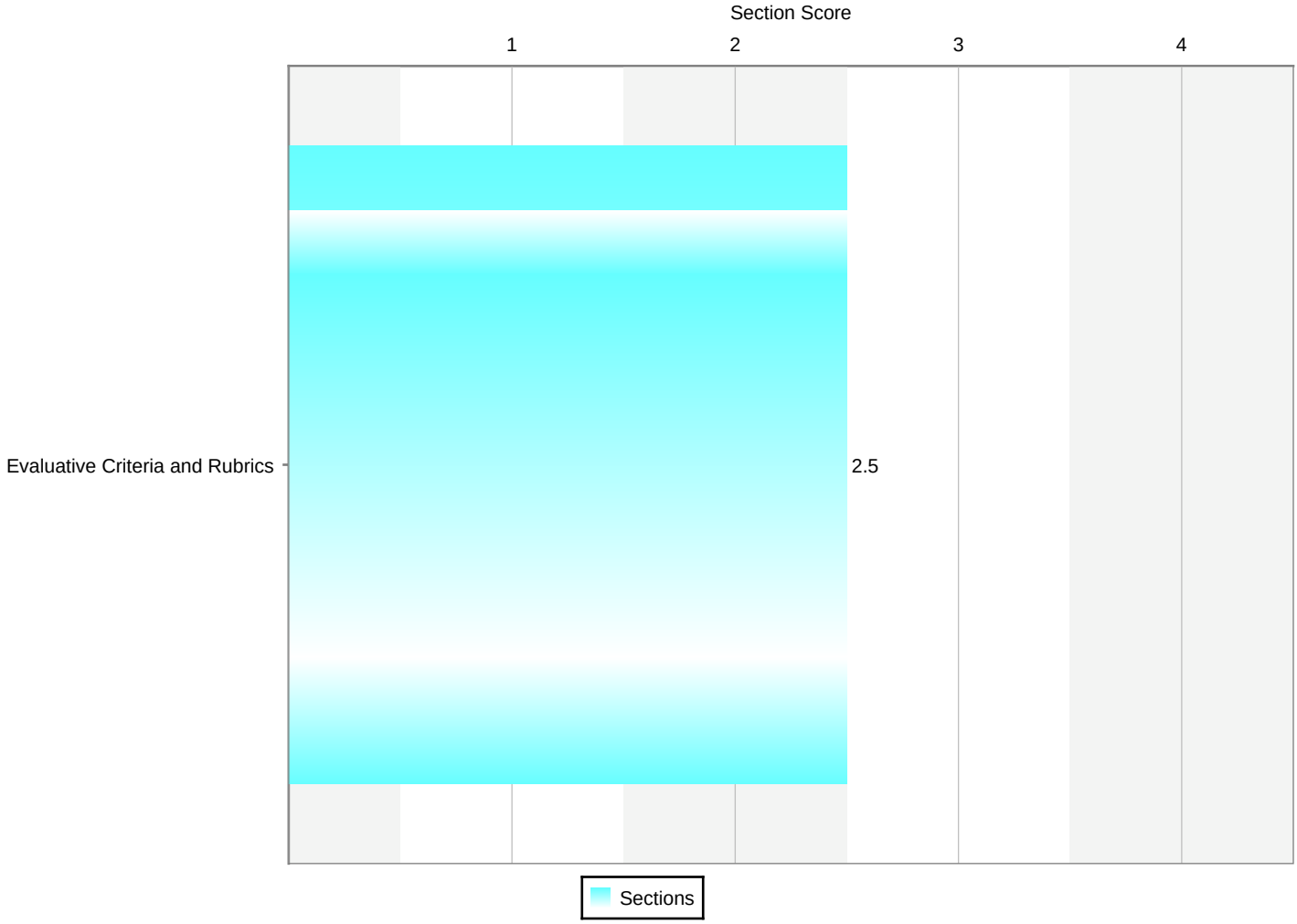
Report Summary

Scores By Section



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Student Performance Diagnostic

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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.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Document

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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

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Areas of Notable Achievement

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

The proficiency rate for the fifth grade Alabama Science Assessment (Formerly Part of ARMT+) was 86%. Those students scored either a Level III or Level IV according to the results and no fifth grade student scored at a Level I (does not meet standards).

Fifth grade students scored above the 418 (scale score) Math Benchmark level according to the 2013-2014 ACT Aspire Data. The grade level's overall scale score was 418.07 which is a positive 0.07.

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

According to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment, 88% of first grade students scored benchmark or higher on Nonsense Word Fluency. This is 7% higher than the district average of 81%.

Kindergarten students continue to maintain 85% or higher for the past two years on Letter Naming Fluency according to DIBELS. According to the 2013-2014 report 87% were at benchmark or higher.

The proficiency rate for fifth grade students on the Alabama Science Assessment was 86% according to the 2013-2014 results. This reflects a 3% increase from the 2012-2013 proficiency rate of 83%.

Which area(s) indicate the overall highest performance?

When comparing all grade levels, fifth grade shows a higher percent of Readiness in the area of math according to the 2013-2014 ACT Aspire results. Fifth grade also shows a higher percent of students in the Close group in the area of reading as opposed to Need Support group.

Overall, third through fifth grade shows a greater performance in math when compared to reading.

Need Support group-Reading	Need Support-Math
3rd grade-50%	3rd grade-15%
4th grade-41%	4th grade- 8%
5th grade-27%	5th grade- 7%

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

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This was the first year (13-14)that the ACT Asp ire was administered therefore there is not enough data to show a trend:
We expect to see a trend of Third through fifth grade students increasing the percentage of students attaining Readiness Percentage (Both Exceeding and Ready) on the Math subtest of the ACT Aspire.
Specifically, we expect to see a trend of African American students in third through fifth grade increasing in math proficiency levels and less in Need of support category as they will be targeted due to only 37% performing in the Readiness category

Between which subgroups is the achievement gap closing?

The achievement gap in math between African American and White students in grades third through fifth is not as wide as compared to the achievement gap in reading. The difference in the proficiency percentages between the two subgroups are represent this when looking at students in the Need Support group 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, 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.

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Areas in Need of Improvement

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

The proficiency rate of first and second grade Oral Reading Fluency on the Dynamics Indicators of Basic Early Literacy Skills (DIBELS) was lower than the district mean of 80% on the 2013-2014 spring assessment. First grade's proficiency rate revealed 72% benchmark and second grade's rate showed 76% benchmark.
The benchmark levels for performance based on the ACT Aspire (2013-2014) identify students in grades 3-5 not meeting expected benchmarks:

Reading:
ACT Aspire Benchmark-415- 3rd grade-411.25 (-3.75)
ACT Aspire Benchmark-417- 4th grade-413.59 (-3.41)
ACT Aspire Benchmark-420- 5th grade-416.92 (-3.08)

Math:
ACT Aspire Benchmark-413- 3rd grade-411.65 (-1.35)
ACT Aspire Benchmark-416- 4th grade-414.57 (-1.43)

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

According the 2012-2013 DIBELS report, 84% of second grade students scored at benchmark level in Oral Reading Fluency. The 2013-2014 report reveals that 76% of second grade students were at benchmark which is an 8% decline from the year before.

Kindergarten students declined on the Nonsense Word Fluency DIBELS subtest. They were at 82% benchmark which is a 12% decline from the year before.

This was the first year (13-14)that the ACT Aspire was administered therefore there is not enough data to show a trend but Third through fifth grade show negative performance in reading performance according to the 2013-2014 ACT Aspire assessment. The percentage of Readiness is as follows: third grade- 28%, fourth grade- 29% and fifth grade- 27%.

Which area(s) indicate the overall lowest performance?

The ACT Aspire shows the overall lowest performance areas in third through fifth grade reading readiness. The assessment reveals that 50% of the students in third grade are in the Need Support group and 41% of fourth grade are in the Need Support group.

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

This was the first year (13-14)that the ACT Aspire was administered therefore there is not enough data to show a trend however, African American students show an overall decreasing performance in grades third through fifth in the area of reading when compared to the math subtest on the ACT Aspire. There is a much larger percentage of African Americans in the Need Support group when compared to white students.

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Between which subgroups is the achievement gap becoming greater?

In third grade, the ACT Aspire reveals that there are 59% of African American students in the Need Support group on the reading subtest. This is 29% higher than white students in the Need Support group.

The ACT Aspire also reveals a greater gap between White and Hispanic students in the area of reading readiness.

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

Data sources such as STAR reading, Global Scholar and various formative assessments in the area of reading are consistent with the reported findings. Although this data does not provide the subgroup information, our administrative team broke down the data by each student by to identify discrepancies in subgroups. The percentage of students referred to Problem Solving Teams (Response to Instruction) is much greater in the area of reading as opposed to math. PCES is serving a much larger English Learner population and many of them have accommodations through I-ELPs.

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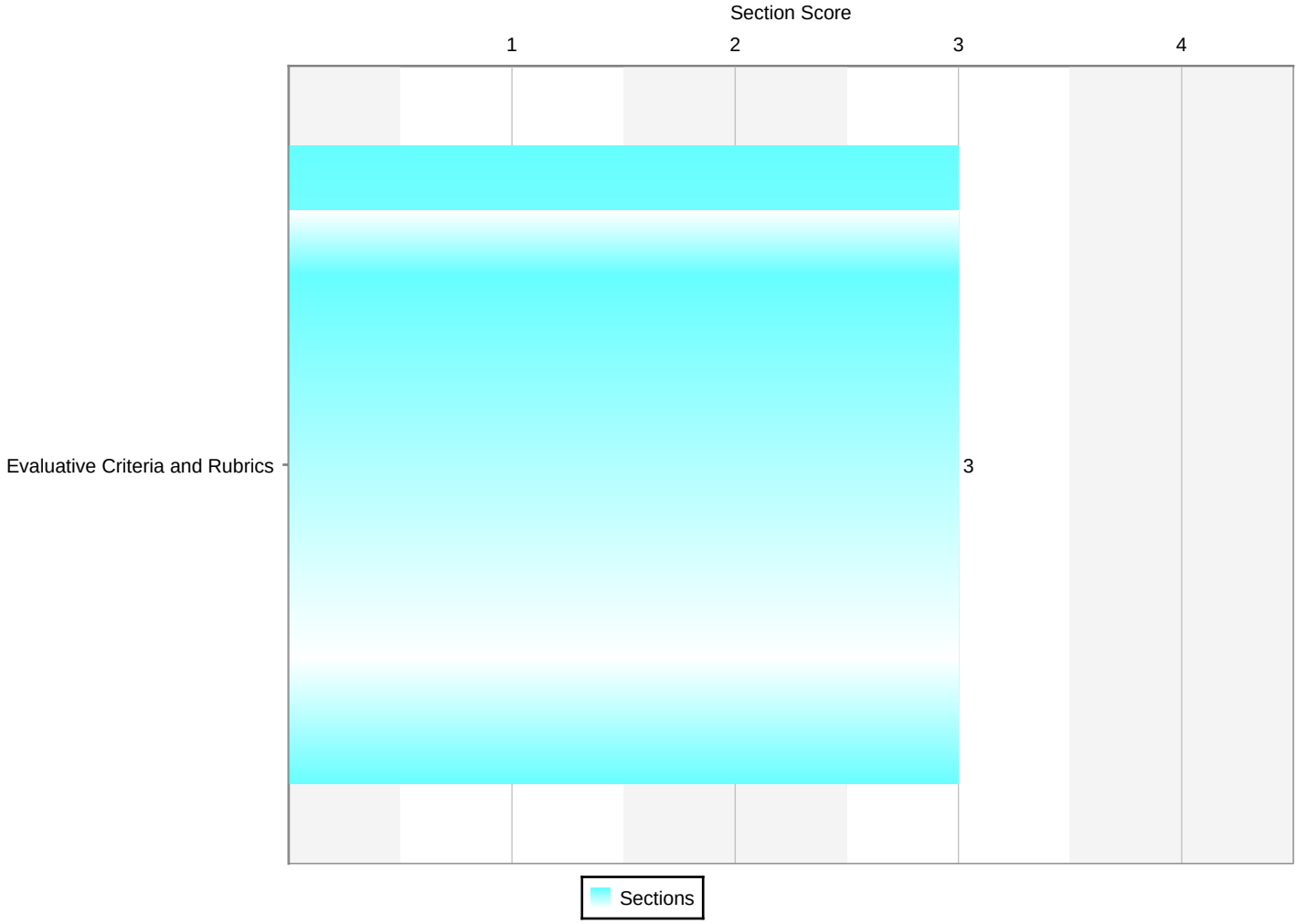
Report Summary

Scores By Section



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ACIP Assurances

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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.

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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		CIP Signature Page

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 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		Title IX Assurance

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		PCES-Parent Involvement Plan

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

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PCES 2014-15

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Overview

Plan Name

PCES 2014-15

Plan Description

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase reading proficiency levels at Phenix City Elementary School.	Objectives: 1 Strategies: 3 Activities: 3	Academic	$7200
2	All students will increase math proficiency levels at Phenix City Elementary School.	Objectives: 1 Strategies: 3 Activities: 3	Academic	$1000
3	To increase parent involvement at Phenix City Elementary School.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$2000
4	To increase the percentage of Adequate Progress in Language Acquisition at Phenix City Elementary School.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
5	To increase the percentage of students attaining English Language proficiency at Phenix City Elementary School.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0

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Goal 1: All students will increase reading proficiency levels at Phenix City Elementary School.

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

Measurable Objective 1:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on the ACT Aspire in Reading by 05/15/2015 as measured by the ACT Aspire test which is administered in the spring..

(shared) Strategy 1:

Student Engagement - PCES teachers have and will continue to train staff in the area of student engagement.

Research Cited: The paper titled “School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective.” It appeared in the December 2013 print issue of Learning and Instruction. It appeared online in that publication May 21, 2013. This research was supported by the Eunice Kennedy Shriver National Institute of Child Health and Human Development.

Activity - Monitoring and Professional Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regularly monitor the instructional program to ensure that teachers are providing engaging strategies in lessons. Classroom observations will take place routinely by administration and instructional coaches with the focus being primarily on the level of student engagement. Conversations will take place with teachers that are observed in order to provide feedback for growth. Next steps in professional development will come from the instructional needs and/or weaknesses that are discovered through observations and teacher feedback. An ongoing series of professional developments will take place in grade level meetings that focus on strategic teaching strategies and engagement.	Policy and Process	10/06/2014	05/22/2015	$200	Title I Part A	Principal, Assistant Principal, Instructional Coaches, Central Office Administration

(shared) Strategy 2:

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

Research Cited: Caldwell, J. S., and M. P. Ford. 2002. Where Have All the Bluebirds Gone? How to Soar with Flexible Grouping. Portsmouth, NH: Heinemann.

Activity - Implementation of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide 30-60 minutes of explicit small group/tiered instruction through Researched Based Programs that focus on word level and comprehension strategies. Instruction will be monitored through weekly progress monitoring tools and adjusted to meet the needs of the students.	Direct Instruction	10/06/2014	05/15/2015	$5000	Title I Part A	Teachers, Reading Specialist, Instructional Coaches

(shared) Strategy 3:

Parent Involvement - Faculty and staff will provide parents with consistent feedback regarding student academic information, involvement opportunities and school

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activities.

Research Cited: Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14–16.

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided feedback nightly regarding homework, behavior, and upcoming tests as appropriate in a school planner and/or school take home folders. Parents will be asked to review the planner, sign it, and return it to the school each day. Parent Involvement activities will take place throughout the year to help educate and update parents on current educational trends as well as other literacy related items. A Parent Incentive Program will give parents the opportunity to get involved in and outside of the school by helping students with a variety of reading activities.	Parent Involvement	08/06/2014	05/15/2015	$2000	Title I School Improvement (ISI)	Principal, Assistant Principal, Teachers in grades K-5, Counselors, Instructional Coaches

Goal 2: All students will increase math proficiency levels at Phenix City Elementary School.

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

Measurable Objective 1:

A 6% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on the ACT Aspire in Mathematics by 05/15/2015 as measured by the ACT Aspire test which is administered in the spring.

Strategy 1:

Standards Alignment and Monitoring - Instructional lessons and activities will be aligned to the Alabama College and Career Readiness Standards (Common Core).

Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug 2013)

Activity - Standards-Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will align current instructional activities to meet the standards required by the Alabama College and Career Readiness Standards and/or Common Core objectives. Administration and Instructional Coaches will regularly monitor instructional practices and lessons to ensure that what is being taught is aligned with the Course of Study. Standard based pacing guides will be developed, monitored and updated throughout the year. Administration and Instructional Coaches will monitor lessons and instruction to make sure grade level standards and objectives are being taught daily.	Policy and Process	10/02/2014	05/15/2015	$0	Title I Part A	Teachers, Principal, Assistant Principal, Instructional Coaches

Strategy 2:

Professional Development - Professional development opportunities in the area of mathematics will take place throughout the school year. The purpose is to increase the awareness of the Mathematical Practice Standards and Common Core Standards as they relate to math so that teachers can begin creating standard based lessons for students in their grade level.

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Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug. 2013)

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a variety of professional learning to help them prepare and plan engaging lessons that meet Common Core Standards. Training through AMSTI and other math initiatives will take place through the year. Each teacher will receive the Common Core flip book for their grade level as well as explore Common Core lessons through ALEX and other online sites.	Professional Learning	10/02/2014	05/15/2015	$0	Title I Part A	Teachers, Instructional Coaches, Administration

Strategy 3:

Parent Involvement - Faculty and staff will provide parents with consistent feedback regarding student academic information, involvement opportunities and school activities.

Research Cited: Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14–16.

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided feedback nightly regarding homework, behavior, and upcoming tests as appropriate in a school planner and/or school take home folders. Parents will be asked to review the planner, sign it, and return it to the school each day. Parent Involvement activities will take place throughout the year to help educate and update parents on current educational trends as well as other math related items. A Parent Incentive Program will give parents the opportunity to get involved in and outside of the school by helping students with a variety of math activities.	Parent Involvement	08/06/2014	05/15/2015	$1000	Title I School Improvement (ISI)	Teachers, Counselors, Administration, Instructional Coaches

Goal 3: To increase parent involvement at Phenix City Elementary School.

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

Measurable Objective 1:

collaborate to improve parent involvement at Phenix City Elementary School by 05/21/2015 as measured by parents' perceptions of the school learning community.

Strategy 1:

Communication - Multiple avenues of communication will be provided to parents throughout the school year in order to increase parent awareness and involvement.

Research Cited: Clark, R.M. (1990). Why Disadvantaged Children Succeed. Public Welfare (Spring): 17-23.

Activity - Communication-technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Phenix City Elementary School's website will be updated frequently so that parents can access information such as the Student Handbook, Code of Conduct, ACIP and other information pertaining to events happening in the 2014-2015 school year. Parents will receive information periodically through the SchoolCast phone notification system and teachers will keep connected with parents through email and Remind 101 text alerts.	Parent Involvement	08/06/2014	05/21/2015	$0	No Funding Required	Administration and Teachers

Activity - Communication-letters and calendars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, teachers will provide a class syllabus that outlines the school year's expectations as well as other information pertaining to their child's class. Monthly parent newsletters will be sent home throughout the year that provide parents with an updated events calendar as well as informational tips pertaining to current health and educational trends. Teachers will keep parents informed of student's grades through weekly progress reports, daily planners, and class folders.	Parent Involvement	08/06/2014	05/21/2015	$1000	Title I Part A	Teachers and administration

Strategy 2:

Involvement - Phenix City Elementary School seeks to improve parental involvement by offering parents opportunities to participate in activities at school and home as well as be a part of the decision making process.

Research Cited: Clark, R.M. (1990). Why Disadvantaged Children Succeed. Public Welfare (Spring): 17-23.

Activity - Parent Incentive Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Parent Service Incentive Program will be implemented during the 2014-2015 school year. It is designed to make volunteering easier for parents and/or guardians at school or home. Parents will have multiple opportunities to volunteer during the school year. Each activity is worth a point value which is tied to a point level system: Bronze, Silver, Gold, and Platinum. Parents and their students are recognized throughout the year for their volunteer achievement levels. They will be awarded with certificates, pins and various incentives thanking them for their dedication and time spent helping our students and school.	Parent Involvement	08/06/2014	05/21/2015	$1000	Title I Part A	Administration, teachers, and faculty

Activity - Decision Making Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the year, parents will be recruited and encouraged to help make decisions involving their child's school and education. As vital stakeholders of the school, parents will be solicited to be involved with the Continuous Improvement Plan, Parent Teacher Organization, Title I Parent Meetings, and serve as school committee representatives. Parents will also provide feedback through school surveys.	Parent Involvement	08/06/2014	05/21/2015	$0	No Funding Required	Administration and teachers

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

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

Measurable Objective 1:

A 53% increase of First grade English Learners students will demonstrate a proficiency in Language Acquisition in English Language Arts by 05/21/2015 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 developments will be implemented throughout the 2014-2015 school year that educate the faculty and staff on current educational trends and laws involving English Language Learners. These professional developments will be designed to help remove barriers that teachers face when trying to educate and accommodate students that speak another language.

Research Cited: NEA Quality School Programs and Resources Department 2011

Activity - EL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English Learners (EL) representatives at Phenix City Elementary School will provide trainings to the faculty and staff on current EL laws and educational trends as well as strategies to help differentiate instruction for English Learners. These trainings will include the following: 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 differentiating instruction for EL students Teachers will explore resources available for EL students as well as receive collaborative information to help them design lessons and instruction to help meet their students' needs and standards developed for the English Learner. Lesson plans will include "CAN DO" descriptors specifically designed for EL students and teachers will begin utilizing the WIDA website to help them plan and make accommodations for their students.	Professional Learning	09/29/2014	05/21/2015	$0	No Funding Required	Katie Bryant and Seval Gomez

Strategy 2:

EL Resource Teacher - An English Learners (EL) resource teacher will be available during the 2014-2015 school year at Phenix City Elementary School. This teacher will collaborate with teachers and administrators to help educate the faculty on current English Language Development standards, laws, and educational practices. Throughout the year, the resource teacher will work to guide and monitor the interventions and accommodations for each EL and she will work specifically with those students that have been identified through Home Language Surveys and the ACCESS test. An individualized English Language Plan (ILEP) will be developed for each student and both the EL teacher and general education teacher will brainstorm ideas and teaching strategies that will scaffold learning for them as well.

Research Cited: Teaching English Language Learners: What the research does and does not say. American Educator Summer 2008

Activity - Collaboration and Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The EL teacher will provide the following support and collaboration throughout the 2014-2015 school year: 1. EL professional development to the faculty and staff 2. Design individualized English Language Plans (I-ELP) for identified EL students 3. Provide instruction as well as accommodations to identified EL students 4. Administer the ACCESS test 5. Collaborate with and help support the general classroom teachers that have EL students 6. Work as the liaison between the central office and state to ensure that faculty and teachers are up-to-date with current EL standards, laws, and educational practices.	Academic Support Program	08/06/2014	05/21/2015	$0	No Funding Required	Seval Gomez, Administrators, and General Classroom Teachers

Goal 5: To increase the percentage of students attaining English Language proficiency at Phenix City Elementary School.

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

Measurable Objective 1:

A 19% increase of First grade English Learners students will demonstrate a proficiency attainment in English Language Arts by 05/21/2015 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 developments will be implemented throughout the 2014-2015 school year that educate the faculty and staff on current educational trends and laws involving English Language Learners. These professional developments will be designed to help remove barriers that teachers face when trying to educate and accommodate students that speak another language.

Research Cited: NEA Quality School Programs and Resources Department 2011

Activity - EL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English Learners (EL) representatives at Phenix City Elementary School will provide trainings to the faculty and staff on current EL laws and educational trends as well as strategies to help differentiate instruction for English Learners. These trainings will include the following: 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 differentiating instruction for EL students Teachers will explore resources available for EL students as well as receive collaborative information to help them design lessons and instruction to help meet their students' needs and standards developed for the English Learner. Lesson plans will include "CAN DO" descriptors specifically designed for EL students and teachers will begin utilizing the WIDA website to help them plan and make accommodations for their students.	Professional Learning	09/29/2014	05/21/2015	$0	No Funding Required	Katie Bryant and Seval Gomez

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Strategy 2:

EL Resource Teacher - An English Learners (EL) resource teacher will be available during the 2014-2015 school year at Phenix City Elementary School. This teacher will collaborate with teachers and administrators to help educate the faculty on current English Language Development standards, laws, and educational practices. Throughout the year, the resource teacher will work to guide and monitor the interventions and accommodations for each EL and she will work specifically with those students that have been identified through Home Language Surveys and the ACCESS test. An individualized English Language Plan (ILEP) will be developed for each student and both the EL teacher and general education teacher will brainstorm ideas and teaching strategies that will scaffold learning for them as well.

Research Cited: Teaching English Language Learners: What the research does and does not say. American Educator Summer 2008

Activity - Collaboration and Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL teacher will provide the following support and collaboration throughout the 2014-2015 school year: 1. EL professional development to the faculty and staff 2. Design individualized English Language Plans (I-ELP) for identified EL students 3. Provide instruction as well as accommodations to identified EL students 4. Administer the ACCESS test 5. Collaborate with and help support the general classroom teachers that have EL students 6. Work as the liaison between the central office and state to ensure that faculty and teachers are up-to-date with current EL standards, laws, and educational practices.	Academic Support Program	08/06/2014	05/21/2015	$0	No Funding Required	Seval Gomez

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Communication	Parents will be provided feedback nightly regarding homework, behavior, and upcoming tests as appropriate in a school planner and/or school take home folders. Parents will be asked to review the planner, sign it, and return it to the school each day. Parent Involvement activities will take place throughout the year to help educate and update parents on current educational trends as well as other literacy related items. A Parent Incentive Program will give parents the opportunity to get involved in and outside of the school by helping students with a variety of reading activities.	Parent Involvement	08/06/2014	05/15/2015	$2000	Principal, Assistant Principal, Teachers in grades K-5, Counselors, Instructional Coaches
Communication	Parents will be provided feedback nightly regarding homework, behavior, and upcoming tests as appropriate in a school planner and/or school take home folders. Parents will be asked to review the planner, sign it, and return it to the school each day. Parent Involvement activities will take place throughout the year to help educate and update parents on current educational trends as well as other math related items. A Parent Incentive Program will give parents the opportunity to get involved in and outside of the school by helping students with a variety of math activities.	Parent Involvement	08/06/2014	05/15/2015	$1000	Teachers, Counselors, Administration, Instructional Coaches
				Total	$3000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Communication-technology	Phenix City Elementary School's website will be updated frequently so that parents can access information such as the Student Handbook, Code of Conduct, ACIP and other information pertaining to events happening in the 2014-2015 school year. Parents will receive information periodically through the SchoolCast phone notification system and teachers will keep connected with parents through email and Remind 101 text alerts.	Parent Involvement	08/06/2014	05/21/2015	$0	Administration and Teachers

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Decision Making Process	Throughout the year, parents will be recruited and encouraged to help make decisions involving their child's school and education. As vital stakeholders of the school, parents will be solicited to be involved with the Continuous Improvement Plan, Parent Teacher Organization, Title I Parent Meetings, and serve as school committee representatives. Parents will also provide feedback through school surveys.	Parent Involvement	08/06/2014	05/21/2015	$0	Administration and teachers
EL Training	The English Learners (EL) representatives at Phenix City Elementary School will provide trainings to the faculty and staff on current EL laws and educational trends as well as strategies to help differentiate instruction for English Learners. These trainings will include the following: 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 differentiating instruction for EL students Teachers will explore resources available for EL students as well as receive collaborative information to help them design lessons and instruction to help meet their students' needs and standards developed for the English Learner. Lesson plans will include "CAN DO" descriptors specifically designed for EL students and teachers will begin utilizing the WIDA website to help them plan and make accommodations for their students.	Professional Learning	09/29/2014	05/21/2015	$0	Katie Bryant and Seval Gomez
EL Training	The English Learners (EL) representatives at Phenix City Elementary School will provide trainings to the faculty and staff on current EL laws and educational trends as well as strategies to help differentiate instruction for English Learners. These trainings will include the following: 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 differentiating instruction for EL students Teachers will explore resources available for EL students as well as receive collaborative information to help them design lessons and instruction to help meet their students' needs and standards developed for the English Learner. Lesson plans will include "CAN DO" descriptors specifically designed for EL students and teachers will begin utilizing the WIDA website to help them plan and make accommodations for their students.	Professional Learning	09/29/2014	05/21/2015	$0	Katie Bryant and Seval Gomez

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Collaboration and Education	The EL teacher will provide the following support and collaboration throughout the 2014-2015 school year: 1. EL professional development to the faculty and staff 2. Design individualized English Language Plans (I-ELP) for identified EL students 3. Provide instruction as well as accommodations to identified EL students 4. Administer the ACCESS test 5. Collaborate with and help support the general classroom teachers that have EL students 6. Work as the liaison between the central office and state to ensure that faculty and teachers are up-to-date with current EL standards, laws, and educational practices.	Academic Support Program	08/06/2014	05/21/2015	$0	Seval Gomez
Collaboration and Education	The EL teacher will provide the following support and collaboration throughout the 2014-2015 school year: 1. EL professional development to the faculty and staff 2. Design individualized English Language Plans (I-ELP) for identified EL students 3. Provide instruction as well as accommodations to identified EL students 4. Administer the ACCESS test 5. Collaborate with and help support the general classroom teachers that have EL students 6. Work as the liaison between the central office and state to ensure that faculty and teachers are up-to-date with current EL standards, laws, and educational practices.	Academic Support Program	08/06/2014	05/21/2015	$0	Seval Gomez, Administrators, and General Classroom Teachers
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Incentive Program	The Parent Service Incentive Program will be implemented during the 2014-2015 school year. It is designed to make volunteering easier for parents and/or guardians at school or home. Parents will have multiple opportunities to volunteer during the school year. Each activity is worth a point value which is tied to a point level system: Bronze, Silver, Gold, and Platinum. Parents and their students are recognized throughout the year for their volunteer achievement levels. They will be awarded with certificates, pins and various incentives thanking them for their dedication and time spent helping our students and school.	Parent Involvement	08/06/2014	05/21/2015	$1000	Administration, teachers, and faculty

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Communication-letters and calendars	At the beginning of the school year, teachers will provide a class syllabus that outlines the school year's expectations as well as other information pertaining to their child's class. Monthly parent newsletters will be sent home throughout the year that provide parents with an updated events calendar as well as informational tips pertaining to current health and educational trends. Teachers will keep parents informed of student's grades through weekly progress reports, daily planners, and class folders.	Parent Involvement	08/06/2014	05/21/2015	$1000	Teachers and administration
Professional Development	Teachers will participate in a variety of professional learning to help them prepare and plan engaging lessons that meet Common Core Standards. Training through AMSTI and other math initiatives will take place through the year. Each teacher will receive the Common Core flip book for their grade level as well as explore Common Core lessons through ALEX and other online sites.	Professional Learning	10/02/2014	05/15/2015	$0	Teachers, Instructional Coaches, Administration
Monitoring and Professional Growth	Regularly monitor the instructional program to ensure that teachers are providing engaging strategies in lessons. Classroom observations will take place routinely by administration and instructional coaches with the focus being primarily on the level of student engagement. Conversations will take place with teachers that are observed in order to provide feedback for growth. Next steps in professional development will come from the instructional needs and/or weaknesses that are discovered through observations and teacher feedback. An ongoing series of professional developments will take place in grade level meetings that focus on strategic teaching strategies and engagement.	Policy and Process	10/06/2014	05/22/2015	$200	Principal, Assistant Principal, Instructional Coaches, Central Office Administration
Implementation of Instruction	Teachers will provide 30-60 minutes of explicit small group/tiered instruction through Researched Based Programs that focus on word level and comprehension strategies. Instruction will be monitored through weekly progress monitoring tools and adjusted to meet the needs of the students.	Direct Instruction	10/06/2014	05/15/2015	$5000	Teachers, Reading Specialist, Instructional Coaches
Standards-Based Instruction	Teachers will align current instructional activities to meet the standards required by the Alabama College and Career Readiness Standards and/or Common Core objectives. Administration and Instructional Coaches will regularly monitor instructional practices and lessons to ensure that what is being taught is aligned with the Course of Study. Standard based pacing guides will be developed, monitored and updated throughout the year. Administration and Instructional Coaches will monitor lessons and instruction to make sure grade level standards and objectives are being taught daily.	Policy and Process	10/02/2014	05/15/2015	$0	Teachers, Principal, Assistant Principal, Instructional Coaches
				Total	$7200	

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Progress Notes

Type	Name	Status	Comments	Created On	Created By

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Strategies to Increase Parental Involvement

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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.

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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.

During parent visitation month, October, the Parental Involvement Committee has planned a parent visitation T.E.A (Training, Education, and Awareness) workshop. On October 20, 2014, 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 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 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 spearheads various activities, meetings, and/or workshops planned throughout the school year. 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 and Title I Parent meetings are held to be flexible in scheduling to accommodate parents who can attend during the day or the evening.

Parents are represented on each of the school's committees, which provides 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 resources for the parent information center.

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

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

- Parent Meetings and workshops- Parent Involvement Committee
- Monthly Newsletter
- School Website

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- Parent Information Center- Resources and literature available in English and Spanish
- Suggestion Box in the office
- Literacy Committee Parent Workshops which focus on curriculum, academic assessments, and achievement expectations.
- Referral process for community service programs coordinated by the district's parent involvement specialist.

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).

Parents, school staff, and students share responsibility for improving academic achievement through the distribution, reviewing, and signing of the school compact. The school compact, which serves as an agreement between home and school, is distributed with the registration packets and is signed by teachers, parents, students, and administrators. The development of the school compact includes parent feedback from Title 1 meetings and parent surveys. Parents are asked what they believe the role of parties involved is in development of the school compact.

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

Parents have the opportunity to submit comments concerning the school's Continuous Improvement Plan through participation in various school workshops, email and or written communication, conferences with teachers or administrators, and parent surveys. Also, a school suggestion box is located in the office so parents can submit comments and suggestions during the school day. If a parent submits comments regarding the Continuous Improvement Plan they can contact the main office and speak to the school secretary to set up a meeting with administration to express concerns.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Parents 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 will receive an overview of the requirements of Title I as well as the school's participation in Title I program during two annual meetings. One Title I meeting will be held in October and the second meeting will be conducted in April. Lastly, parents can attend various workshops provided by the school's Literacy committee which will focus on content standards, curriculum, assessments, and tutorials for monitoring their child's progress and improving the achievement of their

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child.

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. Lastly, in an effort to foster more parental involvement, the school has implemented a parent incentive program to encourage parents to participate in various events as well as to volunteer at the school.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Faculty and staff use parent survey feedback data as a measure to identify how better to build ties between parents and the school. Staff are exposed to the demographic data of the school community and how poverty can impact student performance in school and the parent's role in that process.
In an effort to foster collaboration between home, school, and community, the school has implemented a parent (volunteer) incentive program to encourage parents to participate in various school events. Also, the school will utilize 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 the school's collaboration of all stakeholders.

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:

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

The school has established a parent information center located in the front office. The resource center provides literature and resources in English as well as Spanish for parents to access as needed. Parents can receive training throughout the school year by attending 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 update the school calendar on the website as well as 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 focusing on specific school programs as well as strategies for monitoring their child's progress and improving academic achievement. Also, in an effort to foster more parental involvement, the school has implemented a parent incentive program to encourage parents to participate in various events as well as to volunteer at the school.
Next, the school will utilize 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 the school's collaboration of all stakeholders.

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 front office, which provides valuable literature and resources in both English and Spanish. Also, the school utilizes TRANSACT a computer-based translation program to format newsletters and other information in various languages as needed. Lastly, the school will work with the ELL teacher to ensure students and parents understand information provided concerning school and parent programs.

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:
- Parent suggestion box located in the office
- surveys
- email or other written communication

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- conferences with teachers and administrators

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 parent information center located in the front office, which provides valuable literature and resources in both English and Spanish. Also, the school utilizes TRANSACT a computer-based translation program to format newsletters and other information in various languages as needed. Additionally, the school will work with the ELL teacher to ensure students and parents understand information provided concerning school and parent programs.

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Title I Schoolwide Diagnostic

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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).

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

At Phenix City Elementary School, The School Improvement Committee meets annually to review school data for the year. Data includes information from the following sources:
State Assessments (ACT Aspire and Alabama Science Assessment)
Performance Series-Global Scholar
DIBELs-database and progress monitoring
STAR Math
Renaissance Place
Attendance data
Discipline data
Parent Surveys
Teacher Surveys

The Committee looks for weaknesses and strengths as shown by data and shares those with its stakeholders. Stakeholders have the opportunity to comment and make suggestions about strengths and areas of improvement. The committee then takes comments and suggestions from stakeholders and works together to set goals for improvement and formulate strategies to achieve those goals.

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

89% of Kindergarten students met benchmarking goals on the DIBELS assessment.
72% of first grade students met benchmarking goals on the DIBELS assessment.
76% of second grade students met benchmarking goals on the DIBELS assessment.
77% of third grade students met benchmarking goals on the DIBELS assessment.

Third grade students overall scored 411.65, a -1.35 deficit from meeting the Math benchmark of 413
Third grade students overall scored 411.25, a -3.75 deficit from meeting the Reading benchmark of 415

Fourth grade students overall scored 414.57, a -1.43 deficit from meeting the Math benchmark of 416
Fourth grade students overall scored 413.59, a -3.41 deficit from meeting the Reading benchmark of 417

Fifth grade students overall scored above benchmark in Math at 418.07, a .07 increase of the Math benchmark of 418
Fifth grade students overall scored 416.92, a -3.08 deficit from meeting the Reading benchmark of 420

3. What conclusions were drawn from the results?

The conclusions drawn from the results demonstrate a greater emphasis needed in reading and math instruction. Across the board in grades 3-5 we are seeing a deficit in reading, with more students Needing Support than those who achieved Readiness. Due to recent classroom

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observations and analysis of the Saxon Program, it has become clear the CCRS are not addressed as thoroughly as they should be in daily instruction. Much of this has to do with Saxon Math. We will be phasing out Saxon and moving to a more standards-based teaching format. Additionally the Wonders Reading Program will be analyzed to identify areas what CCRS standards are not met

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

Although the poverty rate at Phenix City Elementary school is high, the faculty and staff work diligently to provide academic support for all students but there is still work to be done to improve the disparity among various subgroups in reading and math. Parents feel encouraged to be involved in their child's education and are aware of our school's academic goals for the year which demonstrates a desire to be a part of the team.

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

The school goals directly address improving proficiency in reading/math achievement and instruction along with a parent involvement goal based on the data examined in the needs assessment

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

The goals were established based on trends that occurred using multiple data sources for Reading and Math. Data sources include the following: ACT Aspire, DIBELS, Performance Series-Global Scholar, STAR Math, Study Island, Renaissance, classroom formative and summative assessments.

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

The goals provide for student achievement for all students in our school while offering additional support for students who are disadvantaged. Our goals reflect a provision of academic customized support for all students by offering whole class instruction, supplemental programs, individualized instruction and access to technology.

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Component 2: Schoolwide Reform Strategies

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

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

Goal 1:
All students will increase reading proficiency levels at Phenix City Elementary School.

Measurable Objective 1:
A 5% increase of All Students will demonstrate a proficiency in early literacy skills in Reading by 05/08/2015 as measured by the DIBELS test which is administered in the spring. .

Strategy1:
Student Engagement - PCES teachers have been trained to use a variety of strategic teaching strategies in order to have all students actively engaged during lessons. Such strategies include group and partner talk, equity sticks, student/teacher interaction, writing to the text, graphic organizers, effective questioning, and Close reading procedures. Teachers will frequently and increasingly use these strategies to ensure that all students are engaged in lessons from start to finish.
Research Cited: The paper titled “School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective.” It appeared in the December 2013 print issue of Learning and Instruction. It appeared online in that publication May 21, 2013. This research was supported by the Eunice Kennedy Shriver National Institute of Child Health and Human Development.

Activity - Monitoring and Professional Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regularly monitor the instructional program to ensure that teachers are providing engaging strategies in lessons. Classroom observations will take place routinely by administration and instructional coaches with the focus being primarily on the level of student engagement. Conversations will take place with teachers that are observed in order to provide feedback for growth. Next steps in professional development will come from the instructional needs and/or weaknesses that are discovered through observations and teacher feedback. An ongoing series of professional developments will take place in grade level meetings that focus on strategic teaching strategies and engagement.	Policy and Process			10/06/2014	05/22/2015	$200 - Title I Part A	Principal, Assistant Principal, Instructional Coaches, Central Office Administration

Strategy2:

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Parent Involvement - Teachers will keep parents informed of classroom activities through the use of take home folders or planners requiring signatures each night. Weekly progress reports will be sent home to ensure that parents are up-to-date with their child's grades and parents will also receive an INow user name and password so that they can log online to view their child's grades at any time. Parent conferences will be held at least twice a year in order for teachers to update parents on student achievement, grades and academic concerns. There will be a variety of parent involvement activities that take place throughout the year to keep parents involved and informed. These events will take place during and after school hours and will be designed to educate and motivate parents on current educational trends. A parent incentive program is offered to encourage parents to get involved in their child's school. Many of the activities available through the program focus on reading support.
Research Cited: Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14–16.

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided feedback nightly regarding homework, behavior, and upcoming tests as appropriate in a school planner and/or school take home folders. Parents will be asked to review the planner, sign it, and return it to the school each day. Parent Involvement activities will take place throughout the year to help educate and update parents on current educational trends as well as other literacy related items. A Parent Incentive Program will give parents the opportunity to get involved in and outside of the school by helping students with a variety of reading activities.	Parent Involvement			08/06/2014	05/15/2015	$2000 - Title I School Improvement (ISI)	Principal, Assistant Principal, Teachers in grades K-5, Counselors, Instructional Coaches

Strategy3:

Small/Tiered Group Instruction - Teachers will provide small group instruction to students that need more than core instructional support. Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments as well as student diagnostic reports.
Research Cited: Caldwell, J. S., and M. P. Ford. 2002. Where Have All the Bluebirds Gone? How to Soar
with Flexible Grouping. Portsmouth, NH: Heinemann.

Activity - Implementation of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide 30-60 minutes of explicit small group/tiered instruction through Researched Based Programs that focus on word level and comprehension strategies. Instruction will be monitored through weekly progress monitoring tools and adjusted to meet the needs of the students.	Direct Instruction			10/06/2014	05/15/2015	$5000 - Title I Part A	Teachers, Reading Specialist, Instructional Coaches

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency with Common Core standards in Reading by 05/15/2015 as measured by the

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ACT Aspire test which is administered in the spring..

Strategy1:

Small/Tiered Group Instruction - Teachers will provide small group instruction to students that need more than core instructional support. Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments as well as student diagnostic reports.

Research Cited: Caldwell, J. S., and M. P. Ford. 2002. Where Have All the Bluebirds Gone? How to Soar with Flexible Grouping. Portsmouth, NH: Heinemann.

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Strategy2:

Parent Involvement - Teachers will keep parents informed of classroom activities through the use of take home folders or planners requiring signatures each night. Weekly progress reports will be sent home to ensure that parents are up-to-date with their child's grades and parents will also receive an INow user name and password so that they can log online to view their child's grades at any time. Parent conferences will be held at least twice a year in order for teachers to update parents on student achievement, grades and academic concerns. There will be a variety of parent involvement activities that take place throughout the year to keep parents involved and informed. These events will take place during and after school hours and will be designed to educate and motivate parents on current educational trends. A parent incentive program is offered to encourage parents to get involved in their child's school. Many of the activities available through the program focus on reading support.

Research Cited: Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14–16.

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided feedback nightly regarding homework, behavior, and upcoming tests as appropriate in a school planner and/or school take home folders. Parents will be asked to review the planner, sign it, and return it to the school each day. Parent Involvement activities will take place throughout the year to help educate and update parents on current educational trends as well as other literacy related items. A Parent Incentive Program will give parents the opportunity to get involved in and outside of the school by helping students with a variety of reading activities.	Parent Involvement			08/06/2014	05/15/2015	$2000 - Title I School Improvement (ISI)	Principal, Assistant Principal, Teachers in grades K-5, Counselors, Instructional Coaches

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Strategy3:

Student Engagement - PCES teachers have been trained to use a variety of strategic teaching strategies in order to have all students actively engaged during lessons. Such strategies include group and partner talk, equity sticks, student/teacher interaction, writing to the text, graphic organizers, effective questioning, and Close reading procedures. Teachers will frequently and increasingly use these strategies to ensure that all students are engaged in lessons from start to finish.

Research Cited: The paper titled “School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective.” It appeared in the December 2013 print issue of Learning and Instruction. It appeared online in that publication May 21, 2013. This research was supported by the Eunice Kennedy Shriver National Institute of Child Health and Human Development.

Activity - Monitoring and Professional Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regularly monitor the instructional program to ensure that teachers are providing engaging strategies in lessons. Classroom observations will take place routinely by administration and instructional coaches with the focus being primarily on the level of student engagement. Conversations will take place with teachers that are observed in order to provide feedback for growth. Next steps in professional development will come from the instructional needs and/or weaknesses that are discovered through observations and teacher feedback. An ongoing series of professional developments will take place in grade level meetings that focus on strategic teaching strategies and engagement.	Policy and Process			10/06/2014	05/22/2015	$200 - Title I Part A	Principal, Assistant Principal, Instructional Coaches, Central Office Administration

Goal 2:

All students will increase math proficiency levels at Phenix City Elementary School.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/15/2015 as measured by the ACT Aspire test which is administered in the spring.

Strategy1:

Standards Alignment and Monitoring - Instructional lessons and activities will be aligned to the Alabama College and Career Readiness Standards (Common Core).

Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug 2013)

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Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align current instructional activities to meet the standards required by the Alabama College and Career Readiness Standards and/or Common Core objectives. Administration and Instructional Coaches will regularly monitor instructional practices and lessons to ensure that what is being taught is aligned with the Course of Study. Standard based pacing guides will be developed, monitored and updated throughout the year. Administration and Instructional Coaches will monitor lessons and instruction to make sure grade level standards and objectives are being taught daily.	Policy and Process			10/02/2014	05/15/2015	$2000 - Title I Part A	Teachers, Principal, Assistant Principal, Instructional Coaches

Strategy2:

Professional Development - Professional development opportunities in the area of mathematics will take place throughout the school year. The purpose is to increase the awareness of the Mathematical Practice Standards and Common Core Standards as they relate to math so that teachers can begin creating standard based lessons for students in their grade level.

Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug. 2013)

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a variety of professional learning to help them prepare and plan engaging lessons that meet Common Core Standards. Training through AMSTI and other math initiatives will take place through the year. Each teacher will receive the Common Core flip book for their grade level as well as explore Common Core lessons through ALEX and other online sites.	Professional Learning			10/02/2014	05/15/2015	$1000 - Title I Part A	Teachers, Instructional Coaches, Administration

Strategy3:

Parent Involvement - Teachers will keep parents informed of classroom activities through the use of take home folders or planners requiring signatures each night. Weekly progress reports will be sent home to ensure that parents are up-to-date with their child's grades and parents will also receive an INow user name and password so that they can log online to view their child's grades at any time. Parent conferences will be held at least twice a year in order for teachers to update parents on student achievement, grades and academic concerns. There will be a variety of parent involvement activities that take place throughout the year to keep parents involved and informed. These events will take place during and after school hours and will be designed to educate and motivate parents on current educational trends. A parent incentive program is offered to encourage parents to get involved in their child's school. Many of the activities available through the program focus on reading support.

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Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided feedback nightly regarding homework, behavior, and upcoming tests as appropriate in a school planner and/or school take home folders. Parents will be asked to review the planner, sign it, and return it to the school each day. Parent Involvement activities will take place throughout the year to help educate and update parents on current educational trends as well as other math related items. A Parent Incentive Program will give parents the opportunity to get involved in and outside of the school by helping students with a variety of math activities.	Parent Involvement			08/06/2014	05/15/2015	$1000 - Title I School Improvement (ISI)	Teachers, Counselors, Administration, Instructional Coaches

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

Goal 1:

All students will increase reading proficiency levels at Phenix City Elementary School.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency with Common Core standards in Reading by 05/15/2015 as measured by the ACT Aspire test which is administered in the spring..

Strategy1:

Parent Involvement - Teachers will keep parents informed of classroom activities through the use of take home folders or planners requiring signatures each night. Weekly progress reports will be sent home to ensure that parents are up-to-date with their child's grades and parents will also receive an INow user name and password so that they can log online to view their child's grades at any time. Parent conferences will be held at least twice a year in order for teachers to update parents on student achievement, grades and academic concerns. There will be a variety of parent involvement activities that take place throughout the year to keep parents involved and informed. These events will take place during and after school hours and will be designed to educate and motivate parents on current educational trends. A parent incentive program is offered to encourage parents to get involved in their child's school. Many of the activities available through the program focus on reading support.

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Strategy2:

Small/Tiered Group Instruction - Teachers will provide small group instruction to students that need more than core instructional support. Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments as well as student diagnostic reports.

Research Cited: Caldwell, J. S., and M. P. Ford. 2002. Where Have All the Bluebirds Gone? How to Soar with Flexible Grouping. Portsmouth, NH: Heinemann.

Activity - Implementation of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide 30-60 minutes of explicit small group/tiered instruction through Researched Based Programs that focus on word level and comprehension strategies. Instruction will be monitored through weekly progress monitoring tools and adjusted to meet the needs of the students.	Direct Instruction			10/06/2014	05/15/2015	$5000 - Title I Part A	Teachers, Reading Specialist, Instructional Coaches

Strategy3:

Student Engagement - PCES teachers have been trained to use a variety of strategic teaching strategies in order to have all students actively engaged during lessons. Such strategies include group and partner talk, equity sticks, student/teacher interaction, writing to the text, graphic organizers, effective questioning, and Close reading procedures. Teachers will frequently and increasingly use these strategies to ensure that all students are engaged in lessons from start to finish.

Research Cited: The paper titled “School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective.” It appeared in the December 2013 print issue of Learning and Instruction. It appeared online in that publication May 21, 2013. This research was supported by the Eunice Kennedy Shriver National Institute of Child Health and Human Development.

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Activity - Monitoring and Professional Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regularly monitor the instructional program to ensure that teachers are providing engaging strategies in lessons. Classroom observations will take place routinely by administration and instructional coaches with the focus being primarily on the level of student engagement. Conversations will take place with teachers that are observed in order to provide feedback for growth. Next steps in professional development will come from the instructional needs and/or weaknesses that are discovered through observations and teacher feedback. An ongoing series of professional developments will take place in grade level meetings that focus on strategic teaching strategies and engagement.	Policy and Process			10/06/2014	05/22/2015	$200 - Title I Part A	Principal, Assistant Principal, Instructional Coaches, Central Office Administration

Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency in early literacy skills in Reading by 05/08/2015 as measured by the DIBELS test which is administered in the spring. .

Strategy1:

Student Engagement - PCES teachers have been trained to use a variety of strategic teaching strategies in order to have all students actively engaged during lessons. Such strategies include group and partner talk, equity sticks, student/teacher interaction, writing to the text, graphic organizers, effective questioning, and Close reading procedures. Teachers will frequently and increasingly use these strategies to ensure that all students are engaged in lessons from start to finish.

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Activity - Monitoring and Professional Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regularly monitor the instructional program to ensure that teachers are providing engaging strategies in lessons. Classroom observations will take place routinely by administration and instructional coaches with the focus being primarily on the level of student engagement. Conversations will take place with teachers that are observed in order to provide feedback for growth. Next steps in professional development will come from the instructional needs and/or weaknesses that are discovered through observations and teacher feedback. An ongoing series of professional developments will take place in grade level meetings that focus on strategic teaching strategies and engagement.	Policy and Process			10/06/2014	05/22/2015	$200 - Title I Part A	Principal, Assistant Principal, Instructional Coaches, Central Office Administration

Strategy2:

Parent Involvement - Teachers will keep parents informed of classroom activities through the use of take home folders or planners requiring signatures each night. Weekly progress reports will be sent home to ensure that parents are up-to-date with their child's grades and parents will also receive an INow user name and password so that they can log online to view their child's grades at any time. Parent conferences will be held at least twice a year in order for teachers to update parents on student achievement, grades and academic concerns. There will be a variety of parent involvement activities that take place throughout the year to keep parents involved and informed. These events will take place during and after school hours and will be designed to educate and motivate parents on current educational trends. A parent incentive program is offered to encourage parents to get involved in their child's school. Many of the activities available through the program focus on reading support.

Research Cited: Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14–16.

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided feedback nightly regarding homework, behavior, and upcoming tests as appropriate in a school planner and/or school take home folders. Parents will be asked to review the planner, sign it, and return it to the school each day. Parent Involvement activities will take place throughout the year to help educate and update parents on current educational trends as well as other literacy related items. A Parent Incentive Program will give parents the opportunity to get involved in and outside of the school by helping students with a variety of reading activities.	Parent Involvement			08/06/2014	05/15/2015	$2000 - Title I School Improvement (ISI)	Principal, Assistant Principal, Teachers in grades K-5, Counselors, Instructional Coaches

Strategy3:

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

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Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments as well as student diagnostic reports.

Research Cited: Caldwell, J. S., and M. P. Ford. 2002. Where Have All the Bluebirds Gone? How to Soar with Flexible Grouping. Portsmouth, NH: Heinemann.

Activity - Implementation of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide 30-60 minutes of explicit small group/tiered instruction through Researched Based Programs that focus on word level and comprehension strategies. Instruction will be monitored through weekly progress monitoring tools and adjusted to meet the needs of the students.	Direct Instruction			10/06/2014	05/15/2015	$5000 - Title I Part A	Teachers, Reading Specialist, Instructional Coaches

Goal 2:

All students will increase math proficiency levels at Phenix City Elementary School.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/15/2015 as measured by the ACT Aspire test which is administered in the spring.

Strategy1:

Parent Involvement - Teachers will keep parents informed of classroom activities through the use of take home folders or planners requiring signatures each night. Weekly progress reports will be sent home to ensure that parents are up-to-date with their child's grades and parents will also receive an INow user name and password so that they can log online to view their child's grades at any time. Parent conferences will be held at least twice a year in order for teachers to update parents on student achievement, grades and academic concerns. There will be a variety of parent involvement activities that take place throughout the year to keep parents involved and informed. These events will take place during and after school hours and will be designed to educate and motivate parents on current educational trends. A parent incentive program is offered to encourage parents to get involved in their child's school. Many of the activities available through the program focus on reading support.

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Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided feedback nightly regarding homework, behavior, and upcoming tests as appropriate in a school planner and/or school take home folders. Parents will be asked to review the planner, sign it, and return it to the school each day. Parent Involvement activities will take place throughout the year to help educate and update parents on current educational trends as well as other math related items. A Parent Incentive Program will give parents the opportunity to get involved in and outside of the school by helping students with a variety of math activities.	Parent Involvement			08/06/2014	05/15/2015	$1000 - Title I School Improvement (ISI)	Teachers, Counselors, Administration, Instructional Coaches

Strategy2:

Professional Development - Professional development opportunities in the area of mathematics will take place throughout the school year. The purpose is to increase the awareness of the Mathematical Practice Standards and Common Core Standards as they relate to math so that teachers can begin creating standard based lessons for students in their grade level.

Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug. 2013)

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a variety of professional learning to help them prepare and plan engaging lessons that meet Common Core Standards. Training through AMSTI and other math initiatives will take place through the year. Each teacher will receive the Common Core flip book for their grade level as well as explore Common Core lessons through ALEX and other online sites.	Professional Learning			10/02/2014	05/15/2015	$1000 - Title I Part A	Teachers, Instructional Coaches, Administration

Strategy3:

Standards Alignment and Monitoring - Instructional lessons and activities will be aligned to the Alabama College and Career Readiness Standards (Common Core).

Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug 2013)

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Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align current instructional activities to meet the standards required by the Alabama College and Career Readiness Standards and/or Common Core objectives. Administration and Instructional Coaches will regularly monitor instructional practices and lessons to ensure that what is being taught is aligned with the Course of Study. Standard based pacing guides will be developed, monitored and updated throughout the year. Administration and Instructional Coaches will monitor lessons and instruction to make sure grade level standards and objectives are being taught daily.	Policy and Process			10/02/2014	05/15/2015	$2000 - Title I Part A	Teachers, Principal, Assistant Principal, Instructional Coaches

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

Goal 1:

All students will increase reading proficiency levels at Phenix City Elementary School.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency with Common Core standards in Reading by 05/15/2015 as measured by the ACT Aspire test which is administered in the spring..

Strategy1:

Small/Tiered Group Instruction - Teachers will provide small group instruction to students that need more than core instructional support. Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments as well as student diagnostic reports.

Research Cited: Caldwell, J. S., and M. P. Ford. 2002. Where Have All the Bluebirds Gone? How to Soar with Flexible Grouping. Portsmouth, NH: Heinemann.

Activity - Implementation of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide 30-60 minutes of explicit small group/tiered instruction through Researched Based Programs that focus on word level and comprehension strategies. Instruction will be monitored through weekly progress monitoring tools and adjusted to meet the needs of the students.	Direct Instruction			10/06/2014	05/15/2015	$5000 - Title I Part A	Teachers, Reading Specialist, Instructional Coaches

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Strategy2:

Student Engagement - PCES teachers have been trained to use a variety of strategic teaching strategies in order to have all students actively engaged during lessons. Such strategies include group and partner talk, equity sticks, student/teacher interaction, writing to the text, graphic organizers, effective questioning, and Close reading procedures. Teachers will frequently and increasingly use these strategies to ensure that all students are engaged in lessons from start to finish.

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Activity - Monitoring and Professional Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regularly monitor the instructional program to ensure that teachers are providing engaging strategies in lessons. Classroom observations will take place routinely by administration and instructional coaches with the focus being primarily on the level of student engagement. Conversations will take place with teachers that are observed in order to provide feedback for growth. Next steps in professional development will come from the instructional needs and/or weaknesses that are discovered through observations and teacher feedback. An ongoing series of professional developments will take place in grade level meetings that focus on strategic teaching strategies and engagement.	Policy and Process			10/06/2014	05/22/2015	$200 - Title I Part A	Principal, Assistant Principal, Instructional Coaches, Central Office Administration

Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency in early literacy skills in Reading by 05/08/2015 as measured by the DIBELS test which is administered in the spring. .

Strategy1:

Small/Tiered Group Instruction - Teachers will provide small group instruction to students that need more than core instructional support. Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments as well as student diagnostic reports.

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Strategy2:

Student Engagement - PCES teachers have been trained to use a variety of strategic teaching strategies in order to have all students actively engaged during lessons. Such strategies include group and partner talk, equity sticks, student/teacher interaction, writing to the text, graphic organizers, effective questioning, and Close reading procedures. Teachers will frequently and increasingly use these strategies to ensure that all students are engaged in lessons from start to finish.

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Goal 2:

All students will increase math proficiency levels at Phenix City Elementary School.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/15/2015 as measured by the ACT Aspire test which is administered in the spring.

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Strategy1:

Professional Development - Professional development opportunities in the area of mathematics will take place throughout the school year. The purpose is to increase the awareness of the Mathematical Practice Standards and Common Core Standards as they relate to math so that teachers can begin creating standard based lessons for students in their grade level.

Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug. 2013)

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a variety of professional learning to help them prepare and plan engaging lessons that meet Common Core Standards. Training through AMSTI and other math initiatives will take place through the year. Each teacher will receive the Common Core flip book for their grade level as well as explore Common Core lessons through ALEX and other online sites.	Professional Learning			10/02/2014	05/15/2015	$1000 - Title I Part A	Teachers, Instructional Coaches, Administration

Strategy2:

Standards Alignment and Monitoring - Instructional lessons and activities will be aligned to the Alabama College and Career Readiness Standards (Common Core).

Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug 2013)

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align current instructional activities to meet the standards required by the Alabama College and Career Readiness Standards and/or Common Core objectives. Administration and Instructional Coaches will regularly monitor instructional practices and lessons to ensure that what is being taught is aligned with the Course of Study. Standard based pacing guides will be developed, monitored and updated throughout the year. Administration and Instructional Coaches will monitor lessons and instruction to make sure grade level standards and objectives are being taught daily.	Policy and Process			10/02/2014	05/15/2015	$2000 - Title I Part A	Teachers, Principal, Assistant Principal, Instructional Coaches

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

Goal 1:

All students will increase reading proficiency levels at Phenix City Elementary School.

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Measurable Objective 1:

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Strategy1:

Small/Tiered Group Instruction - Teachers will provide small group instruction to students that need more than core instructional support. Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments as well as student diagnostic reports.

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Activity - Implementation of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide 30-60 minutes of explicit small group/tiered instruction through Researched Based Programs that focus on word level and comprehension strategies. Instruction will be monitored through weekly progress monitoring tools and adjusted to meet the needs of the students.	Direct Instruction			10/06/2014	05/15/2015	$5000 - Title I Part A	Teachers, Reading Specialist, Instructional Coaches

Strategy2:

Student Engagement - PCES teachers have been trained to use a variety of strategic teaching strategies in order to have all students actively engaged during lessons. Such strategies include group and partner talk, equity sticks, student/teacher interaction, writing to the text, graphic organizers, effective questioning, and Close reading procedures. Teachers will frequently and increasingly use these strategies to ensure that all students are engaged in lessons from start to finish.

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Activity - Monitoring and Professional Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency in early literacy skills in Reading by 05/08/2015 as measured by the DIBELS test which is administered in the spring. .

Strategy1:

Student Engagement - PCES teachers have been trained to use a variety of strategic teaching strategies in order to have all students actively engaged during lessons. Such strategies include group and partner talk, equity sticks, student/teacher interaction, writing to the text, graphic organizers, effective questioning, and Close reading procedures. Teachers will frequently and increasingly use these strategies to ensure that all students are engaged in lessons from start to finish.

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Strategy2:

Small/Tiered Group Instruction - Teachers will provide small group instruction to students that need more than core instructional support. Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments as well as student diagnostic reports.

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Teachers will provide 30-60 minutes of explicit small group/tiered instruction through Researched Based Programs that focus on word level and comprehension strategies. Instruction will be monitored through weekly progress monitoring tools and adjusted to meet the needs of the students.	Direct Instruction			10/06/2014	05/15/2015	$5000 - Title I Part A	Teachers, Reading Specialist, Instructional Coaches

Goal 2:

All students will increase math proficiency levels at Phenix City Elementary School.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/15/2015 as measured by the ACT Aspire test which is administered in the spring.

Strategy1:

Parent Involvement - Teachers will keep parents informed of classroom activities through the use of take home folders or planners requiring signatures each night. Weekly progress reports will be sent home to ensure that parents are up-to-date with their child's grades and parents

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will also receive an INow user name and password so that they can log online to view their child's grades at any time. Parent conferences will be held at least twice a year in order for teachers to update parents on student achievement, grades and academic concerns. There will be a variety of parent involvement activities that take place throughout the year to keep parents involved and informed. These events will take place during and after school hours and will be designed to educate and motivate parents on current educational trends. A parent incentive program is offered to encourage parents to get involved in their child's school. Many of the activities available through the program focus on reading support.

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Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided feedback nightly regarding homework, behavior, and upcoming tests as appropriate in a school planner and/or school take home folders. Parents will be asked to review the planner, sign it, and return it to the school each day. Parent Involvement activities will take place throughout the year to help educate and update parents on current educational trends as well as other math related items. A Parent Incentive Program will give parents the opportunity to get involved in and outside of the school by helping students with a variety of math activities.	Parent Involvement			08/06/2014	05/15/2015	$1000 - Title I School Improvement (ISI)	Teachers, Counselors, Administration, Instructional Coaches

Strategy2:

Standards Alignment and Monitoring - Instructional lessons and activities will be aligned to the Alabama College and Career Readiness Standards (Common Core).

Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug 2013)

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align current instructional activities to meet the standards required by the Alabama College and Career Readiness Standards and/or Common Core objectives. Administration and Instructional Coaches will regularly monitor instructional practices and lessons to ensure that what is being taught is aligned with the Course of Study. Standard based pacing guides will be developed, monitored and updated throughout the year. Administration and Instructional Coaches will monitor lessons and instruction to make sure grade level standards and objectives are being taught daily.	Policy and Process			10/02/2014	05/15/2015	$2000 - Title I Part A	Teachers, Principal, Assistant Principal, Instructional Coaches

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Strategy3:

Professional Development - Professional development opportunities in the area of mathematics will take place throughout the school year. The purpose is to increase the awareness of the Mathematical Practice Standards and Common Core Standards as they relate to math so that teachers can begin creating standard based lessons for students in their grade level.

Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug. 2013)

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a variety of professional learning to help them prepare and plan engaging lessons that meet Common Core Standards. Training through AMSTI and other math initiatives will take place through the year. Each teacher will receive the Common Core flip book for their grade level as well as explore Common Core lessons through ALEX and other online sites.	Professional Learning			10/02/2014	05/15/2015	$1000 - Title I Part A	Teachers, Instructional Coaches, Administration

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

Goal 1:

All students will increase reading proficiency levels at Phenix City Elementary School.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency with Common Core standards in Reading by 05/15/2015 as measured by the ACT Aspire test which is administered in the spring..

Strategy1:

Small/Tiered Group Instruction - Teachers will provide small group instruction to students that need more than core instructional support. Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments as well as student diagnostic reports.

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Activity - Implementation of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide 30-60 minutes of explicit small group/tiered instruction through Researched Based Programs that focus on word level and comprehension strategies. Instruction will be monitored through weekly progress monitoring tools and adjusted to meet the needs of the students.	Direct Instruction			10/06/2014	05/15/2015	$5000 - Title I Part A	Teachers, Reading Specialist, Instructional Coaches

Goal 2:

All students will increase math proficiency levels at Phenix City Elementary School.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/15/2015 as measured by the ACT Aspire test which is administered in the spring.

Strategy1:

Standards Alignment and Monitoring - Instructional lessons and activities will be aligned to the Alabama College and Career Readiness Standards (Common Core).

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Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align current instructional activities to meet the standards required by the Alabama College and Career Readiness Standards and/or Common Core objectives. Administration and Instructional Coaches will regularly monitor instructional practices and lessons to ensure that what is being taught is aligned with the Course of Study. Standard based pacing guides will be developed, monitored and updated throughout the year. Administration and Instructional Coaches will monitor lessons and instruction to make sure grade level standards and objectives are being taught daily.	Policy and Process			10/02/2014	05/15/2015	$2000 - Title I Part A	Teachers, Principal, Assistant Principal, Instructional Coaches

Strategy2:

Professional Development - Professional development opportunities in the area of mathematics will take place throughout the school year. The purpose is to increase the awareness of the Mathematical Practice Standards and Common Core Standards as they relate to math so that teachers can begin creating standard based lessons for students in their grade level.

Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug. 2013)

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a variety of professional learning to help them prepare and plan engaging lessons that meet Common Core Standards. Training through AMSTI and other math initiatives will take place through the year. Each teacher will receive the Common Core flip book for their grade level as well as explore Common Core lessons through ALEX and other online sites.	Professional Learning			10/02/2014	05/15/2015	$1000 - Title I Part A	Teachers, Instructional Coaches, Administration

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

Goal 1:

All students will increase reading proficiency levels at Phenix City Elementary School.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in early literacy skills in Reading by 05/08/2015 as measured by the DIBELS test which is administered in the spring. .

Strategy1:

Student Engagement - PCES teachers have been trained to use a variety of strategic teaching strategies in order to have all students actively engaged during lessons. Such strategies include group and partner talk, equity sticks, student/teacher interaction, writing to the text, graphic organizers, effective questioning, and Close reading procedures. Teachers will frequently and increasingly use these strategies to ensure that all students are engaged in lessons from start to finish.

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Activity - Monitoring and Professional Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regularly monitor the instructional program to ensure that teachers are providing engaging strategies in lessons. Classroom observations will take place routinely by administration and instructional coaches with the focus being primarily on the level of student engagement. Conversations will take place with teachers that are observed in order to provide feedback for growth. Next steps in professional development will come from the instructional needs and/or weaknesses that are discovered through observations and teacher feedback. An ongoing series of professional developments will take place in grade level meetings that focus on strategic teaching strategies and engagement.	Policy and Process			10/06/2014	05/22/2015	$200 - Title I Part A	Principal, Assistant Principal, Instructional Coaches, Central Office Administration

Strategy2:

Parent Involvement - Teachers will keep parents informed of classroom activities through the use of take home folders or planners requiring signatures each night. Weekly progress reports will be sent home to ensure that parents are up-to-date with their child's grades and parents will also receive an INow user name and password so that they can log online to view their child's grades at any time. Parent conferences will be held at least twice a year in order for teachers to update parents on student achievement, grades and academic concerns. There will be a variety of parent involvement activities that take place throughout the year to keep parents involved and informed. These events will take place during and after school hours and will be designed to educate and motivate parents on current educational trends. A parent incentive program is offered to encourage parents to get involved in their child's school. Many of the activities available through the program focus on reading support.

Research Cited: Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14–16.

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided feedback nightly regarding homework, behavior, and upcoming tests as appropriate in a school planner and/or school take home folders. Parents will be asked to review the planner, sign it, and return it to the school each day. Parent Involvement activities will take place throughout the year to help educate and update parents on current educational trends as well as other literacy related items. A Parent Incentive Program will give parents the opportunity to get involved in and outside of the school by helping students with a variety of reading activities.	Parent Involvement			08/06/2014	05/15/2015	$2000 - Title I School Improvement (ISI)	Principal, Assistant Principal, Teachers in grades K-5, Counselors, Instructional Coaches

Strategy3:

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

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Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments as well as student diagnostic reports.

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Activity - Implementation of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide 30-60 minutes of explicit small group/tiered instruction through Researched Based Programs that focus on word level and comprehension strategies. Instruction will be monitored through weekly progress monitoring tools and adjusted to meet the needs of the students.	Direct Instruction			10/06/2014	05/15/2015	$5000 - Title I Part A	Teachers, Reading Specialist, Instructional Coaches

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency with Common Core standards in Reading by 05/15/2015 as measured by the ACT Aspire test which is administered in the spring..

Strategy1:

Student Engagement - PCES teachers have been trained to use a variety of strategic teaching strategies in order to have all students actively engaged during lessons. Such strategies include group and partner talk, equity sticks, student/teacher interaction, writing to the text, graphic organizers, effective questioning, and Close reading procedures. Teachers will frequently and increasingly use these strategies to ensure that all students are engaged in lessons from start to finish.

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Activity - Monitoring and Professional Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regularly monitor the instructional program to ensure that teachers are providing engaging strategies in lessons. Classroom observations will take place routinely by administration and instructional coaches with the focus being primarily on the level of student engagement. Conversations will take place with teachers that are observed in order to provide feedback for growth. Next steps in professional development will come from the instructional needs and/or weaknesses that are discovered through observations and teacher feedback. An ongoing series of professional developments will take place in grade level meetings that focus on strategic teaching strategies and engagement.	Policy and Process			10/06/2014	05/22/2015	$200 - Title I Part A	Principal, Assistant Principal, Instructional Coaches, Central Office Administration

Strategy2:

Small/Tiered Group Instruction - Teachers will provide small group instruction to students that need more than core instructional support. Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments as well as student diagnostic reports.

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Activity - Implementation of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide 30-60 minutes of explicit small group/tiered instruction through Researched Based Programs that focus on word level and comprehension strategies. Instruction will be monitored through weekly progress monitoring tools and adjusted to meet the needs of the students.	Direct Instruction			10/06/2014	05/15/2015	$5000 - Title I Part A	Teachers, Reading Specialist, Instructional Coaches

Strategy3:

Parent Involvement - Teachers will keep parents informed of classroom activities through the use of take home folders or planners requiring signatures each night. Weekly progress reports will be sent home to ensure that parents are up-to-date with their child's grades and parents will also receive an INow user name and password so that they can log online to view their child's grades at any time. Parent conferences will be held at least twice a year in order for teachers to update parents on student achievement, grades and academic concerns. There will be a variety of parent involvement activities that take place throughout the year to keep parents involved and informed. These events will take place during and after school hours and will be designed to educate and motivate parents on current educational trends. A parent incentive program is offered to encourage parents to get involved in their child's school. Many of the activities available through the program focus on reading support.

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Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided feedback nightly regarding homework, behavior, and upcoming tests as appropriate in a school planner and/or school take home folders. Parents will be asked to review the planner, sign it, and return it to the school each day. Parent Involvement activities will take place throughout the year to help educate and update parents on current educational trends as well as other literacy related items. A Parent Incentive Program will give parents the opportunity to get involved in and outside of the school by helping students with a variety of reading activities.	Parent Involvement			08/06/2014	05/15/2015	$2000 - Title I School Improvement (ISI)	Principal, Assistant Principal, Teachers in grades K-5, Counselors, Instructional Coaches

Goal 2:

All students will increase math proficiency levels at Phenix City Elementary School.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/15/2015 as measured by the ACT Aspire test which is administered in the spring.

Strategy1:

Standards Alignment and Monitoring - Instructional lessons and activities will be aligned to the Alabama College and Career Readiness Standards (Common Core).

Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug 2013)

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align current instructional activities to meet the standards required by the Alabama College and Career Readiness Standards and/or Common Core objectives. Administration and Instructional Coaches will regularly monitor instructional practices and lessons to ensure that what is being taught is aligned with the Course of Study. Standard based pacing guides will be developed, monitored and updated throughout the year. Administration and Instructional Coaches will monitor lessons and instruction to make sure grade level standards and objectives are being taught daily.	Policy and Process			10/02/2014	05/15/2015	$2000 - Title I Part A	Teachers, Principal, Assistant Principal, Instructional Coaches

Strategy2:

Professional Development - Professional development opportunities in the area of mathematics will take place throughout the school year.

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The purpose is to increase the awareness of the Mathematical Practice Standards and Common Core Standards as they relate to math so that teachers can begin creating standard based lessons for students in their grade level.

Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug. 2013)

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a variety of professional learning to help them prepare and plan engaging lessons that meet Common Core Standards. Training through AMSTI and other math initiatives will take place through the year. Each teacher will receive the Common Core flip book for their grade level as well as explore Common Core lessons through ALEX and other online sites.	Professional Learning			10/02/2014	05/15/2015	$1000 - Title I Part A	Teachers, Instructional Coaches, Administration

Strategy3:

Parent Involvement - Teachers will keep parents informed of classroom activities through the use of take home folders or planners requiring signatures each night. Weekly progress reports will be sent home to ensure that parents are up-to-date with their child's grades and parents will also receive an INow user name and password so that they can log online to view their child's grades at any time. Parent conferences will be held at least twice a year in order for teachers to update parents on student achievement, grades and academic concerns. There will be a variety of parent involvement activities that take place throughout the year to keep parents involved and informed. These events will take place during and after school hours and will be designed to educate and motivate parents on current educational trends. A parent incentive program is offered to encourage parents to get involved in their child's school. Many of the activities available through the program focus on reading support.

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Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided feedback nightly regarding homework, behavior, and upcoming tests as appropriate in a school planner and/or school take home folders. Parents will be asked to review the planner, sign it, and return it to the school each day. Parent Involvement activities will take place throughout the year to help educate and update parents on current educational trends as well as other math related items. A Parent Incentive Program will give parents the opportunity to get involved in and outside of the school by helping students with a variety of math activities.	Parent Involvement			08/06/2014	05/15/2015	$1000 - Title I School Improvement (ISI)	Teachers, Counselors, Administration, Instructional Coaches

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

Goal 1:

All students will increase reading proficiency levels at Phenix City Elementary School.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in early literacy skills in Reading by 05/08/2015 as measured by the DIBELS test which is administered in the spring. .

Strategy1:

Student Engagement - PCES teachers have been trained to use a variety of strategic teaching strategies in order to have all students actively engaged during lessons. Such strategies include group and partner talk, equity sticks, student/teacher interaction, writing to the text, graphic organizers, effective questioning, and Close reading procedures. Teachers will frequently and increasingly use these strategies to ensure that all students are engaged in lessons from start to finish.

Research Cited: The paper titled “School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective.” It appeared in the December 2013 print issue of Learning and Instruction. It appeared online in that publication May 21, 2013. This research was supported by the Eunice Kennedy Shriver National Institute of Child Health and Human Development.

Activity - Monitoring and Professional Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regularly monitor the instructional program to ensure that teachers are providing engaging strategies in lessons. Classroom observations will take place routinely by administration and instructional coaches with the focus being primarily on the level of student engagement. Conversations will take place with teachers that are observed in order to provide feedback for growth. Next steps in professional development will come from the instructional needs and/or weaknesses that are discovered through observations and teacher feedback. An ongoing series of professional developments will take place in grade level meetings that focus on strategic teaching strategies and engagement.	Policy and Process			10/06/2014	05/22/2015	$200 - Title I Part A	Principal, Assistant Principal, Instructional Coaches, Central Office Administration

Strategy2:

Small/Tiered Group Instruction - Teachers will provide small group instruction to students that need more than core instructional support. Instruction in these groups will be based on the needs and weaknesses identified through formative and summative assessments as well as student diagnostic reports.

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Activity - Implementation of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide 30-60 minutes of explicit small group/tiered instruction through Researched Based Programs that focus on word level and comprehension strategies. Instruction will be monitored through weekly progress monitoring tools and adjusted to meet the needs of the students.	Direct Instruction			10/06/2014	05/15/2015	$5000 - Title I Part A	Teachers, Reading Specialist, Instructional Coaches

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency with Common Core standards in Reading by 05/15/2015 as measured by the ACT Aspire test which is administered in the spring..

Strategy1:

Student Engagement - PCES teachers have been trained to use a variety of strategic teaching strategies in order to have all students actively engaged during lessons. Such strategies include group and partner talk, equity sticks, student/teacher interaction, writing to the text, graphic organizers, effective questioning, and Close reading procedures. Teachers will frequently and increasingly use these strategies to ensure that all students are engaged in lessons from start to finish.

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Activity - Monitoring and Professional Growth	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

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Activity - Implementation of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide 30-60 minutes of explicit small group/tiered instruction through Researched Based Programs that focus on word level and comprehension strategies. Instruction will be monitored through weekly progress monitoring tools and adjusted to meet the needs of the students.	Direct Instruction			10/06/2014	05/15/2015	$5000 - Title I Part A	Teachers, Reading Specialist, Instructional Coaches

Goal 2:

All students will increase math proficiency levels at Phenix City Elementary School.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/15/2015 as measured by the ACT Aspire test which is administered in the spring.

Strategy1:

Professional Development - Professional development opportunities in the area of mathematics will take place throughout the school year. The purpose is to increase the awareness of the Mathematical Practice Standards and Common Core Standards as they relate to math so that teachers can begin creating standard based lessons for students in their grade level.

Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug. 2013)

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a variety of professional learning to help them prepare and plan engaging lessons that meet Common Core Standards. Training through AMSTI and other math initiatives will take place through the year. Each teacher will receive the Common Core flip book for their grade level as well as explore Common Core lessons through ALEX and other online sites.	Professional Learning			10/02/2014	05/15/2015	$1000 - Title I Part A	Teachers, Instructional Coaches, Administration

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Strategy2:

Standards Alignment and Monitoring - Instructional lessons and activities will be aligned to the Alabama College and Career Readiness Standards (Common Core).

Research Cited: Supporting the Common Core State Standards for Mathematics (National Council of Teachers of Mathematics Aug 2013)

Activity - Standards Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will align current instructional activities to meet the standards required by the Alabama College and Career Readiness Standards and/or Common Core objectives. Administration and Instructional Coaches will regularly monitor instructional practices and lessons to ensure that what is being taught is aligned with the Course of Study. Standard based pacing guides will be developed, monitored and updated throughout the year. Administration and Instructional Coaches will monitor lessons and instruction to make sure grade level standards and objectives are being taught daily.	Policy and Process			10/02/2014	05/15/2015	$2000 - Title I Part A	Teachers, Principal, Assistant Principal, Instructional Coaches

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Component 3: Instruction by Highly Qualified Staff

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

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

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

Teacher candidates are selected carefully after having gone through a screening process with the school district personnel office. Once they are referred to the school as potential candidates, they are interviewed and their applications are reviewed. Often, potential candidates have already worked at PCES in some capacity, either as a substitute teacher, an intern, or a part-time teacher, which gives school administrators the opportunity to preview and evaluate the performance of potential candidates and assess their strengths and weaknesses. Once a teacher is hired, he/she is assigned a mentor and undergoes a formal mentoring program designed to help them become successful and effective. Administrators regularly observe performance and work with mentors and new teachers to improve performance and enhance new teacher skills. New teachers are sent to a 12 week course titled, "Tools for Teachers," presented by the school district to help them become successful. New teachers are also provided additional staff development days beyond those provided to veteran teachers. New teachers at PCES are considered for a variety of positions but ultimately placed in positions that school administrators feel will best suit the needs of the school and the students. Each year, grade level data is reviewed to help determine if groups of teachers work effectively together and if teachers appear to be effective in specific grade levels. If weaknesses need to be addressed by moving teachers from one grade level to another, school administrators initiate such a change. Ultimately, the most important staffing decision after who to hire is who to retain at the end of a school year. With all of the opportunities, from mentoring to Tools for Teachers to administrative support, new teachers have multiple opportunities to improve and demonstrate high quality teaching. If they do not demonstrate effective, high quality teaching and a willingness to continually improve, they are not offered further employment at the end of their contracts. School administrators and staff are committed first to the children of PCES and are willing to make difficult staffing decisions to ensure a high quality education for every student.

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Component 4: Strategies to Attract Highly Qualified Teachers

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

The turnover rate was 8% for the following reasons:
2 teachers transferred to another school in the district.
2 teachers retired
1 teacher was non-renewed
2 teachers moved to school districts out of town

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

The instructional leadership team at Phenix City Elementary brings a diverse range of experience to the school. PCES welcomed a new principal who has 16 years experience in education and 7 of those years have been administrative experience. Also a first time assistant principal was welcomed this year who has previously been working as a teacher and instructional coach for thirteen years in the school district. The guidance counselor retired in another state and came to work in Alabama. She currently has 38 years of experience. Another guidance counselor was added to our staff this year and this is her first year serving in this capacity but was an elementary teacher at our school for three years. The media specialist has been in her position one year but brings 8 years of total experience to the school. The special education teacher on the leadership team has 9 years of experience and the instructional coach has 14. The grade level representatives on the team have from 2 to 28 years of experience which includes: kindergarten, 8 years; first grade, 4 years; second grade, 7 years; third grade, 37 years; fourth grade, 9 years; fifth grade, 21 years. Finally, the reading intervention teacher has 15 years of experience. While some of the teachers on the team are relatively inexperienced, diversity was needed on the team. The newer teachers on the team have brought fresh ideas and have provided a different perspective to the discussions regarding school improvement when necessary.

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

The district personnel office regularly attends college job fairs and other events to attract high quality teacher candidates that can be recommended to principals for hire.While the turnover rate has been traditionally low at PCES, teachers often move away or retire and must be replaced. Growth in the last 10 years has also made it necessary to add several staff members. While there has been no lack of qualified applicants (certified and highly qualified), the best method to determine the quality of applicants has been to have them work at PCES in some capacity prior to hiring them.This has been done in the following ways:
Student teachers (internships)
Part-Time, certified teachers to supplement instruction
Certified substitute teachers
Using these three methods to observe and make decisions about the quality of potential teacher candidates has been effective and fruitful. Many of the homeroom teachers at PCES were hired after we were able to evaluate their performance in classroom settings.

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Low turnover and requests for transfer to PCES have provided stability in the instructional staff which has decreased the need to seek high quality candidates. About 11% of homeroom teachers have been at PCES since the school opened.

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

Phenix City Elementary School follows the established recruitment procedures of the Phenix City School System. The procedures are followed to ensure that experienced, qualified, in-field teachers in high-need subject areas are employed. The Phenix City School District makes every effort to employ competent, highly qualified teachers. Personnel from the Central Office attend recruitment fairs at surrounding colleges and universities in Alabama and neighboring states. The purpose for attending these fairs is to recruit well trained, highly qualified teachers that are certified by the state of Alabama. Notification letters of anticipated openings are sent to each principal from the Phenix City Board of Education for posting. These notifications are also posted at the Central Office, at school, and on the Internet. Once a position is open, the principal contacts the superintendent to review applications. The decision to interview is based on many variables such as completion of the application and area of need. The principal and superintendent who make recommendations to the Board of Education, interview applicants. Once interviews are completed, new teachers are hired and placed according to certification, experience preference, specialized training, etc.

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?

PCES does not have a high turnover rate.

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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?

Effective Questioning, Engagement and high order questioning

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

Data Analysis (ASPIRE, DIBELS, and STAR) Building Effective Teams, Interferences to Reading, AMSTI Science Notebooks, Differentiating Instruction for English Learners (EL)

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

The mentor's specific responsibility is to guide and support the beginning teacher. The district mandates that all new teachers sign up for a Beginning Teacher Mentoring Program. At the school level, mentor and mentee are provided time during professional development to collaborate as well as encouraged to work together in other capacities throughout the school day.

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

Teachers are exposed to new learning in manageable chunks that allow for administrators to assess implementation of the professional learning and to schedule follow-up sessions or extensions of the professional development sessions throughout the year . Further, each teacher at PCES has selected two indicators from the Educate Alabama professional learning program which will allow them to individualize their professional development, providing regular evidence of their professional learning goals.

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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.

Phenix City 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 ofthe 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 to their specific school PCES would like to schedule with the parent a kindergarten assessment to identify small groups early for the next school year and place them heterogeneously 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 their new 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 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.

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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?

Teachers meet regularly with committee members and give input into the process of data analysis regarding the use of results of statewide academic assessments. The faculty and staff are involved in the decision making process regarding the academic assessments. Assessments are administered to determine mastery of 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, the 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 and Grade Level meetings are held to discuss progress or lack thereof.

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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?

Students are assessed regularly on the following schedule:
DIBELS: Fall, Winter, Spring
Progress Reports: Quarterly
Report Cards: Quarterly
Performance Series-Global Scholar: Diagnostic Tool for PST
STAR Reading: At Least Quarterly
Study Island: (Grades 2-5) Periodically
ACT Aspire: Spring
This assessment data is used as it is collected to determine if students are having difficulty meeting and mastering the standards. If students are found to have difficulty, the school Problem Solving Team (PST) analyzes the data to determine what specific interferences are impeding mastery. This team consists of grade level teachers and others as well as the parent of any child in academic distress. The team may assess further to determine what specific weaknesses the student is experiencing.

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?

The classroom teacher has the responsibility of providing quality instruction and remediation for all students. Students who experience difficulty mastering standards are identified by the teacher and the teacher starts collecting evidence of those students needing additional support after a period of time to bring before the Problem Solving Team.
The school's Problem Solving Team (PST) meets to discuss students with academic difficulty as soon as is reasonable after a child shows signs of difficulty. This team meets with parents and determines the best course of action to overcome specific weaknesses. The course of action often includes methods and materials that are based on sound scientific research such as Direct Instruction, Accelerated Math,Accelerated Reader, Study Island, Voyager and others. The plan set forth by the committee involves specific steps for a specific duration of time.Students referred to PST and subsequently provided with a plan of action are tracked at least monthly by the PST to determine if progress is being made. Students are evaluated at the end of a specified time period and the plan for them is reassessed and altered if necessary.

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

The Reading and Math curriculum resources provide differentiated instructional plans based upon assessments. In the classroom, whenever assessments show a student has a specific difficulty, teachers refer to research based interventions to provide students with

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support. Teachers use such resources as , Study Island (grades 2 - 5), and Accelerated Reader which are Internet based programs based upon scientific research. These programs are customizable and can target student weaknesses and strengths to improve student achievement.

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 daily intervention in their area(s) of weakness. Teachers use formative assessments, STAR math and reading assessment data, DIBELS data, support staff, Accelerated Reader, Tiered lessons, after school tutoring by select teachers and various research-based resources to ensure that all students achieve academically.

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 intervention in their area(s) of weakness. Teachers use formative assessments, STAR math and reading assessment data, DIBELS data, support staff, Accelerated Reader, Tiered lessons, and various research-based resources to ensure that all students achieve academically. Community agencies and the District Parental Involvement specialist assist parents/students who face various 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.

NA

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

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

The schoolwide goals are directly tied to improving teaching and learning as well as to student achievement. PCES teachers, provided by state foundation funds and local funds, share in the responsibility for schoolwide goals from creation to implementation. They are also supported in their efforts to achieve these goals by state funded administrators, a media specialist, an instructional coach, and support staff. The appropriate coordination of these resources is crucial to ensure that each funding source is utilized appropriately to maximize improvement and achievement. The administration, in cooperation with the ACIP committee and school district officials work to ensure that all Title I funds are used to supplement existing programs for achieving school-wide goals. Care is given to make certain that services are not duplicated and that no programs are replaced or supplanted. Teachers play a prominent role in the development of the ACIP as they review data about student achievement, climate, parent perception, and other things to determine the needs of the school. They also work with school district officials to select scientifically research based
programs, including textbooks, to meet those goals. The funds allocated for materials to support these scientifically research based programs are purchased with Title I funds while the actual programs are purchased with state and local funds. Teachers and other school officials work to ensure materials needed to support curriculum programs are purchased in a wise and prudent manner with no duplication of services.

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.

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: USDA Fruit and Vegetable Grant Program, 4-H, 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. We use Title I funds to support Reading and Math programs and state level funds go toward hiring highly qualified staff which supports student achievement.

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

The guidance program at PCES includes two certified guidance counselors who sees all students broken down by k-2/3-5 in the school 20 times per year in whole group guidance. The counselor follows the state course of study for guidance and is responsive with planning so that issues with grade levels regarding violence, bullying, crises, and such can be resolved. Counselors work with children through various career programs and a school-wide career day to expose students, in an age appropriate way, to a variety of career options. There is a fruit and vegetable nutrition program that is organized by our CNP staff where they hand out various fruits and vegetables twice a week to our students.

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Component 10: Evaluation

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

Phenix City Elementary School evaluates the schoolwide program in a variety of ways. First, relevant evidence is collected periodically and analyzed by CIP team to look for progress towards goals. This is done 4 to 7 times per school year formally and frequently on an informal basis. The CIP team makes regular recommendations for changes to the CIP which are responsive to data.
The administrators and academic coaches examine data at it is made available from such sources as the DIBELS database, Global Scholar, State testing results, Renaissance Place, Study Island, Wonders reading series, and other sources to look for trends. The instructional coaches shares these in grade level meetings with teachers and the principal meets three times annually with teachers to discuss the data and it's implications.

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?

Annually, the CIP team shares results with the faculty of PCES from State annual assessments. Through grade level meetings and informal discussions, the teachers discuss the effectiveness of strategies and goals and suggest necessary changes to the CIP team. The CIP team meets annually, including parents who are on the team, and evaluates data and teacher input to determine the effectiveness of the schoolwide plan and the appropriate adjustments to improve it.

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?

PCES uses the ACT Aspire, STAR Math, DIBELS assessments as measures to determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards. Students who fail to make adequate academic progress are referred to school PST (Problem Solving Team) which reviews all data,commissions additional assessments, and recommends additional strategies and interventions for individuals who are not making progress towards academic goals. These students are reviewed monthly by the PST and strategies are adjusted according to data analysis. Parents are asked and encourages to attend all PST meetings for their children.

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

The CIP team meets annually to revise the plan for the coming school year but the process is ongoing and includes regular analysis of data and review of progress. The CIP team meets 4 to 7 times during the school year and revises the plan as needed to respond to data and ensure the plan is a living document which changes to meet the needs of the school.

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Coordination of Resources-Comprehensive Budget

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Introduction

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

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I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	48.35

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.	1.5

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

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I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	53.48

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.	2.0

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

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

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

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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.	2160862.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	75651.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	69678.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	104450.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	48675.0

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

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Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	16384.0

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

Total	2,475,700.00

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II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Substitutes $1,000

Benefits $64,404.00

Student Ed $1,000 (Field trips)

Supplies $30,000

Software $4,000

Equipment $5,000

Computer $15,667

Parent Involvement $8,563

Professional Development $15,276

Transportation $1,695 (Field Trips)

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	302319.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

NA

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.

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

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Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

NA

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

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

NA

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

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

NA

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

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

Provide a brief explanation and a breakdown of expenses.

NA

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

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

Provide a brief explanation and a breakdown of expenses.

NA

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

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

Provide a brief explanation and a breakdown of expenses.

NA

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

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III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

$13,500 copies

$12,600 books

$8,700 janitorial

$10,000 student recognition activities

$1,200 teacher incentives

$16,500 teacher allocation

Label	Question	Value
2.	Local Funds Provide the total.	104853.5

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