



ACIP

Oscar W. Adams Elementary School

Gadsden City Board of Education

Mrs. Tomasina B Smitherman, Principal
919 Raley Street
Gadsden, AL 35903

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information	8

Improvement Plan Stakeholder Involvement

Introduction.....	10
Improvement Planning Process.....	11

Student Performance Diagnostic

Introduction.....	14
Student Performance Data.....	15
Evaluative Criteria and Rubrics.....	16
Areas of Notable Achievement.....	17
Areas in Need of Improvement.....	19
Report Summary.....	20

ACIP Assurances

Introduction 22

ACIP Assurances 23

2016-2017 Plan for ACIP

Overview 26

Goals Summary 27

 Goal 1: All students at Adams Elementary will become proficient in Math. 28

 Goal 2: Students will improve English/Language Arts Proficiency 28

Activity Summary by Funding Source 30

Stakeholder Feedback Diagnostic

Introduction 32

Stakeholder Feedback Data 33

Evaluative Criteria and Rubrics 34

Areas of Notable Achievement 35

Areas in Need of Improvement 37

Report Summary 39

Title I Schoolwide Diagnostic

Introduction 41

Component 1: Comprehensive Needs Assessment 42

Component 2: Schoolwide Reform Strategies 44

Component 3: Instruction by Qualified Staff 72

Component 4: Strategies to Attract Qualified Teachers 73

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

Component 6: Transition Strategies..... 76

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

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

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

Component 10: Evaluation..... 82

Coordination of Resources - Comprehensive Budget

Introduction..... 85

I. State Foundation Funds: 86

 Title I..... 87

 Title II..... 89

 Title III..... 90

 Title IV..... 91

 Title VI..... 92

 Career and Technical Education-Perkins IV..... 93

 Other..... 94

Local Funds..... 95

Strategies to Increase Parental Involvement

Introduction..... 97

Strategies to Increase Parental Involvement..... 98

Executive Summary

Introduction

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

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

Description of the School

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

Oscar Adams Elementary, one of 8 elementary schools in the Gadsden City School System, is located in the eastern section of Gadsden, Alabama at the corner of Highway 431 and Highway 278. The school is located centrally between two low income public housing complexes. Adams Elementary has a population of 402 students which consists of the following demographics: 59% African American students; 25% Hispanic students; 16% White students, 0.2% Native American Indian students. Oscar Adams is a Title I school which serves an OSR Pre-K through grade 5.

The Headstart Pre-K program is also housed at our school. The student body represents a low socio-economic level with the strongest indicator being the student population of 94.32% who currently qualify for free and reduced breakfast and lunch.

Oscar Adams serves all elementary level students in the Gadsden City area with moderate to severe disabilities. There are 3 certified teachers and 3 support personnel who are responsible for the education and care of these students. There are also 2 teachers who serve students with mild learning disabilities. Oscar Adams Elementary has 32 certified teachers and 6 support personnel.

Oscar Adams is an Alabama Reading Initiative School. A full time Instructional Coach is employed to train and assist teachers in meeting the needs of all students, specifically those who are at-risk. The Instructional Coach facilitates grade level collaboration and provides professional development in Strategic Teaching Components to enhance instruction and student learning.

Oscar Adams Elementary has a thriving Fine Arts program. All students in grade K-5 are provided general music classes weekly. A strings program is provided for the fifth grade classes. Art classes are provided for two grade levels per semester.

Oscar Adams has a full time counselor who provides services to all students. The counselor provides guidance classes, individual counseling, small group counseling, crisis intervention, and responsive services. When needed, the counselor refers students and their families to community agencies. This year Adams also has the privilege of having additional agency counselors here weekly to provide services to students who are under the care of mental health agencies on an outpatient basis. One of the two additional counselors is funded through a grant secured by the district.

Oscar Adams provides a structured Physical Education (P.E.) program for all students. There is a full time certified P.E. teacher, as well as a certified itinerant P.E. teacher, who provides the physical activities which promote a healthy lifestyle to all students. From the support of the Carol White Physical Education grant, Adams has been able to acquire additional playground equipment and technology equipment to help promote a more healthy lifestyle for students by decreasing the number of students suffering from childhood obesity and tracking their progress in accomplishing that goal.

Oscar Adams Elementary has an itinerant EL liaison and translator. The EL liaison provides support to both teachers and students. The goal of this support is to improve the teachers' instruction of EL students and to increase the academic success of those students. The total number of EL students has increased from 71 to 102.

Oscar Adams Elementary provides an EDGE after school tutoring and enrichment program for grades K-5 five days per week. It is funded through the 21st Century Community Education Grant and various other grant sources. Tutoring is provided by personnel from the school and 21st Century. EDGE is offered to all students who can pay a nominal fee to cover the cost of snack and supplies.

Due to the high at-risk student population as well as the culturally diverse demographics of students, Oscar Adams Elementary presents a challenging yet rewarding environment. Many students enter Oscar Adams Elementary with many challenges such as poverty, limited world experiences, language delays, and broken family structures. The staff continually strives to offer valuable opportunities and experiences to enhance student learning and develop lifelong learners.

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.

VISION:

Empowering All Through Educational Opportunities

MISSION:

To prepare and inspire all students to become college and career ready through learning, serving, and excelling.

BELIEFS:

Trust among all stakeholders is vital.

Expectations influence accomplishments because all students have the capacity to learn.

A school-community partnership is essential.

Change (transformation) creates opportunity.

High-performing leadership makes visions reality.

LEADERSHIP FOR SUCCESS: STRATEGIC PLAN

Educational decisions should be based on the best interests of children.

Every child deserves educational opportunities that prepare him/her to compete at national and international levels.

All children have the right to equitable and adequate educational opportunities.

ELEMENTS OF EDUCATIONAL PRIORITIES:

Safe and disciplined schools

Quality teachers and effective school leaders

Challenging learning opportunities

TO ACCOMPLISH OUR MISSION:

Oscar Adams Elementary is committed to excellence by enhancing student learning opportunities, providing professional leadership, encouraging stakeholder involvement, maintaining a safe and disciplined school, and providing resources and support.

OSCAR ADAM'S GOALS:

I. Enhance Student Learning Opportunities

- a. Meet or exceed the requirements of Adequate Yearly Progress, as mandated by the State Department of Education
- b. Actively engage all students in a challenging curriculum while implementing Alabama College and Career Readiness standards and the Common Core standards.
- c. Use school data to better meet the educational needs of students.

II. Professional Leadership

- a. Provide progressive and relevant professional development.
- b. Continue to build upon leadership development and support.

III. Stakeholder Involvement

a. Use multiple communication avenues to maintain and enhance opportunities to educate the community and parents on programs and services offered to students of Adams Elementary.

b. Develop, maintain, and enhance collaboration and relationships with stakeholders.

IV. Safe and Disciplined Schools

a. Provide a safe learning and working environment.

b. Develop and maintain effective communication with parents.

c. Reinforce positive student behavior interventions.

Notable Achievements and Areas of Improvement

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

NOTABLE ACHIEVEMENTS:

In the past, a visiting accrediting committee referred to Oscar Adams Elementary as "Gadsden's Best Kept Secret". The staff of this school is dedicated to the profession of education and to the students they serve. The staff considers all of the needs of each individual child and strives to meet them. The entire staff is highly qualified. The Principal has participated in a pilot program for National Board Certification for Principals.

The school has received the Clean Campus Award from Keep Etowah Beautiful Committee for the past three years and received the Beautification Award from the city of Gadsden in 2013. Students participated in the Go Green Campaign to promote a cleaner Earth. Each year the Student Council leads a drive to raise money for Breast Cancer research and maintains an ink recycling program. The Beta Club led a school wide drive "Pennies for Patients" to raise funds for Leukemia research. The Beta Club also participated in the March of Dimes annual fundraiser. Adams Elementary participates in the County Food Drive each year. In order to improve communication between teachers, students, and parents, faculty participated in an ongoing book study of A Framework for Understanding Poverty by Ruby K. Payne, Ph.D. Recognition was given this past year to students who earned enough Accelerated Reading points to be in the AR High Points Club. Several strings students were invited to play and sing with the Gadsden Symphony Orchestra.

Oscar Adams teachers have had extensive technology training. 3 carts of classroom sets of laptops are available for student use and every 5th grade student has been provided an iPad for use in school. There is also a classroom set of iPads for use by grades K-4. Teachers utilize technology daily in their instruction using computers, projectors, ELMOs, MIMIOs, Interwrite boards, and iPads. For student, parent and teacher use, there are 12 computers available in the library. A computer lab was funded by a technology grant and created during the summer of 2014.

AREAS FOR IMPROVEMENT FOR THE NEXT THREE YEARS:

- A. Teachers will continue to participate in professional development related to technology in order to enhance teaching and learning strategies.
- B. Teachers will continue to participate in professional development related to effective classroom management and discipline practices.
- C. Students will continue to meet or exceed standards in Reading and Math as determined by the State Department of Education.
- D. Teachers will continue to improve implementation of the instruction of Alabama College and Career Readiness standards and the Common Core standards in math and in English language arts.
- E. In order to include and engage parents, community and business partnerships, we will improve our efforts to promote and provide more encompassing and inclusive communication resources.

Additional Information

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

One area in which Adams has experienced growth is in our level of parental involvement. Research has shown that an increase in parental involvement correlates positively with increased student performance.

Communication Avenues:

Adams utilizes the following communication resources to keep parents informed and provide opportunities for feedback: communication folders in which we send newsletters, calendars, progress reports, flyers, surveys, weekly graded papers and conduct; marquee announcements; a school website and Facebook page; Schoolcast announcements; mobile apps such as Remind; the media; and phone calls and conferences.

Opportunities for Stakeholder Participation:

Adams has the following events/activities to encourage participation: Special event luncheons; quarterly parental involvement trainings and meetings based on parent convenience; Parenting Partners program through Family Leadership, Inc.; Parent Involvement Month and Day; Parent Forums with classroom teachers; recognition of multicultural diversity in our school population; Christmas Program, and Field Day. The Parent Teacher Organization (PTO) sponsors fundraisers, a book fair, school dances, talent shows, Christmas shop, Clean up days, and student recognition events.

Academic Achievement:

Adams promotes academic achievement by creating a monthly calendar for consistent monitoring of student progress. Star is the screening and progress monitoring tool for our Response to Instruction (RTI) process.

There is an opportunity for after school tutoring through the EDGE program. Classworks has been purchased by the school district for use in the elementary and middle schools as an intervention and enrichment software strategy used to address differentiated needs of students in the areas of reading and math. STRIDE Academy is a program offered for parents and students to use at home to reinforce math and reading skills. Two Title I intervention paraprofessionals work with students in all grade levels on reading skills. Oscar Adams Elementary has long range goals to enhance student learning and achievement. The staff would like a math intervention teacher and a technology teacher for the new computer lab as well as a possible behavioral intervention aid to help decrease the number of students receiving out of school suspensions due to chronic behavioral concerns.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

A Bilingual Parent Survey of the Parent Involvement Plan was distributed in the school wide communication folders in April, 2016. All surveys were written in a language parents could understand, and all surveys turned in were included in the results and in the ensuing review and evaluation discussion.

All Parents were invited to attend the 5/9/16 Parent Involvement Meeting and the 9/19/16 Annual Title I Parent Meeting. The meetings were publicized through flyers and calendars sent home with every student in their communication folder, and through the school sign, bulletin boards, schoolcast voice and text notifications, and announcements. All notices were in a language parents could understand. A translator was present at the meetings.

At the 5/9/16 Parental Involvement Meeting, parents and staff reviewed the 2015- 2016 Parental Involvement Survey results and conducted the Annual Evaluation of the Content and Effectiveness of the LEA Parental Involvement Plan and School Parental Involvement Plan. At the 9/19/16 Annual Title I Parent Involvement Meeting, parents learned about their parental rights, components of the Title I program, and the Improvement Plan process. The EL paraprofessional conducted a separate Annual Title I Parent Meeting in Spanish to facilitate understanding of the Plan and the Title I program.

Volunteers from the 5/19/16 Parental Involvement Evaluation meeting and the 9/19/16 Annual Title I Parent Meeting formed the Parent ACIP committee. This committee met on 9/19/16 after the Annual Title I Parent meeting to develop the 2016-2017 Parental Involvement Plan, ACIP goals, and School-Parent Compact and to discuss the TI budget. They used the results of the Spring 2016 Parent Survey, Staff Comprehensive Needs Survey, and the Annual Evaluation to write the 2016-2017 Parental Involvement Plan. The plan was written, reviewed, implemented and evaluated by a group of people including groups representing racial and ethnic minorities, economically disadvantaged, disabled, limited English proficiency, and limited literacy.

A Comprehensive Needs Survey was given to all members of the faculty on 9/9/16. This survey was given to assess the school's strengths and weaknesses, EL concerns and needs, school culture and learning environment needs, professional development needs, and gather input on the parental involvement plan and the Title I budget.

When the draft is completed, faculty and staff will review the plan, make needed adjustments and then share with the district roundtable team. The finalized ACIP will be sent to the Gadsden City Board for approval and signature. Any suggested changes will be reviewed and decisions made by the school leadership team and faculty/staff.

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

Leadership Team:

STAFF:

Tomasina Smitherman, Principal

Tiffany Sayles, Counselor

Beth Webster, Title I Resource Teacher

ACIP

Oscar W. Adams Elementary School

Elaine Gray, Kindergarten Teacher

Jennifer Gilbert, 3rd Grade Teacher

Erin Carlton, 3rd Grade Teacher

PARENT COMMITTEE:

Larameka Wynn

Melanie Kennedy

Porter Foster

Shalamar Washington

Stacey Scott

White Bear LaCroix

All Faculty participated through surveys and faculty meetings, and other parents and community members participated through attending Parent Involvement Meetings to evaluate and develop the ACIP.

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

In October the 2016-2017 ACIP will be published and made available to parents, faculty and community members. An ACIP summary and copy of the Parental Involvement Plan will be sent to all parents. The ACIP Leadership Team and Faculty will meet throughout the year in grade level meetings to review overall goals and the assessment data. All faculty members, parents, and community members will be given opportunities to contribute ideas and concerns with our ACIP plan through regular faculty meetings and parent involvement meetings.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The Student Performance Data is the ACT Aspire results.	Grade 3 Grade 4 Grade 5

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

The highest percentage of students achieving Ready Level in Reading was 14.00% in 3rd grade.

The highest percentage of students achieving Ready Level in Mathematics was 32.00% in 3rd grade.

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

Reading score percentages of students scoring in the Ready Level increased in 3rd grade.

Reading score percentages of students scoring in the Ready Level increased in 4th grade.

Reading score percentages of students scoring in the Ready Level decreased in 5th grade.

Math score percentages of students scoring in the Ready Level increased in 3rd grade.

Math score percentages of students scoring in the Ready Level decreased in 4th grade.

Math score percentages of students scoring in the Ready Level increased in 5th grade.

Which area(s) indicate the overall highest performance?

The area of the overall highest performance was in 3rd grade Math with 32.00% of students achieving Ready Level.

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

In Math, 3rd grade and 5th grade students increased their performance.

In Reading, 3rd grade and 4th students increased their performance.

Between which subgroups is the achievement gap closing?

According to the 2016 ACT Aspire data, the achievement gap is not closing.

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

When comparing STAR data results with ACT Aspire results, there is a trend that a larger percentage of all students score in the Ready level in Math than in Reading.

Areas in Need of Improvement

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

The lowest percentage of students achieving Ready Level in Reading was 11.00% in 4th grade.

The lowest percentage of students achieving Ready Level in Math was 9.00% in 4th grade.

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

There is a negative trend in performance for Math for 4th grade:

* A decrease in the percentage of Ready students by 7.68% in 4th grade.

There is a negative trend in performance for Reading for 5th grade:

* A decrease in the percentage of Ready students by 5.92% in 5th grade.

Which area(s) indicate the overall lowest performance?

The lowest overall level of performance was in 4th grade reading with 11.00% of the students scoring in the Ready Level.

The lowest overall level of performance was in 4th grade math with 9.00% of the students scoring in the Ready Level.

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

In analyzing the ACT Aspire data, 4th grade showed a decrease in the percentage of Ready students in Math. In Reading, 5th grade showed a decrease in the percentage of Ready students.

Between which subgroups is the achievement gap becoming greater?

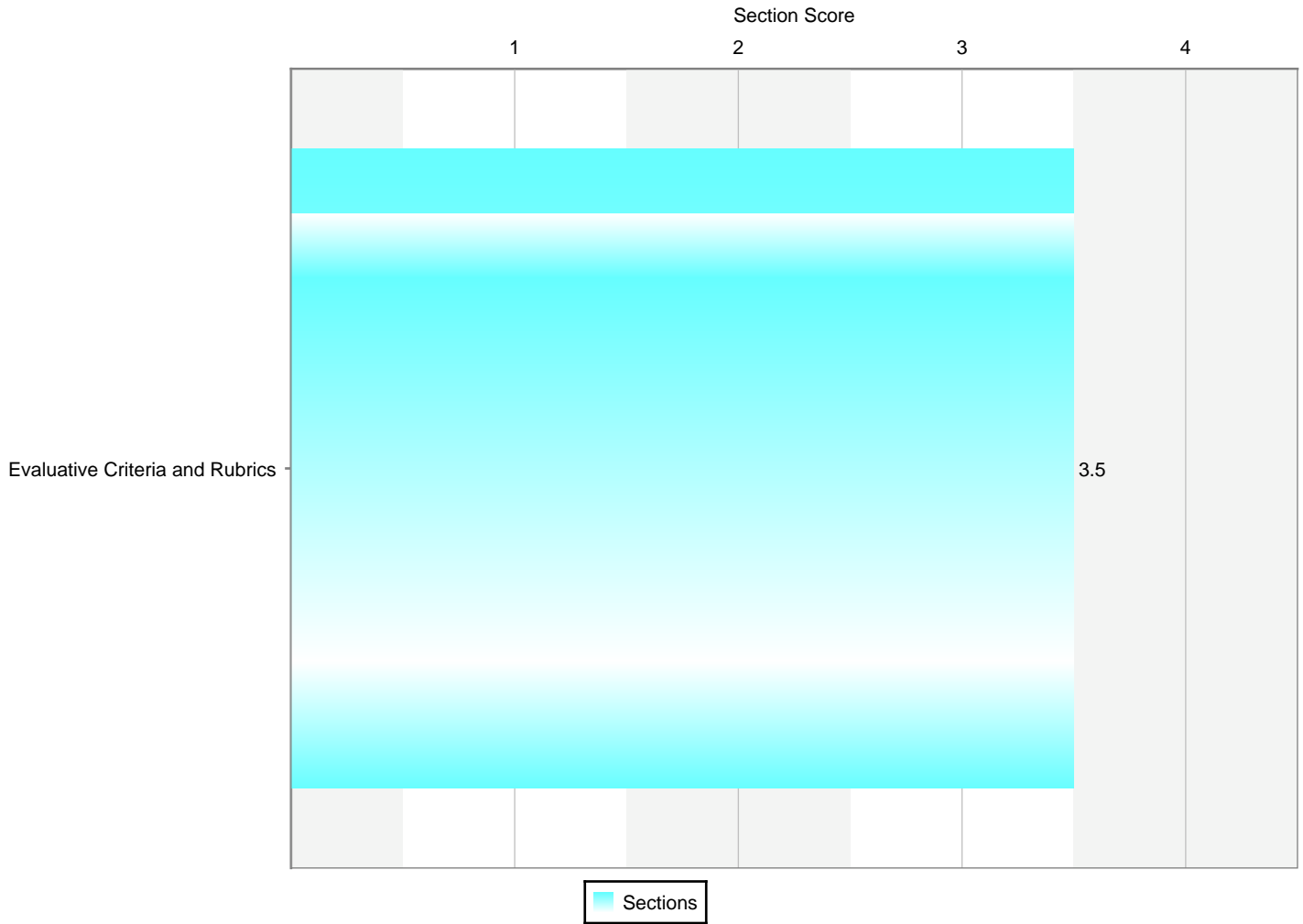
In Math, the percentage of students in 5th grade who scored in the In Need of Support range increased by 1.79%.

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

When comparing STAR data results with ACT Aspire results for all students, there is a larger percentage of In Need of Support students for Reading than for Math.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Leadership Team: STAFF: Tomasina Smitherman, Principal Beth Webster, Title I Resource Teacher Elaine Gray, Kindergaraten Jennifer Gilbert, 3rd Grade Teacher Erin Carlton, 3rd Grade Teacher, formerly a 5th Grade Teacher Tiffany Sayles, Counselor PARENT COMMITTEE: Larameka Wynn Melanie Kennedy Porter Foster Shalamar Washington Stacey Scott White Bear LaCroix	2016-2017 Signed Assurances 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	It is the policy of the Gadsden City Schools that no person shall be denied the benefits of any education program or activity on the basis of race, color, handicap, creed, national origin, age or sex: Dr. Donna Smoots, Section 504 Compliance Officer, P.O. Box 184, Gadsden, AL, 35902 or call (256) 543-3512 Mrs. Rhonda Perry, Title VI and IX Compliance Officer, P.O. Box 184, Gadsden, AL, 35902 or call (256) 543-3512	GCS Signature page for Compliance Officer

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	It is the policy of the Gadsden City Schools that no person shall be denied the benefits of any education program or activity on the basis of race, color, handicap, creed, national origin, age or sex: Dr. Donna Smoots, Section 504 Compliance Officer, P.O. Box 184, Gadsden, AL, 35902 or call (256) 543-3512 Mrs. Rhonda Perry, Title VI and IX Compliance Officer, P.O. Box 184, Gadsden, AL, 35902 or call (256) 543-3512	GCS Signature page of Compliance Officer

ACIP

Oscar W. Adams Elementary School

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	2016-2017 Parental Involvement Plan, pages 1-7	Signed 2016-2017 Parental 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	2016-2017 Signed School-Parent Compact, Pages 1-4	Signed 2016-2017 School-Parent Compact

2016-2017 Plan for ACIP

Overview

Plan Name

2016-2017 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Adams Elementary will become proficient in Math.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$65000
2	Students will improve English/Language Arts Proficiency	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$641000

Goal 1: All students at Adams Elementary will become proficient in Math.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in CCRS math standards in Mathematics by 04/17/2017 as measured by ACT Aspire scores for grades 3-8.

Strategy 1:

Strategic teaching - Teachers will begin each class by establishing a purpose for the lesson and will use before, during, and after strategies to engage students throughout the lesson.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI research for best practices

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district math specialist will provide support and modeling of effective instructional strategies in the 3 -5 math strategies each month.	Professional Learning, Academic Support Program	08/08/2016	05/19/2017	\$65000	Title I Schoolwide	Chance Goodwin

Strategy 2:

Teach Practice - Teachers will provide instruction in all grades based on the ten practice standards for teaching math adopted by the state dept. Practice standards will be posted in each classroom and applied to all lessons to provide consistency and continuity across the grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI and CCRS standards as adopted by the Alabama State Department

Activity - Math Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics.	Direct Instruction	08/08/2016	05/19/2017	\$0	No Funding Required	Classroom teachers

Goal 2: Students will improve English/Language Arts Proficiency

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in college and career readiness in content literacy by reading and comprehending narrative and informational texts in English Language Arts by 04/17/2017 as measured by ACT Aspire in the area of Reading.

Strategy 1:

Strategic Teaching - All content-area teacher will open each lesson with a posted student-friendly outcome, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson and will use before, during, and after strategies to engage students throughout the lesson.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative and AMSTI research

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily strategic teaching as mentioned in the strategy description	Direct Instruction	08/08/2016	05/19/2017	\$0	No Funding Required	Teachers

Strategy 2:

Teaching the CCRS Standards - Teachers will develop weekly lesson plans using CCRS standards in the Chalkable program. Plans should include before, during, and after strategies. Plans should be based on the college and career ready standards and taught in a sequential order using district developed pacing guides.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The coaches will provide the coaching cycle and modeling to classroom teachers and students.	Professional Learning	08/08/2016	05/19/2017	\$641000	State Funds	Instructional coaches

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Instruction	Daily strategic teaching as mentioned in the strategy description	Direct Instruction	08/08/2016	05/19/2017	\$0	Teachers
Math Practice	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics.	Direct Instruction	08/08/2016	05/19/2017	\$0	Classroom teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coaching	The coaches will provide the coaching cycle and modeling to classroom teachers and students.	Professional Learning	08/08/2016	05/19/2017	\$641000	Instructional coaches
Total					\$641000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	The district math specialist will provide support and modeling of effective instructional strategies in the 3 -5 math strategies each month.	Professional Learning, Academic Support Program	08/08/2016	05/19/2017	\$65000	Chance Goodwin
Total					\$65000	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	AdvancEd Student Participation was equal to or greater than 40 %. AdvancEd Staff Participation was equal to or greater than 60%. AdvancEd Parent Participation was not equal to or greater than 20%.	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

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

Areas of Notable Achievement

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

Student and Staff surveys:

Stakeholder feedback is important to our school. After analyzing our survey results, we found our overall highest level of satisfaction from Student and Staff surveys was in our purpose and direction. Our purpose is clearly focused on student success. Our process of continuous improvement is based on data, goals, actions, and measures for growth. Students feel that their teachers are helping them learn new things that will help them.

Staff and Student surveys also indicated a strong degree of satisfaction in the area of using results for continuous improvement. Our leadership monitors and communicates comprehensive information about student learning, and the achievement of school improvement goals to stakeholders. The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Student and Parent surveys:

The area of resources and support systems was also an area of high approval. In the Title I Parental Involvement Survey and the AdvancEd survey, Parents strongly indicated they appreciate the openness of the staff to help and that their children are provided with qualified staff, learning resources, and a safe environment that support student learning and meet their children's needs. On the AdvancEd survey and the Speak Up Survey, Students indicated that what they like best is that they have fun while engaged in learning, they get to use digital resources, and they feel their teachers care about them and are willing to help them learn.

On the AdvancEd survey and the Staff Needs Assessment Survey, the Staff as a whole expressed agreed with parents and students that we have a caring, and accepting atmosphere where staff members work together to do what is best for the students. We have support for the acquisition of technology and other resources to help students learn.

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

Student Surveys:

When comparing the 2013-2014 AdvancEd survey with the 2015 AdvancEd survey, there was an increase in the overall score of .05 which indicated an increased satisfaction. Students have continued to be satisfied with our purpose and direction and resources and support systems. Now, they indicated a rise in satisfaction in the area of using results for continuous improvement.

Parent Surveys:

Parents indicated in the AdvancEd and Title I Parent Involvement surveys a continued satisfaction with resources and support systems. This was shown in their comments about the caring staff and a rise in knowledge about opportunities for involvement, their rights, extra services, and help for their children. Parent indicated that our school provides facilities that support student learning and a safe-learning environment.

Staff Surveys:

Staff surveys indicated continued satisfaction with our purpose and direction and with the atmosphere of the school and working relationships. The Staff Needs Assessment survey indicated an improvement in parent communication. The Alabama Technology Transform 2020 survey results showed a rise in most of the items, which indicates an increase in the use of digital resources in instruction and assessment.

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

The Student survey results are consistent with all of the Parent Surveys as to purpose and direction in the area of communication of goals, and also as to resources and support in the areas of teachers using technology and a range of media and information resources to support instruction.

All of the Parent surveys were consistent in the areas of a caring staff and good communication with them.

All of the Staff surveys were consistent with Parent and Student surveys in the areas of a caring staff and communication.

Areas in Need of Improvement

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

Student Surveys:

A desire was expressed in the area of teaching and assessing for learning. Students feel the need for the school to engage families more in meaningful ways with their education and keeping their parents informed of their learning progress.

Parent Surveys:

Parents indicated a concern in the area of governance and leadership. They feel the need for the school leadership to have more autonomy to meet the goals for achievement and instruction and to manage day to day operations effectively.

Staff Surveys:

Staff members indicated a need for more resources and support. The results showed that staff members need more instructional time and more support services to meet the physical, social and emotional needs of the students.

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

Student Surveys:

The Speak Up survey showed students continue to be dealing with students who are disrespectful of teachers, mean-spirited and bullying. This disrupts instruction. They expressed dissatisfaction with the conditions of the restrooms.

Parent Surveys:

In the area of governance and leadership, the parents indicated a decrease in satisfaction with the governing body ensuring that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day to day operations effectively.

Staff Surveys:

There was a decrease in the area of resources and support, with increasing dissatisfaction in the quantity and quality of instructional time and support services provided to meet students' needs.

What are the implications for these stakeholder perceptions?

There is a need for sacred, consistent, day to day instructional time that is free from distracting behaviors and interruptions which are created by students, meetings, events, announcements, paperwork requirements, etc. Support services to meet students' instructional, emotional, social and mental needs must be consistently provided. This would help with the disruptive behaviors, discipline and student achievement.

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

The Student AdvancEd and the Speak Out survey results are consistent with the Parent AdvancEd, Speak Out, and Title I Parent Involvement survey results in the areas of goals being communicated well, staff members caring about students and communication, and the desire for more availability and use of digital devices in instruction to address students' individual needs and learning styles.

ACIP

Oscar W. Adams Elementary School

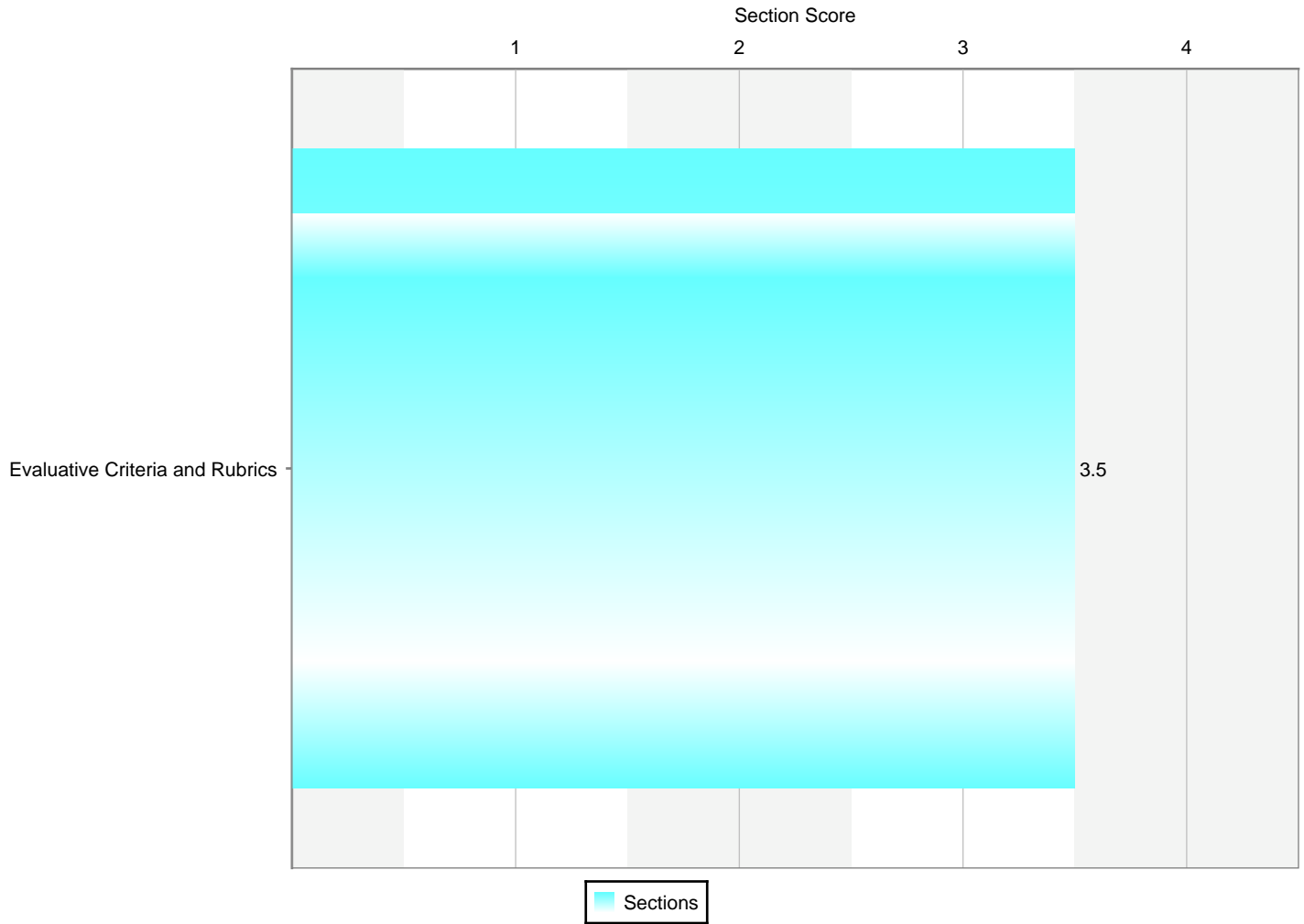
The Staff AdvancEd, Speak Out and Needs Assessment surveys concur with Student and Parent surveys that our school has a caring and accepting staff that communicate our schools goals and purposes. Student survey results are also consistent with the Staff's Needs and Assessment Survey results as to the need for a consistent schoolwide discipline plan to deal with difficult students and the need for cleaner restrooms.

The Parent AdvancEd, Speak Out, and Title I Parent Involvement survey results are consistent with the Staff AdvancEd survey results in the area of the school leadership being able to meet goals for achievement and instruction and to manage day to day operations effectively.

The Staff AdvancEd, Speak Out and Needs Assessment surveys are all in agreement with students and parents about the need for more technological devices for instruction.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Relevant data (DIBELS, AAA, ASA, ACCESS, ACT Aspire) was collected and presented to the staff at a Sept. 23, 2016 Faculty Meeting. In our analysis of the data, gaps in student achievement were identified. The staff completed surveys on concerns and needs for EL students, school culture and learning environment, professional development, budget needs and parental involvement. The leadership team met and used the information to draft a CIP. The draft will be presented to teachers and parents to review at October 2016 faculty and parent meetings.

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

The results of the comprehensive needs assessment revealed that our needs are still focused on the areas of teaching and learning to increase the number and percentage of students achieving proficiency or mastering of standards in reading and math. The ACCESS data revealed the need to continue to increase the number and percentage of students reaching English language proficiency.

EDUCATE AL data revealed that teachers require, and express an interest in, pursuing continued professional development in the areas of using technology resources and facilitating learners' individual and collaborative use of technology and self-assessment of their technological proficiency.

Teacher survey results revealed a need for professional development in communicating and working with all parents and especially EL parents and EL students. Professional development in reading, math and vocabulary strategies for all students is a need. Teachers also see a need additional strategies to implement our school-wide discipline plan.

In the area of budget planning, staff members see a need for additional personnel for the computer lab and instructional support and a need for more iPads and upgrades to existing technology equipment.

3. What conclusions were drawn from the results?

The following goals were drafted as a result of the conclusions of the Needs Assessment:

1. Engagement and empowerment of learners through technology
2. Preparation and Supporting teachers and Leaders to help graduate college-and career ready students
3. Increase in the number and percentage of student mathematical proficiency
4. Increase in the number and percentage of student reading proficiency
5. Continuance of EL students' adequate progress in language acquisition
6. Technology professional development for teachers throughout the school year
7. Professional development throughout the school year in teaching and learning methodology for all students
8. Professional development in communication with parents
9. Increase in student participation in after-school learning activities

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

The need for continued professional development, the need for analysis of schoolwide classroom management practices and disciplinary procedures and improvement in math and reading proficiency remains a priority.

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

The goals developed relate to the programs provided as a result of the needs being addressed.

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

Data Sources used for analysis are listed as follows:

1. ACT Aspire Test Results
2. ACCESS Test for Results for EL students
3. EDUCATE AL annual reports
4. STAR Results for Reading and Math
5. TECHNOLOGY Survey Data
6. Stakeholder Survey Data
7. Locally created survey data feedback
8. Parental Involvement Questionnaire Data
9. Title II Professional Development Needs Survey

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

Goals were written based on multiple sources of data which included state accountability test results, formative assessments, progress monitoring data, stakeholder input surveys, and technology survey data. All these sources encompass and address student needs as well as parent, faculty and staff needs.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

4. All Students will increase their mathematical proficiency.

Measurable Objective 1:

33% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Mathematics by 05/26/2016 as measured by the ACT Aspire.

Strategy1:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category:

Research Cited:

Activity - STAR testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly testing through the use of Renaissance software programs specifically designed to identify targeted areas of deficiencies.	Direct Instruction	08/10/2015	04/29/2016	\$4370 - Title I Part A	All Certified Staff

Strategy2:

Technology - Use iPads, laptops, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category:

Research Cited:

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction.	Technology	08/10/2015	05/26/2016	\$0 - Other	Certified Staff and Paraprofessionals

ACIP

Oscar W. Adams Elementary School

Activity - Technology Applications and Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Go Math resources, Think Central website, and other internet websites and software, such as thatquiz.com, iTunes University, Accelerated Math, Math Facts in a Flash, and Stride Academy. Students will access these resources using iPads, laptops, desktop computers, Smart Tables, clickers, etc.	Technology	08/10/2015	05/26/2016	\$0 - Title I Part A	Certified Staff and Paraprofessionals

Strategy3:

Explicit and Intensive Math Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College and Career Ready Standards and the ACT Aspire.

Category:

Research Cited:

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction will be provided through small group intervention based on student needs. A part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Activity - Using various Math materials and methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work to master basic number facts. Students will work together in small groups to practice previously taught skills. Students will use manipulatives to reinforce skills as needed. Students will focus on talking, writing, and investigating to solve math problems. More practice will be given on answering open-ended questions. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, E-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher order thinking skills. Teachers will use Anchor Charts to visually reinforce concepts and improve student vocabulary. "Performance Coach" test preparation materials will be used and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Goal 2:

5. All students will increase their reading proficiency.

Measurable Objective 1:

24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Reading by 05/26/2016 as measured by the ACT Aspire.

Strategy1:

Explicit and Intensive Reading Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College & Career Ready Standards and ACT Aspire, and use before, during, and after reading strategies in every class.

Category:

Research Cited: ARI

Activity - Using Various Reading Materials and Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rereading familiar text, Fresh Reads, Print-rich Classroom Environment, Anchor Charts, Fluency Repetitions within the core reading program K-5, Word Work to develop accuracy and automaticity, Echo and Reciprocal Reading, Teacher Modeling, Partner Reading, Choral Reading, Decodable and Leveled Readers, Audio books and stories, Practice on open-ended questions, Make Sense Strategies for writing and using new vocabulary. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, e-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher-order thinking skills. "Performance Coach" test preparation materials will be used, and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math. Use of CLOSE reads that focus on informational texts, and focus on use of informational text and specific skills such as main idea and drawing conclusions.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction will be provided through small group intervention based on student needs. A part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Strategy2:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

ACIP

Oscar W. Adams Elementary School

Category:

Research Cited: ARI

Activity - STAR Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly testing through the use of Renaissance Software programs specifically designed to identify targeted areas of deficiencies	Direct Instruction	08/10/2015	04/29/2016	\$4370 - Title I Part A	All Certified Staff

Strategy3:

Technology - Use iPads, laptops, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category:

Research Cited: ARI

Activity - Technology Applications and Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Pearson SuccessNet reading resources; Scott Foresman reading resources, online base line tests, and end of unit tests; internet websites such as ReadWorks.org, Waltke's Web and Spelling City; and applications such as Vocabulary Bingo for tested words, Vocabulary Concentration, Kahoot to review standards that are covered each week, and Super 1000 that gives reading practice on the 1000 most frequently used words. Students will access these resources using iPads, laptops, desktop computers, Smart Tables, clickers, etc.	Technology	08/10/2015	05/26/2016	\$0 - State Funds	Certified Staff and Paraprofessionals

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction.	Technology	08/10/2015	05/26/2016	\$0 - Other	Certified Staff and Paraprofessionals

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

4. All Students will increase their mathematical proficiency.

Measurable Objective 1:

33% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Mathematics by 05/26/2016 as measured by the ACT Aspire.

Strategy1:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category:

Research Cited:

Activity - STAR testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly testing through the use of Renaissance software programs specifically designed to identify targeted areas of deficiencies.	Direct Instruction	08/10/2015	04/29/2016	\$4370 - Title I Part A	All Certified Staff

Strategy2:

Explicit and Intensive Math Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College and Career Ready Standards and the ACT Aspire.

Category:

Research Cited:

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction will be provided through small group intervention based on student needs. A part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

ACIP

Oscar W. Adams Elementary School

Activity - Using various Math materials and methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work to master basic number facts. Students will work together in small groups to practice previously taught skills. Students will use manipulatives to reinforce skills as needed. Students will focus on talking, writing, and investigating to solve math problems. More practice will be given on answering open-ended questions. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, E-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher order thinking skills. Teachers will use Anchor Charts to visually reinforce concepts and improve student vocabulary. "Performance Coach" test preparation materials will be used and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Strategy3:

Technology - Use iPads, laptops, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category:

Research Cited:

Activity - Technology Applications and Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Go Math resources, Think Central website, and other internet websites and software, such as thatquiz.com, iTunes University, Accelerated Math, Math Facts in a Flash, and Stride Academy. Students will access these resources using iPads, laptops, desktop computers, Smart Tables, clickers, etc.	Technology	08/10/2015	05/26/2016	\$0 - Title I Part A	Certified Staff and Paraprofessionals

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction.	Technology	08/10/2015	05/26/2016	\$0 - Other	Certified Staff and Paraprofessionals

Goal 2:

5. All students will increase their reading proficiency.

Measurable Objective 1:

SY 2016-2017

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

ACIP

Oscar W. Adams Elementary School

24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Reading by 05/26/2016 as measured by the ACT Aspire.

Strategy1:

Technology - Use iPads, laptops, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category:

Research Cited: ARI

Activity - Technology Applications and Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Pearson SuccessNet reading resources; Scott Foresman reading resources, online base line tests, and end of unit tests; internet websites such as ReadWorks.org, Waltke's Web and Spelling City; and applications such as Vocabulary Bingo for tested words, Vocabulary Concentration, Kahoot to review standards that are covered each week, and Super 1000 that gives reading practice on the 1000 most frequently used words. Students will access these resources using iPads, laptops, desktop computers, Smart Tables, clickers, etc.	Technology	08/10/2015	05/26/2016	\$0 - State Funds	Certified Staff and Paraprofessionals

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction.	Technology	08/10/2015	05/26/2016	\$0 - Other	Certified Staff and Paraprofessionals

Strategy2:

Explicit and Intensive Reading Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College & Career Ready Standards and ACT Aspire, and use before, during, and after reading strategies in every class.

Category:

Research Cited: ARI

ACIP

Oscar W. Adams Elementary School

Activity - Using Various Reading Materials and Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rereading familiar text, Fresh Reads, Print-rich Classroom Environment, Anchor Charts, Fluency Repetitions within the core reading program K-5, Word Work to develop accuracy and automaticity, Echo and Reciprocal Reading, Teacher Modeling, Partner Reading, Choral Reading, Decodable and Leveled Readers, Audio books and stories, Practice on open-ended questions, Make Sense Strategies for writing and using new vocabulary. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, e-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher-order thinking skills. "Performance Coach" test preparation materials will be used, and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math. Use of CLOSE reads that focus on informational texts, and focus on use of informational text and specific skills such as main idea and drawing conclusions.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction will be provided through small group intervention based on student needs. A part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Strategy3:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category:

Research Cited: ARI

Activity - STAR Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly testing through the use of Renaissance Software programs specifically designed to identify targeted areas of deficiencies	Direct Instruction	08/10/2015	04/29/2016	\$4370 - Title I Part A	All Certified Staff

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

Goal 1:

4. All Students will increase their mathematical proficiency.

Measurable Objective 1:

33% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Mathematics by 05/26/2016 as measured by the ACT Aspire.

Strategy1:

Explicit and Intensive Math Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College and Career Ready Standards and the ACT Aspire.

Category:

Research Cited:

Activity - Using various Math materials and methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work to master basic number facts. Students will work together in small groups to practice previously taught skills. Students will use manipulatives to reinforce skills as needed. Students will focus on talking, writing, and investigating to solve math problems. More practice will be given on answering open-ended questions. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, E-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher order thinking skills. Teachers will use Anchor Charts to visually reinforce concepts and improve student vocabulary. "Performance Coach" test preparation materials will be used and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction will be provided through small group intervention based on student needs. A part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Strategy2:

Technology - Use iPads, laptops, classroom computers and computer lab to access resources to teach, reinforce and review skills; to

ACIP

Oscar W. Adams Elementary School

enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category:

Research Cited:

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction.	Technology	08/10/2015	05/26/2016	\$0 - Other	Certified Staff and Paraprofessionals

Activity - Technology Applications and Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Go Math resources, Think Central website, and other internet websites and software, such as thatquiz.com, iTunes University, Accelerated Math, Math Facts in a Flash, and Stride Academy. Students will access these resources using iPads, laptops, desktop computers, Smart Tables, clickers, etc.	Technology	08/10/2015	05/26/2016	\$0 - Title I Part A	Certified Staff and Paraprofessionals

Strategy3:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category:

Research Cited:

Activity - STAR testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly testing through the use of Renaissance software programs specifically designed to identify targeted areas of deficiencies.	Direct Instruction	08/10/2015	04/29/2016	\$4370 - Title I Part A	All Certified Staff

Goal 2:

5. All students will increase their reading proficiency.

Measurable Objective 1:

24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Reading by 05/26/2016 as measured by the ACT Aspire.

ACIP

Oscar W. Adams Elementary School

Strategy1:

Explicit and Intensive Reading Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College & Career Ready Standards and ACT Aspire, and use before, during, and after reading strategies in every class.

Category:

Research Cited: ARI

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction will be provided through small group intervention based on student needs. A part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Activity - Using Various Reading Materials and Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rereading familiar text, Fresh Reads, Print-rich Classroom Environment, Anchor Charts, Fluency Repetitions within the core reading program K-5, Word Work to develop accuracy and automaticity, Echo and Reciprocal Reading, Teacher Modeling, Partner Reading, Choral Reading, Decodable and Leveled Readers, Audio books and stories, Practice on open-ended questions, Make Sense Strategies for writing and using new vocabulary. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, e-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher-order thinking skills. "Performance Coach" test preparation materials will be used, and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math. Use of CLOSE reads that focus on informational texts, and focus on use of informational text and specific skills such as main idea and drawing conclusions.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Strategy2:

Technology - Use iPads, laptops, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category:

Research Cited: ARI

ACIP

Oscar W. Adams Elementary School

Activity - Technology Applications and Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Pearson SuccessNet reading resources; Scott Foresman reading resources, online base line tests, and end of unit tests; internet websites such as ReadWorks.org, Waltke's Web and Spelling City; and applications such as Vocabulary Bingo for tested words, Vocabulary Concentration, Kahoot to review standards that are covered each week, and Super 1000 that gives reading practice on the 1000 most frequently used words. Students will access these resources using iPads, laptops, desktop computers, Smart Tables, clickers, etc.	Technology	08/10/2015	05/26/2016	\$0 - State Funds	Certified Staff and Paraprofessionals

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction.	Technology	08/10/2015	05/26/2016	\$0 - Other	Certified Staff and Paraprofessionals

Strategy3:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category:

Research Cited: ARI

Activity - STAR Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly testing through the use of Renaissance Software programs specifically designed to identify targeted areas of deficiencies	Direct Instruction	08/10/2015	04/29/2016	\$4370 - Title I Part A	All Certified Staff

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

4. All Students will increase their mathematical proficiency.

Measurable Objective 1:

33% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate

content for Alabama College and Career Ready Standards in Mathematics by 05/26/2016 as measured by the ACT Aspire.

Strategy1:

Explicit and Intensive Math Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College and Career Ready Standards and the ACT Aspire.

Category:

Research Cited:

Activity - Using various Math materials and methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work to master basic number facts. Students will work together in small groups to practice previously taught skills. Students will use manipulatives to reinforce skills as needed. Students will focus on talking, writing, and investigating to solve math problems. More practice will be given on answering open-ended questions. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, E-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher order thinking skills. Teachers will use Anchor Charts to visually reinforce concepts and improve student vocabulary. "Performance Coach" test preparation materials will be used and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction will be provided through small group intervention based on student needs. A part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Strategy2:

Technology - Use iPads, laptops, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category:

Research Cited:

ACIP

Oscar W. Adams Elementary School

Activity - Technology Applications and Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Go Math resources, Think Central website, and other internet websites and software, such as thatquiz.com, iTunes University, Accelerated Math, Math Facts in a Flash, and Stride Academy. Students will access these resources using iPads, laptops, desktop computers, Smart Tables, clickers, etc.	Technology	08/10/2015	05/26/2016	\$0 - Title I Part A	Certified Staff and Paraprofessionals

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction.	Technology	08/10/2015	05/26/2016	\$0 - Other	Certified Staff and Paraprofessionals

Strategy3:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category:

Research Cited:

Activity - STAR testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly testing through the use of Renaissance software programs specifically designed to identify targeted areas of deficiencies.	Direct Instruction	08/10/2015	04/29/2016	\$4370 - Title I Part A	All Certified Staff

Goal 2:

5. All students will increase their reading proficiency.

Measurable Objective 1:

24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Reading by 05/26/2016 as measured by the ACT Aspire.

Strategy1:

Explicit and Intensive Reading Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College & Career Ready Standards and ACT Aspire, and use before, during, and after reading strategies in every class.

Category:

Research Cited: ARI

SY 2016-2017

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction will be provided through small group intervention based on student needs. A part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Activity - Using Various Reading Materials and Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rereading familiar text, Fresh Reads, Print-rich Classroom Environment, Anchor Charts, Fluency Repetitions within the core reading program K-5, Word Work to develop accuracy and automaticity, Echo and Reciprocal Reading, Teacher Modeling, Partner Reading, Choral Reading, Decodable and Leveled Readers, Audio books and stories, Practice on open-ended questions, Make Sense Strategies for writing and using new vocabulary. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, e-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher-order thinking skills. "Performance Coach" test preparation materials will be used, and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math. Use of CLOSE reads that focus on informational texts, and focus on use of informational text and specific skills such as main idea and drawing conclusions.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Strategy2:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category:

Research Cited: ARI

Activity - STAR Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly testing through the use of Renaissance Software programs specifically designed to identify targeted areas of deficiencies	Direct Instruction	08/10/2015	04/29/2016	\$4370 - Title I Part A	All Certified Staff

Strategy3:

Technology - Use iPads, laptops, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category:

Research Cited: ARI

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction.	Technology	08/10/2015	05/26/2016	\$0 - Other	Certified Staff and Paraprofessionals

Activity - Technology Applications and Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Pearson SuccessNet reading resources; Scott Foresman reading resources, online base line tests, and end of unit tests; internet websites such as ReadWorks.org, Waltke's Web and Spelling City; and applications such as Vocabulary Bingo for tested words, Vocabulary Concentration, Kahoot to review standards that are covered each week, and Super 1000 that gives reading practice on the 1000 most frequently used words. Students will access these resources using iPads, laptops, desktop computers, Smart Tables, clickers, etc.	Technology	08/10/2015	05/26/2016	\$0 - State Funds	Certified Staff and Paraprofessionals

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

Goal 1:

4. All Students will increase their mathematical proficiency.

Measurable Objective 1:

33% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Mathematics by 05/26/2016 as measured by the ACT Aspire.

Strategy1:

Explicit and Intensive Math Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College and Career Ready Standards and the ACT Aspire.

Category:

Research Cited:

Activity - Using various Math materials and methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work to master basic number facts. Students will work together in small groups to practice previously taught skills. Students will use manipulatives to reinforce skills as needed. Students will focus on talking, writing, and investigating to solve math problems. More practice will be given on answering open-ended questions. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, E-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher order thinking skills. Teachers will use Anchor Charts to visually reinforce concepts and improve student vocabulary. "Performance Coach" test preparation materials will be used and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction will be provided through small group intervention based on student needs. A part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Strategy2:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category:

Research Cited:

Activity - STAR testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly testing through the use of Renaissance software programs specifically designed to identify targeted areas of deficiencies.	Direct Instruction	08/10/2015	04/29/2016	\$4370 - Title I Part A	All Certified Staff

Strategy3:

Technology - Use iPads, laptops, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category:

Research Cited:

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction.	Technology	08/10/2015	05/26/2016	\$0 - Other	Certified Staff and Paraprofessionals

Activity - Technology Applications and Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Go Math resources, Think Central website, and other internet websites and software, such as thatquiz.com, iTunes University, Accelerated Math, Math Facts in a Flash, and Stride Academy. Students will access these resources using iPads, laptops, desktop computers, Smart Tables, clickers, etc.	Technology	08/10/2015	05/26/2016	\$0 - Title I Part A	Certified Staff and Paraprofessionals

Goal 2:

5. All students will increase their reading proficiency.

Measurable Objective 1:

24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Reading by 05/26/2016 as measured by the ACT Aspire.

Strategy1:

Explicit and Intensive Reading Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College & Career Ready Standards and ACT Aspire, and use before, during, and after reading strategies in every class.

Category:

Research Cited: ARI

ACIP

Oscar W. Adams Elementary School

Activity - Using Various Reading Materials and Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rereading familiar text, Fresh Reads, Print-rich Classroom Environment, Anchor Charts, Fluency Repetitions within the core reading program K-5, Word Work to develop accuracy and automaticity, Echo and Reciprocal Reading, Teacher Modeling, Partner Reading, Choral Reading, Decodable and Leveled Readers, Audio books and stories, Practice on open-ended questions, Make Sense Strategies for writing and using new vocabulary. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, e-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher-order thinking skills. "Performance Coach" test preparation materials will be used, and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math. Use of CLOSE reads that focus on informational texts, and focus on use of informational text and specific skills such as main idea and drawing conclusions.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction will be provided through small group intervention based on student needs. A part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Strategy2:

Technology - Use iPads, laptops, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category:

Research Cited: ARI

Activity - Technology Applications and Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Pearson SuccessNet reading resources; Scott Foresman reading resources, online base line tests, and end of unit tests; internet websites such as ReadWorks.org, Waltke's Web and Spelling City; and applications such as Vocabulary Bingo for tested words, Vocabulary Concentration, Kahoot to review standards that are covered each week, and Super 1000 that gives reading practice on the 1000 most frequently used words. Students will access these resources using iPads, laptops, desktop computers, Smart Tables, clickers, etc.	Technology	08/10/2015	05/26/2016	\$0 - State Funds	Certified Staff and Paraprofessionals

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction.	Technology	08/10/2015	05/26/2016	\$0 - Other	Certified Staff and Paraprofessionals

Strategy3:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category:

Research Cited: ARI

Activity - STAR Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly testing through the use of Renaissance Software programs specifically designed to identify targeted areas of deficiencies	Direct Instruction	08/10/2015	04/29/2016	\$4370 - Title I Part A	All Certified Staff

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

Goal 1:

4. All Students will increase their mathematical proficiency.

Measurable Objective 1:

33% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Mathematics by 05/26/2016 as measured by the ACT Aspire.

Strategy1:

Technology - Use iPads, laptops, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category:

Research Cited:

ACIP

Oscar W. Adams Elementary School

Activity - Technology Applications and Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Go Math resources, Think Central website, and other internet websites and software, such as thatquiz.com, iTunes University, Accelerated Math, Math Facts in a Flash, and Stride Academy. Students will access these resources using iPads, laptops, desktop computers, Smart Tables, clickers, etc.	Technology	08/10/2015	05/26/2016	\$0 - Title I Part A	Certified Staff and Paraprofessionals

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction.	Technology	08/10/2015	05/26/2016	\$0 - Other	Certified Staff and Paraprofessionals

Strategy2:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category:

Research Cited:

Activity - STAR testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly testing through the use of Renaissance software programs specifically designed to identify targeted areas of deficiencies.	Direct Instruction	08/10/2015	04/29/2016	\$4370 - Title I Part A	All Certified Staff

Strategy3:

Explicit and Intensive Math Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College and Career Ready Standards and the ACT Aspire.

Category:

Research Cited:

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction will be provided through small group intervention based on student needs. A part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

ACIP

Oscar W. Adams Elementary School

Activity - Using various Math materials and methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work to master basic number facts. Students will work together in small groups to practice previously taught skills. Students will use manipulatives to reinforce skills as needed. Students will focus on talking, writing, and investigating to solve math problems. More practice will be given on answering open-ended questions. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, E-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher order thinking skills. Teachers will use Anchor Charts to visually reinforce concepts and improve student vocabulary. "Performance Coach" test preparation materials will be used and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Goal 2:

5. All students will increase their reading proficiency.

Measurable Objective 1:

24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Reading by 05/26/2016 as measured by the ACT Aspire.

Strategy1:

Explicit and Intensive Reading Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College & Career Ready Standards and ACT Aspire, and use before, during, and after reading strategies in every class.

Category:

Research Cited: ARI

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction will be provided through small group intervention based on student needs. A part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

ACIP

Oscar W. Adams Elementary School

Activity - Using Various Reading Materials and Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rereading familiar text, Fresh Reads, Print-rich Classroom Environment, Anchor Charts, Fluency Repetitions within the core reading program K-5, Word Work to develop accuracy and automaticity, Echo and Reciprocal Reading, Teacher Modeling, Partner Reading, Choral Reading, Decodable and Leveled Readers, Audio books and stories, Practice on open-ended questions, Make Sense Strategies for writing and using new vocabulary. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, e-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher-order thinking skills. "Performance Coach" test preparation materials will be used, and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math. Use of CLOSE reads that focus on informational texts, and focus on use of informational text and specific skills such as main idea and drawing conclusions.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Strategy2:

Technology - Use iPads, laptops, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category:

Research Cited: ARI

Activity - Technology Applications and Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Pearson SuccessNet reading resources; Scott Foresman reading resources, online base line tests, and end of unit tests; internet websites such as ReadWorks.org, Waltke's Web and Spelling City; and applications such as Vocabulary Bingo for tested words, Vocabulary Concentration, Kahoot to review standards that are covered each week, and Super 1000 that gives reading practice on the 1000 most frequently used words. Students will access these resources using iPads, laptops, desktop computers, Smart Tables, clickers, etc.	Technology	08/10/2015	05/26/2016	\$0 - State Funds	Certified Staff and Paraprofessionals

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction.	Technology	08/10/2015	05/26/2016	\$0 - Other	Certified Staff and Paraprofessionals

Strategy3:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category:

Research Cited: ARI

Activity - STAR Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly testing through the use of Renaissance Software programs specifically designed to identify targeted areas of deficiencies	Direct Instruction	08/10/2015	04/29/2016	\$4370 - Title I Part A	All Certified Staff

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

Goal 1:

4. All Students will increase their mathematical proficiency.

Measurable Objective 1:

33% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Mathematics by 05/26/2016 as measured by the ACT Aspire.

Strategy1:

Technology - Use iPads, laptops, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category:

Research Cited:

Activity - Technology Applications and Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Go Math resources, Think Central website, and other internet websites and software, such as thatquiz.com, iTunes University, Accelerated Math, Math Facts in a Flash, and Stride Academy. Students will access these resources using iPads, laptops, desktop computers, Smart Tables, clickers, etc.	Technology	08/10/2015	05/26/2016	\$0 - Title I Part A	Certified Staff and Paraprofessionals

ACIP

Oscar W. Adams Elementary School

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction.	Technology	08/10/2015	05/26/2016	\$0 - Other	Certified Staff and Paraprofessionals

Strategy2:

Explicit and Intensive Math Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College and Career Ready Standards and the ACT Aspire.

Category:

Research Cited:

Activity - Using various Math materials and methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work to master basic number facts. Students will work together in small groups to practice previously taught skills. Students will use manipulatives to reinforce skills as needed. Students will focus on talking, writing, and investigating to solve math problems. More practice will be given on answering open-ended questions. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, E-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher order thinking skills. Teachers will use Anchor Charts to visually reinforce concepts and improve student vocabulary. "Performance Coach" test preparation materials will be used and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction will be provided through small group intervention based on student needs. A part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Strategy3:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category:

SY 2016-2017

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Research Cited:

Activity - STAR testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly testing through the use of Renaissance software programs specifically designed to identify targeted areas of deficiencies.	Direct Instruction	08/10/2015	04/29/2016	\$4370 - Title I Part A	All Certified Staff

Goal 2:

5. All students will increase their reading proficiency.

Measurable Objective 1:

24% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering grade appropriate content for Alabama College and Career Ready Standards in Reading by 05/26/2016 as measured by the ACT Aspire.

Strategy1:

Explicit and Intensive Reading Instruction - Implement explicit, intensive instruction that has been correlated to the Alabama College & Career Ready Standards and ACT Aspire, and use before, during, and after reading strategies in every class.

Category:

Research Cited: ARI

Activity - Using Various Reading Materials and Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rereading familiar text, Fresh Reads, Print-rich Classroom Environment, Anchor Charts, Fluency Repetitions within the core reading program K-5, Word Work to develop accuracy and automaticity, Echo and Reciprocal Reading, Teacher Modeling, Partner Reading, Choral Reading, Decodable and Leveled Readers, Audio books and stories, Practice on open-ended questions, Make Sense Strategies for writing and using new vocabulary. Teachers will use magnetic white boards and technology hardware, such as 3D printers, Smart Tables, e-books, iPads, laptops, desktop computers, and clickers, and resources to introduce, reinforce and review skills; enhance student learning, application, productivity and communication skills; and apply higher-order thinking skills. "Performance Coach" test preparation materials will be used, and departmentalization of core academic instruction among grade level teachers will help develop a sense of expertise in standards instruction for math. Use of CLOSE reads that focus on informational texts, and focus on use of informational text and specific skills such as main idea and drawing conclusions.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

ACIP

Oscar W. Adams Elementary School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated Instruction will be provided through small group intervention based on student needs. A part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that may negatively impact academic performance and may increase student absenteeism due to suspensions and truancy.	Direct Instruction	08/10/2015	05/26/2016	\$0 - No Funding Required	Certified Staff

Strategy2:

Data Analysis - Each individual grade level teacher will analyze bi-weekly data to assess and progress monitor growth through the use of various formative assessments

Category:

Research Cited: ARI

Activity - STAR Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-weekly testing through the use of Renaissance Software programs specifically designed to identify targeted areas of deficiencies	Direct Instruction	08/10/2015	04/29/2016	\$4370 - Title I Part A	All Certified Staff

Strategy3:

Technology - Use iPads, laptops, classroom computers and computer lab to access resources to teach, reinforce and review skills; to enhance student learning, application, productivity and communication skills; and to apply higher order thinking skills.

Category:

Research Cited: ARI

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks is an interactive, online supplemental program that provides on-grade level, rigorous instruction for the classroom, and individualized independent instruction for each student. Classworks provides individualized instruction and practice for deficit skills as shown through the STAR assessments. Teachers may use Classworks in whole group, small group, and skill center settings to provide differentiated instruction.	Technology	08/10/2015	05/26/2016	\$0 - Other	Certified Staff and Paraprofessionals

ACIP

Oscar W. Adams Elementary School

Activity - Technology Applications and Websites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Pearson SuccessNet reading resources; Scott Foresman reading resources, online base line tests, and end of unit tests; internet websites such as ReadWorks.org, Waltke's Web and Spelling City; and applications such as Vocabulary Bingo for tested words, Vocabulary Concentration, Kahoot to review standards that are covered each week, and Super 1000 that gives reading practice on the 1000 most frequently used words. Students will access these resources using iPads, laptops, desktop computers, Smart Tables, clickers, etc.	Technology	08/10/2015	05/26/2016	\$0 - State Funds	Certified Staff and Paraprofessionals

Component 3: Instruction by Qualified Staff

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

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

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

Teacher candidates are interviewed, recommended for employment, and hired only if they are highly qualified.

Component 4: Strategies to Attract Qualified Teachers

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

This year I have 4 new teachers.

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

80% of our teachers have at least a Master's degree.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Adams is in compliance with the requirements of section 114 and 1119 of "The No Child Left Behind Act of 2201" due to the fact that all teachers and intervention aides working with students are qualified to assume responsibilities for students to meet academic achievement standards. This information is maintained at the Gadsden City Board of Education's Central Office and is available to any member of the general public on request.

Component 5: High Quality and Ongoing Professional Development

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

The following professional development activities have been, and/or are being, provided to faculty and staff to assist them in implementing instructional strategies and formative assessments that monitor student progress in the proficiency and mastery of College and Career Ready Standards:

1. Renaissance Place Training - STAR Reading, STAR Math
2. Classworks Training
3. ASSIST Training
4. STRIDE Academy Training
5. College and Career Ready Standards Training

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

Opportunities for training for faculty and staff are offered at the LEA (District Level) as well as at the individual school level. Many opportunities for professional development are provided through the e-learning online professional development site. Additional training is needed in the use of iPads, laptops, 3D printers, Smart Tables, Group Response Systems (clickers), Classworks, Stride, and in the use of existing technology. This training will enable us to address the needs of students benefiting from Response to Instruction strategies, to embrace emerging technology, to enhance student productivity and communication skills, and to explore applications of higher order thinking skills. Additional training in the use of technology resources is provided through the reading series by Scott-Foresman. Parenting Partners program provides parents training on parenting skills and is provided by a team of trained parents and staff members from the our school. In house training is provided to the staff on technology, Renaissance programs, Stride, STI, reading and math strategies and improving communication with parents.

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.

At this time, there are four new teachers at Adams. The teacher mentoring program that is offered by Gadsden City Schools affords on-going support for experienced teachers transferring to Adams, as well as for new, inexperienced teacher. The system mentoring program also includes training for both mentors and new teachers. Weekly meetings are required. Mentors are responsible for maintaining documents, such as contact logs. These forms notate dates, focus, and length of each meeting. The mentor should conduct observations of the new teacher and also provide opportunities for the new teacher to observe in his/her classroom. Observing a veteran teacher allows the new teacher to view how various classroom tasks are performed, how to maintain classroom order and discipline, and how to implement effective instructional practices.

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

Opportunities will be provided throughout the year for ongoing professional development based on the needs of teachers as they are implementing research-based instructional practices. Student performance data will be analyzed through examining progress monitoring assessment and weekly assessment results. Lesson plans will also be reviewed for areas of improvement as needed through professional development activities.

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.

Adams Elementary recognizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from elementary school to middle school. The following transition services are offered:

- * Kindergarten pre-registration is offered in the spring so that students and parents may become familiar with the school.
- * Students who attend the local Head Start Pre-K Program have the opportunity to tour the school during the spring of the year preceding their entry into Kindergarten.
- * Fifth grade students will participate in a Preparing for Middle School guidance lesson on transition issues.
- * Fifth grade students will visit Litchfield Middle School in the spring where they will take a tour of the facility, meet sixth grade teachers, learn about classes which are offered, and receive registration packets for the following year.
- * Fifth grade students will pre-register for the sixth grade with the help of the teacher, counselor, and parents.
- * Transfer students are introduced to the school and new teacher by a member of the office staff.
- * Students who transfer to Adams Elementary are assigned a "Bee Buddy" who helps the student the first few days of attendance.
- * Students are prepared at the end of each grade level for the next year's staff, goals, and expectations by the counselor at the end of each year.
- * Parent orientation meetings are held at the end of the school year to prepare parents for the expectations, curriculum and requirements of their child's next grade level.

Component 7: Teacher Participation in Making Assessment Decisions

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

The following opportunities will be provided to gather feedback and receive input from faculty members regarding the practices needed to improve performance on statewide academic assessments:

1. Full Staff Faculty Meetings
2. Grade Level Meetings
3. Leadership Team Meetings
4. Teacher Surveys

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?

Relevant data (DIBELS, AAA, ASA, ACCESS, ACT Aspire and STAR) is collected and presented to the staff at Problem Solving Team meetings. In our analysis of the data, gaps in student achievement are identified. The staff works collectively to brainstorm ideas to be included in the Response to Intervention Team Plans (RTI). Students are then placed in Tier Groupings based on academic and behavioral needs and reviewed monthly to analyze progress or decline.

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?

Timely, effective additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards through the Response to Intervention Team. Students are assigned to Tier II or Tier III academic or behavioral groups in order to receive additional interventions and instruction to address academic deficiencies. Additional intervention and instruction is provided through inclusion opportunities with resource personnel, pull-out instruction from additional resource personnel, or additional software and website program practice (e.g. Classworks, Stride, Math Facts in a Flash, Think Central, Renaissance Programs and Scott Foresman resources) through technology resources, such as the desktop computer, laptop, Smart Table, or an iPad. Use of a part-time behavioral intervention aide will provide individual and small group in-school support for students with behavioral deficiencies that negatively impact academic performance. This will help to decrease student absenteeism due to out-of-school suspensions and chronic truancy.

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

Students are provided individualized differentiated, progress-monitored, diagnostic assessments on a weekly basis to analyze areas of strength and areas of need. The Renaissance software programs, as well as Classworks, STRIDE Academy, Scott Foresman and Harcourt Assessments and Resources through Think Central, are designed to meet students at their individual levels and remediate or accelerate based on individual student results and to design individual student instructional prescriptions.

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.

The following additional resources and programs are provided for Adams students beyond the regular school day to provide opportunities for the most academically needy students to receive support and reinforcement of academic skills:

1. EDGE - 21st Century community education after-school program that includes a homework assistance component as well as an enrichment component on Monday - Friday until 5:30 p.m.
2. Parent Teacher Resource Center - Resource Center materials available to teachers, parents and students for make and take, duplicated

or short-term borrowed materials to address academic deficiencies or to enhance enrichment content.

3. Homework - assigned daily or as needed to supplement in-class daily instruction
4. Internet-based skills practice through Classworks, Stride Academy, Think Central, etc.

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.

Migrant students are identified upon enrollment through an Agricultural Survey which assesses whether the student qualifies for migrant services. Homeless students are identified upon enrollment by the parent identifying themselves as residing in a shelter or living with another family on a Survey. These students are referred to the school counselor and Homeless Liaison. These students are guaranteed access to the same services and programs as other students and all supplies and personal needs will be met so there will not be any barriers for the student. Special Education services are provided by the district and appropriate procedures in accordance with federal and state laws and regulations. The schools utilize a Response to Intervention team to identify students who are at-risk both academically and behaviorally. The RTI team considers each student carefully to determine need for referral for special education testing. Once a student is referred for testing, parents are notified for permission to test. An IEP team convenes to determine eligibility for services and develop the IEP.

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

N/A

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

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

The programs are coordinated and integrated so that all funding and resources provided are used with the same goal or end product in mind - achievement and growth for all students. Funding provided through state and local resources is supplemented by federal resources to provide additional necessary resources to decrease the achievement gap of at-risk students.

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.

* Title I - For the 2016-2017 school year Title I money will be used for personnel to employ one full-time Title I Teacher (a reading/math intervention and parent involvement teacher who will spend ¼ of her time providing professional development to faculty), two full-time Title I Paraprofessionals (for academic intervention and parental involvement), and one part-time Title I Paraprofessionals (one for technology assistance and behavioral intervention). An EL Paraprofessional will be utilized as an interpreter to communicate with parents of EL students and to provide EL instruction with those students. An LEA instructional coach will serve all Title I schools. Also money will be utilized for a nurse, computer technician, parent involvement, stipends for tutors for parents and students, technology, equipment rental and materials/supplies. Money for professional development will be utilized for substitute's stipends, travel and registration - \$183,240.00

* Title II - Professional Development - The state provides professional development funding to the school based on the number of teacher units assigned to that school. The LEA has a professional development plan which delineates professional development opportunities provided directly to system personnel. The principal has discretion in the expenditure of professional development funds to best meet the needs of the school. School Improvement and Title I allocations are also utilized for professional development in ongoing research-based professional development opportunities.

* Title III - English Language Learners- Title III funds are used to meet the academic goals for ELL students. During registration, each student completes a Home Language Survey. A student whose parents identify that a language other than English is spoken in the home will be assessed using the LAS in order to determine their English language proficiency level. A parent must give permission for the student to be tested. The parent will be notified of the student's classification and qualifying status for the program within ten (10) days of the evaluation. If the student qualifies for the program, the parent must sign a permission or denial for ELL services. LEP students receive tutoring services from the ELL teacher. All resources and materials used for instruction are scientifically research-based.

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.

* Title IV provides funds for effective programs that have been scientifically research-based. Our Title IV programs help to increase the knowledge of drugs to reduce incidents of tobacco, drug, and alcohol use and/or possession, and to increase knowledge to reduce incidents of violence. Get Real about Violence is a scientifically research-based program that Adams has implemented. In addition to Get Real about Violence, the counselor provides numerous activities to promote safe and drug-free environment for students, including counseling and guidance on drug awareness, drug education, making healthy choices, bullying, conflict resolution, and Red Ribbon Week.

Component 10: Evaluation

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

The evaluation of the schoolwide program is done through the monthly PST meetings. These meetings are scheduled by grade levels and divided by team committee member representatives from each grade level. During the monthly meetings each student's progress is analyzed for increases or decreases. The rate of progress, or lack of, helps us determine as a school whether our interventions are addressing the needs.

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

The school utilizes the PST, and grade level and faculty meetings to analyze data from our progress monitoring assessments that are assigned weekly and monthly as well as the data from annual assessments.

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

If the number of students achieving proficiency standards has increased, the program has been effective. If the number of students achieving proficiency standards has decreased, we then look at subgroups and see which group has the greatest decline and then start analyzing specific goals, objectives and activities that relate specifically to those sub-groups of students.

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 process for evaluating and revising the plan will be to schedule a monthly analysis of the plan that correlates with the PST meetings therefore having data sources and intervention information readily available for review.

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

The achievement of our previous year's goals continues to be a work in progress. From student data analysis, we can see that some progress has been made, however, refinements and adjustments to the goals are needed to show continual improvement.

Progress in meeting these goals is described below.

Math Proficiency:

- The overall ACT Aspire data analysis indicates that the number and percentage of students making some level of improvements far outweighs those who did not.

Reading Proficiency:

- The overall ACT Aspire data analysis indicates that the number and percentage of students making some level of improvements far

outweighs those who did not.

We will review the progress in data and grade-level meetings.

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

Math Proficiency:

- There is a need to increase the percentage of students scoring proficient on the ACT Aspire and decrease the number of students scoring In

Need of Improvement.

Reading Proficiency:

- There is a need to increase the percentage of students scoring proficient on the ACT Aspire and decrease the number of students scoring In

Need of Improvement.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	25.81	30.84	1,250,366.00
Administrator Units	1.00	1	80,974.00
Assistant Principal	0.00	0	0.00
Counselor	0.50	1	51,302.00
Librarian	1.00	1	55,944.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	4,371.00
Professional Development	0.00	0	1,646.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	10,465.00
Library Enhancement	0.00	0	549.00
Totals			1,455,617.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	204050.0

Provide a brief explanation and breakdown of expenses.

The district receives money each year to improve the academic achievement of the disadvantaged. The district set aside includes: Administrative, Indirect Cost, Nonpublic Professional Development, Regular Professional Development, Limited English Proficiency, Total Parent Involvement (1% minimum), Homeless, Focus an Priority Schools and Other (nurses, system-wide intervention teacher, Media/inventory, tech support etc.)

Adams Elementary School FY 16 Allocation:

Total Allocation: \$204,050

Parental Involvement: \$3,303

Total- \$ 207,753

Title I Intervention Teacher- \$75,198

Parent Liaison- \$17,624

Title I Aide - \$32,076

Computer Technicians- \$10,691

P. Involvement- \$6,269

Private School (8)- \$12,100

Rental- \$10,921

Pre-K- \$6,285

Total Budget Committed - \$171,164

Remaining Balance to Budget- \$36,589

Adams has budgeted the remaining amount of \$36,589.00 in the following ways:

Substitutes- \$538

Supplements- \$2,992

Telephone- \$50

Computer License- \$40

Materials/Supplies- \$8,451

Computer Software- \$2,500

Furniture/Fixtures- \$1,500

Audio/Video- \$3,000

Computer Hardware- \$7,470

Professional Development- \$2,154

Professional Development Stipends- \$2,394

ACIP

Oscar W. Adams Elementary School

Professional Development - Contractual- \$1,500

Travel- \$2,500

Registration- \$1,500

Title I and State Funds will be used to:

- to fund teachers to attend conferences (local, in state, out of state and national) that support our curriculum or will help the kids.
- fund professional development for teachers and support personnel.

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	388535.0

Provide a brief explanation and a breakdown of expenses.

District receives \$388,535

Administration Allowance \$3302.00

Professional Development Training \$34,862.10

Non-Public \$17,027.04

Class Size Reduction Teachers - Lowers Teacher Pupil Ratio:

Teacher Ratio- 2 Adams - 1-Thompson \$179,572.07

District Staff for Professional Development \$153,771.79

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	56206.0

Provide a brief explanation and a breakdown of expenses.

\$43,087

\$10,409 1 Certified EL Teacher - 1 Paraprofessional - .25 FTE's

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	94979.07

Provide a brief explanation and breakdown of expenses.

Equipment and software required to acquire and or maintain business industry certification (BIC) four programs in the distort. Equipment purchases will focus on program quality improvement. Conferences and training events for career-tech staff, counselors, and district admin. will assist with the incorporation of math and reading skills into the career tech curriculum.

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	2000000.0

Provide a brief explanation and a breakdown of expenses.

The Gadsden City Board of Education recommends this grant proposal to obtain a Community Learning and Life Skills Center (CL&LSC) which will serve 80 students in K-5th grades at Adams Elementary. The CLC will operate an after school program 5 days a week, 180 days per year, 36 weeks a year, during the school year from 3:00 - 5:30 p.m. The afterschool program will operate 2.5 hours each day; 12.5 summer program will exist on a rotation basis with teachers, to insure the teachers do not work over 40 hours each week. The Summer Program will operate 9.5 hours each day; 47.5 hours each week for 25 days.

Needs to be addressed:

1.) Academic tutoring and enrichment activities in reading, math and science that are aligned with CCRS. 2.) Motivational activities to show students how to make productive use of their leisure time. 3.) A secure place and time for homework completion with assistance. 4.) Enrichment activities that promote recreation, nutrition, cultural arts, and the environment. 5.) Service learning projects to demonstrate the benefits these provide to the students as well as the community and other people. 6.) Support for families, parenting, enrichment, high school equivalency and post high school training and education. 7.) Training for our teachers and parents.

Local Funds

Label	Question	Value
1.	Provide the total	2500.0

Provide a brief explanation and breakdown of expenses

Etowah County Library Association- \$2,500

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Strategies to Increase Parental Involvement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

An Annual Title I Parent Meeting will be held at the beginning of the school year for parents to learn about the school's participation in Title I, the requirements of Title I and the parents' right to be involved. Parents will be notified of the Annual Title I Parent Meeting through the Schoolcast notification system, school marquee, newspaper and radio announcements, announcements at the school, a flyer sent home in the weekly communication folder, and a flyer in the Parent Information Area and outside bulletin board. All publicity and communications will be given in a language parents can understand.

Topics of the annual meeting will be:

- What it means to be a Title I school
- What the 1% Set-Aside is for parental involvement
- The LEA Title I Plan
- The LEA Parental Involvement Plan
- The School's Parental Involvement Plan
- The LEA's and School's Continuing Improvement Plans
- The School-Parent Compact
- The School's Title I Budget
- How to request the qualifications of their child's teacher(s)
- How parents will be notified if their child is taught by a teacher who is not Highly Qualified
- How parents can be involved
- Parent Resource Center and Supplemental Services
- How the Annual Evaluation of the Parental Involvement Plan is conducted

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.

1. There will be Parent Involvement meetings held at least once every nine weeks to plan, review and improve the Title I Program and plan family events. Meetings will be held at different times of the day for each nine weeks period. General parent meetings and family events will be usually be held at 6:00 PM. A translator will be available at all meetings as much as possible.

2. A parent survey, written in a language parents can understand, will be sent home with every student in the spring. All parents are invited to attend the 4th Nine weeks Parent Involvement Meeting to review the survey results and to review and evaluate the current Parental Involvement Plan, budget and School-Parent Compact. The ACIP parent committee will be formed from parent volunteers from this meeting.

The evaluation and survey results will be presented to the school staff for their input on the evaluation and the development of a new Plan, Compact and budget.

Using the results of these evaluations and the survey, the Parent ACIP committee and the Title I Resource Teacher will develop the Parent
SY 2016-2017

Involvement Plan, Compact and budget for the next year.

All parents and guardians are invited at the beginning of the next school year to the Annual Title I Parent meeting to review the Title I Program, Budget, Compact and Plan. Parents will be given an opportunity to suggest improvements in the Continuous Improvement Plan and Parental Improvement Plan at this and subsequent Parent Involvement meetings. A translator will be present at all meetings, and agendas and minutes will be written in a language parents can understand.

The Plans and Compact will be reviewed, developed and improved by a group of people including groups representing racial and ethnic minorities, economically disadvantaged, disabled, limited English proficiency, and limited literacy. Parents will be notified of these meetings through the school marquee, school website and Facebook page, Schoolcast notification system, radio and newspaper announcements, announcements at the school, and a flyer sent home in the weekly communication folder and posted in the Parent Information Area and on the parent information board outside. All publicity and communications will be given in a language parents can understand.

3. Title I parent involvement funds will be used to buy colored copy paper for parent communication, communication folders, books to give away at all family events to encourage reading at home, recognition of student achievement and parent involvement, honorariums for parent professional development speakers on topics of need and concern to parents and, if necessary, to pay for childcare for parent trainings.

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.

- Adams will have the Annual Title I Parent Meeting, Open House and regularly scheduled Parent Involvement meetings at which information will be given about Title I programs, the curriculum, the assessment results, academic expectations and opportunities for future meetings and parent involvement. A translator and written translations will be available as much as possible. Parents will be given opportunity at these regular meetings to be a part of the decision making process about the programs of the school which affect the climate of the school, professional development of parents and teachers, and the education and achievement of the students.

- Parent conferences will be encouraged throughout the year and teachers will use the Title I School-Parent Compact as part of the conferences. Teachers will be encouraged to use mobile apps, such as Remind, to communicate assignments and important information with parents via text messages.

- The Gadsden City Schools Elementary Handbook and Code of Conduct will be made available online to all parents and new enrollees. A copy of the Code of Student Conduct, and Elementary Handbook will be kept in the Parent Information Area and the office.

- Weekly communication folders will be a school-wide procedure to provide timely information about the school Title I program, calendar, lunch menu, important information from the principal, school and family events and recognitions in a uniform format. Information will be posted in the outside bulletin board of the breeze way so parents can come after school hours to check it. We also will use the school marquee; Schoolcast notification system; TV, radio and newspaper announcements; school website and Facebook page; teacher websites; parent information area of the office; and intercom announcements to provide information to parents and students.

- A copy of the Continuing Improvement Plan, the Parent Involvement Plan, NCLB Parent's Right to Know letter, Code of Student Conduct, and Elementary Handbook will be kept in the Parent Information Area of the office. A "CIP at a Glance" flyer that includes the school's academic goals and a copy of the Parental Involvement Plan will be sent home with students in the communication folders. The CIP at a Glance will be posted on the Parent Bulletin Board. All communication will be presented in a language parents can understand, as much as practicable.

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).

In the spring, the School-Parent Compact will be reviewed and developed by the participants at the Parent Involvement meeting, the Parent ACIP committee and the school staff. The Title I School-Parent Compact will be explained and reviewed in the August Annual Title I Parent Meeting. The Compact has a part for the parent, student, teacher and principal to pledge their individual responsibility for student academic achievement. The compact will be sent home in Communication Folders with every student. Every student will be required to have a signed Compact in their permanent file, and teachers will keep a copy of signed Compacts in their rooms to use in parent/teacher conferences. All communication will be in a language parents can understand.

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

If a specific component of the CIP Plan is not satisfactory to a parent, the parent will submit their comments in writing to the LEA Parent Advisory Council. The council will review and submit in writing, their findings to the CIP committee in order to resolve any differences. If there are further resolutions, the Title I Coordinator will meet with the committee.

The Continuing Improvement Plan will be written and reviewed by the staff and a committee of parent representatives. Throughout the year, as the CIP is reviewed, these parent representatives will be a part of the review process. Parents will be encouraged at every Parent Involvement meeting to voice any concerns they have with the Continuous Improvement Plan and the academic program of the school in general.

A translator will be present at all meetings, and agendas and minutes will be written in a language parents can understand. The Plan will be reviewed, planned and developed by a group of people including groups representing racial and ethnic minorities, economically disadvantaged, disabled, limited English proficiency, and limited literacy.

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)

At the Annual Title I Parent meeting, Open House and Parent Involvement Meetings every nine weeks, parents will be provided training and explanation of the State academic content and 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. The annual Open House will also give parents an opportunity to meet with their child's teacher and understand more about standards, assessment requirements, the School-Parent Compact, and future opportunities to meet and work with the teacher. Teachers will give out a syllabus at Open House, send

a syllabus home for each grading period and keep it on their websites for those who have internet access. Parents and teachers are encouraged to have teacher conferences all through the year.

The Title I Resource Teacher/Parent Involvement Coordinator will send home a Room Volunteer form for parents to sign up to be room parents, and teachers will be encouraged to call with specific needs and ways they can help. The coordinator will contact lead room parents and ask for a representative to attend Parent Involvement meetings.

We will encourage room parents to get 2 parents to represent each grade level at the Parent Involvement Meetings and rotate the responsibility among the parents so they can become more familiar with each other and the school programs. We will include in the school website, Facebook page, and newsletter information about the Title I program, the Parent Involvement Plan, the school's extra services and referral program, the School-Parent Compact, the school's academic goals, and ways parents can volunteer and be a part of planning/reviewing. A translator and written translations will be provided as much as possible.

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)

- The system wide Parent Teacher Resource Center (PTRC) personnel will be at the Annual Title I Parent Meeting and Open House to provide free materials and helpful suggestions for parents. The Parent Teacher Resource Center provides flash cards, games, manipulatives, and packets on skills in areas of concern for parents and students to use at home and offer tutoring and training sessions for students and parents on academic subjects and computer skills. There is information on the Parent Teacher Resource Center on the school website and Facebook page.
- A weekly Communication Folder will contain a newsletter and flyers that have suggestions on helping their child to be successful and information about the Parent Teacher Resource Center.
- The Parent Information Area in the school will contain books on child development, parenting, school and system news and information, the PTRC, and the School ACIP and Parental Involvement Plans.
- Free books will be given to all children who come to parent involvement events to encourage reading at home.
- A Kindergarten orientation will be held for parents and students either in May or in August before school begins.
- Parent trainings will be more visual, using the projector or doing hands on training.
- As much as possible, we will offer opportunities for parents to share and work with each other in an effort to overcome the cultural barriers, such as parent conversational language classes while children have a movie night.
- We will have more, small group meetings where parents feel more comfortable asking questions.
- A separate Annual Title I Parent Meeting will be held for Spanish-speaking parents, so the translator can better explain what it means to be a Title I school.
- An EDGE after school tutoring program will be offered.
- The school's website and teachers' websites will make class information, school news and links to the reading, math, portaportal, and library websites available to parents. We will offer computer training on accessing the school website and other educational websites for their children, such as Classworks and Stride Academy.
- Teachers will be encouraged to use mobile apps, such as Remind, to communicate with parents the assignments, important information, and examples for math homework.

- A school Facebook page in English and Spanish will give parents access to school information.
- Parent involvement activities and family luncheons throughout the year, as well as an open door policy, will give parents opportunities to visit in their children's room, to see what they are learning, and to conference with the teacher.
- A flyer will be sent home and posted on the Parent bulletin board that lists ways parents can volunteer.
- The coordinator will send home a Room Volunteer form for parents to sign up to be room parents and teachers will be encouraged to call with specific needs and ways they can help. She will contact lead room parent and ask for a representative to attend Parent Involvement meetings.
- A translator and written translations will be provided as much as possible. All communication will be in a language parents can understand.

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)

- Adams Elementary will have a Title I Resource Teacher/Parent Involvement Coordinator to work with staff Committees to include parents, to coordinate the parent involvement program and events, to create and distribute communications, and to conduct Parent Involvement meetings.
- The coordinator will distribute to the staff a copy of the Parental Involvement Plan, Parent Survey results, School-Parent Compact, and the Adams Annual Evaluation of the Content and Effectiveness of the LEA Parental Involvement Plan. She will lead in a discussion of these items at an in-service or faculty meeting, so staff members can see areas needing improvement; celebrate areas of strength; help in evaluating the previous Plan, Compact, and budget; and give suggestions for developing the new ones.
- The coordinator will address a specific area of need discovered from the Survey and Evaluation at Faculty Meetings throughout the year to keep the awareness level up concerning working with parents as partners.
- The coordinator will encourage teachers to ask parents to come to activities. PTO or the principal may offer a classroom incentive for the most parents in attendance.
- Teachers will be encouraged to use mobile apps, such as Remind, to communicate with parents the assignments, important information, and examples for math homework.
- Teachers will be encouraged to give students homework passes, rewards or privileges if they return signed papers, or if parents attend conferences, events or meetings.
- Our principal will stress at parent meetings an open door policy toward parents coming at any time, by appointment, to observe their child. At faculty meetings, she will stress the open door policy and encourage teachers to call parents to celebrate student accomplishments and at the first sign of needs or problems.
- The coordinator or principal will offer training during planning periods and/or after school for websites, syllabi, and working with parents and ELL families.
- We will have an EL parent liaison/translator to work with parents and staff, translate communications, and assist staff in communicating with parents.
- We will include parents in committees with staff to plan school wide celebrations and events, such as Open House, Hispanic Heritage month, Christmas, and Black History Month.

- The coordinator will send home a Room Volunteer form for parents to sign up to be room parents and teachers will be encouraged to call with specific needs and ways they can help. She will contact lead room parent and ask for a representative to attend Parent Involvement meetings.

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

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

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

- The system wide Parent Teacher Resource Center (PTRC) personnel will be invited to the Annual Title I Parent Meeting and Open House to provide free materials and helpful suggestions for parents. The Parent Teacher Resource Center provides flash cards, games, manipulatives, and packets on skills in areas of concern for parents and students to use at home and offers tutoring and training sessions for students and parents on academic subjects and computer skills.

- Parents will be encouraged at every family event to go to the center so they can learn about the games and activities available to be checked out and training classes for students and parents.

- Parents will be sent a congratulatory letter from the principal when their child achieves the A/B Honor roll each grading period. Parents whose child did not achieve the A/B honor roll will be sent information about the Parent Teacher Resource Center so they can order materials to use at home with their child to help improve achievement.

- The school newsletter, sent home in the weekly Communication Folder and posted on the school website and Facebook page, will contain suggestions to parents from the principal, librarian, reading coach, nurse, or counselor on helping their child to be successful in school and information about the Parent Teacher Resource Center.

- There will be information on the Parent Teacher Resource Center on the school website and Facebook page.

- A translator and written translations will be provided as much as possible. All communication will be in a language parents can understand.

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)

Communication will be sent to parents through one-on-one contact, communication folder flyers, school marquee, bulletin boards, newspaper, internet website, Facebook, announcements, Schoolcast notification system, and mobile apps. Adams has an EL parent liaison/translator to work with parents and staff, translate communications, and assist staff in parent-teacher conferences and notes.

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 results of the 2016 Parent Survey and the Spring Parent Involvement Plan Evaluation meeting, as well as input from the Parent CIP committee, give us guidance as to what support parents need for parental involvement. There were 12 parents in attendance at the Spring Evaluation meeting. The number of parents who completed the 2015-2016 Parent Involvement Survey was 135 with 24 of those being Hispanic. There were 6 parents from various ethnic and socio-economic groups in the Parent CIP committee.

The survey results show the following:

- More parents (76% of English-speaking and 13% of Spanish-speaking) have internet access than before, so some parents would like emails. Thirty percent said e-mail was best and several said texts. The percentage of Spanish speaking parents who know how they can be involved, the school's academic goals, and what their students should be able to do in reading and math decreased to 50% while the number of English speaking parents increased to 94%.

- The percentage of English speaking parents was in the 77%-85% range for knowing about volunteer work, how they can be in committees, and what it means to be a TI school, and how additional help is given with reading and math. The Spanish speaking parents' percentages for these items remained in the 25%-42% range.

These survey results and the results of the Annual Parent Involvement Evaluation meeting and the Parent CIP committee meeting lead us to conclude that we need to provide the following support for parental involvement:

- Give a brief job description for parent jobs, so Spanish-speaking parents can know which jobs would not require talking and be encouraged to volunteer more.

- Encourage teachers to be more active in using the Remind app and asking parents to help and to attend events.

- Increase communication through text and phone and using the Schoolcast and Remind app, since flyers and letters are not always received or read.

- Give more recognition of parents who volunteer and participate.

- Offer students a reward or incentive for their parents coming to an activity.

- Offer conference times at times when parents are not working.

- Encourage teachers to communicate with parents a schedule of when they will introduce new skills, especially in math, so they can come and observe.

- As much as possible, offer opportunities for parents to share and work with each other in an effort to overcome the cultural barriers, such as parent conversational language classes while children have a movie night.

- Continue to encourage use of the Parent Teacher Resource Center.

- Continue to vary the times of parent involvement meetings and events.

- Have more, small group meetings where parents feel more comfortable asking questions.

- Offer to teachers training on communicating with parents, working with EL families, and creating their own website.

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.

- Adams Elementary will provide opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory students. An EL parent liaison/translator will provide, as much as is possible, translations for meetings, conferences, visits, phone calls, notes, flyers and other communications.
- The EL parent liaison/translator, office personnel, school counselor and nurse will provide services and information to parents of migratory students.
- The school building is handicapped-accessible. Phone calls, texts, emails and home visits will be made when handicapped parents are not able to come to the school.
- The speech therapist will use sign language to communicate with hearing impaired parents, if needed.