



## **ACIP**

# Haleyville Elementary School

## Haleyville City Schools

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Haleyville, AL 35565

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# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

Haleyville Elementary School currently has 827 students. The student population has increased slightly over the last few years. Haleyville Elementary School's Free and Reduced lunch rate is 68%, which is a 1% increase from the 2014-2015 school year. The Haleyville Elementary School population is 86% White, 9% Hispanic, 2% Asian, 3% multiracial, and 1% black. Based on the 2010 census, the population of Haleyville, Alabama is 4, 173. The ethnicity summary includes 92% White, .7% Black, 1% Native American, .5% Asian, 6% Hispanic, 2% Multi-race, and 3.4% Other Race. In the community, approximately 71% of adults have a high school diploma and 12% of adults have a bachelor's degree. The community's greatest challenge is the lack of business with high paying jobs. Often, students move off after attaining a college degree because of lack of business. The greatest successes are being in a rural area with a low crime rate and placing a high value on education.

## School's Purpose

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

The purpose of Haleyville City Schools is to motivate, educate and inspire students to achieve excellence. The mission of Haleyville Elementary School is to prepare students to be resourceful, respectful and responsible citizens and to facilitate learning for all students. HES teachers prepare students to be resourceful through challenging students to think outside the box and find solutions, not just answers. HES offers various programs for different learners, such as an English Language Learner's program with one full time teacher and one full time paraprofessional to assist varying students; a special education program that begins with preschool and continues support throughout fifth grade; a Response to Intervention program that incorporates three highly trained paraprofessionals to dedicate time daily to assist in research based intensive intervention programs in reading and math; a speech pathologist and a speech therapy assistant to help students communicate more effectively; a Literacy Technology and a Music teacher, whom both incorporate all curricula into technology or music; and a gifted program with one full time gifted teacher devoted to working with students in 2nd through 5th grades. Preschool through 3rd grade consist of self-contained classes. Fourth and fifth grades are completely departmentalized. Grade configurations are developed to promote student achievement and success. HES sets high expectations for students and teachers, manifested in scores from prior high stakes assessments (DIBELS and ASPIRE).

## **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.**

### ASPIRE

Following the Alabama state testing schedule, Haleyville Elementary began participating in ASPIRE testing in the spring of 2014. While not all scores are at a desirable level, an increase may be noted in the percentage of students scoring ready or close in grades 3 and 4 in the area of math and in grade 4 in the area of reading. The percentage of students performing at the ready level also increased in the area of math in all grade levels. HES meets as grade levels and in individual data meetings, discussing strengths, areas of focus, and individual student and teacher concerns. At the end of the 2014-2015 school year, HES adjusted curriculum and scheduling to better meet the demands of the Alabama College and Career Readiness Standards, as well as the ASPIRE test.

A comparison of the data from 2014 to 2015 shows a decrease in reading performance. While grades 4 and 5 had a slight increase in the percentage at the ready level, grades 3 and 4 had a decrease in percentage of students scoring in the ready to close range. An decrease in the percentage in this range denotes an increase in students falling in the in need of support range. Further analysis through curriculum evaluation, data meetings, et cetera will be done to determine next steps in continuous improvement.

### From 2014-2015, DIBELS data

As Haleyville City Schools strives for excellence, we have adopted the DIBELS Next assessment to raise the standard that is set for our students. DIBELS Next recommended goals are set higher than those of the DIBELS 6th Edition. The 2014-2015 school year was the first year that this assessment was implemented. Kindergarten data indicates effective instruction in place. Data continues to improve and meet the new demands of DIBELS Next. First grade data shows an increase in oral reading fluency over the past few years. First grade did meet the DIBELS Next benchmark for oral reading at mid-year, but failed to meet the end of year benchmark. Second grade average fell below the benchmark in oral reading in 2014-2015. The average did increase on the first testing session of 2015-2016. HES will continue to use data in guiding instruction, as well as evaluating curriculum, to continuously improve instruction for the students at HES.

## **Additional Information**

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

HES was named a CLAS Banner School in 2007. In 2014, HES along with other Haleyville City Schools received district accreditation by AdvancEd. Haleyville Elementary School strives to provide a safe place for students to gain an excellent education. In order to provide a safe environment, HES does ask parents to follow certain guidelines to help us keep all children safe. HES desires as much parental involvement and participation in the students' education as possible. HES also participates in community service projects and community events in an effort to reach stakeholders and facilitate stakeholder participation.

# **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.**

Haleyville Elementary hosts annual title meetings to inform parents and stakeholders of the HES Continuous Improvement Plan, the process of the plan, parental involvement set asides, budgets, and other information vital to the plan. Meetings are scheduled at various times to ensure accessibility for all stakeholders. To encourage involvement in the meetings, advertisements are made in the local paper, on the HES website, and social medias. ACIP meetings are held the first Monday of each month. Each meeting provides stakeholders with detailed information relating to the current ACIP and offers opportunities for stakeholders to provide input regarding goals, strategies, programs, and processes. A Parental Involvement Committee has been established to represent our stakeholders. Members of the ACIP team make recommendations for the members of the Parental Involvement Committee. Those recommended for the committee receive a personal invitation from our principal. In addition to the open invitations to the community for the annual meetings, those serving on the committee are invited to participate in regular ACIP meetings relating to the establishment of goals, strategies, programs, et cetera.

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

Stakeholder groups involved in the development of the HES ACIP include teachers, administrators, parents, students, and community members. Teachers on the committee represent grade levels, as well as specialized areas. Student representatives participate in the development of the ACIP as appropriate. All parents and community members are also invited to participate through the annual title meetings. Stakeholders are encouraged to participate in regularly scheduled ACIP meetings. Meetings are held the first Monday of each month. A Parental Involvement Committee has been established and includes a population representative of our school's student population. Invitations for participation target members of various socio-economic groups, ethnicities, et cetra. Active participation of the group is encouraged. The voices of our stakeholders play an integral role in the development of our 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.**

Following faculty and board approval, the HES ACIP is communicated to stakeholders. Parents receive an HES ACIP brochure detailing the goals and programs included in our plan. The brochure can also be found on the HES website. Printed plans are placed in the HES library and at the Haleyville City Board of Education. Stakeholders have access to these documents during regular operating hours. Stakeholders also receive follow-up information throughout the year via various communication formats. Finally, stakeholders are invited to attend monthly ACIP meetings to participate in the review and revision of our plan.

# **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		ASPIRE DIBELS

## Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## Areas of Notable Achievement

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

Haleyville Elementary transitioned from DIBELS 6th Edition to DIBELS Next during the 2014-2015 school year. The benchmark requirements for the new assessment were significantly higher than the previous goals. In kindergarten, students exceeded the new lofty requirements at the mid-year and end of year checkpoints. In first grade, students maintained a track close to the recommended goals until mid-year, but fell short at the end of year benchmark. In second grade, students began the year with a 23 point difference in student scores and recommended goals. Second grade decreased the gap throughout the year with an ending gap of 10 points.

Based on data from the two years of implementation, the ASPIRE assessment provides information relating to student mastery and curriculum for grades 3 through 5. Scores indicate math as a greater strength with percentages "Ready" or "Close" ranging from 84% to 93% for the last 2 years.

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

#### DIBELS

Based on DIBELS Next data, second grade student scores at the beginning of the 2015-2016 school year surpassed beginning of the year scores from 2014-2015 by 5 points. Considering the gains made by second grade last year in reducing the gap from the beginning to the end of the year, this year's goal is to meet the recommended DIBELS Next goals for second grade.

#### ASPIRE

The percentages of students scoring at the "Ready" level in Reading increased for both 4th and 5th grades.

The percentages of students scoring at the "Ready" level in Math increased for both 4th and 5th grades with the 5th grade percentage climbing from 25 in 2014 to 43 in 2015.

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

The highest performance has been noted in 5th grade math for several years. On the ASPIRE in 2014, 25% of students scored at the "Ready" level with another 67% scoring "Close." On the ASPIRE in 2015, 43% of students scored at the "Ready" level with another 50% scoring "Close."

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

In comparing data on the ASPIRE assessment for the 2014 and 2015 school years...

The male population scoring in the "Ready" range increased for both Reading and Math.

The female population scoring in the "Ready" range increased in Math.

The Hispanic population scoring in the "Ready" range increased in both Reading and Math with the Math percentage increasing from 17% to 60%.

Increases in performance for 4th grade included the male population. The male population increased in percentage for the "Ready" level in both Reading and Math.

The only population with an increase for 3rd grade was the female population in the area of math with a percentage increase from 34 to 53.

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

According to the ASPIRE data, the only grade with representation for specific demographic subgroups was fifth grade. The increase in performance for students of Hispanic origin was significant. The percentage of students in the "Ready" level for Math rose from 17 to 60%. The percentage of students in the "Ready" level for Reading rose from 33 to 40%.

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

With the implementation of the Alabama College and Career Readiness Standards, DIBELS Next, and ASPIRE, the goals and expectations for growth have significantly increased over the last few years. With each year of implementation, the curriculum and resources become more closely aligned to requirements of our new standards. Reading and Math scores in general are consistently rising. Though benchmark percentages are below those from the past when ARMT and DIBELS 6th Edition were used, the scores themselves have increased.

## Areas in Need of Improvement

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

With the implementation of the Alabama College and Career Readiness Standards, DIBELS Next, and ASPIRE, the goals and expectations for growth have significantly increased over the last few years. With each year of implementation, the curriculum and resources become more closely aligned to requirements of our new standards. Reading and Math scores in general are consistently rising. Though benchmark percentages are below those from the past when ARMT and DIBELS 6th Edition were used, the scores themselves have increased.

Specific areas in need of improvement:

1-2 Oral Reading Fluency

3-5 Reading and Math

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

Data from the 2015 ASPIRE indicate a decrease in student achievement in third grade in the areas of Reading and Math.

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

ASPIRE data indicates the greatest area of need is 3rd grade Ready. In the Spring of 2015, 23% of students were "Ready", 27% of Students were "Close", and 49% of students were considered "In Need Of Support."

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

According to the results of the 2015 ASPIRE assessment...

There was a decrease in performance by 3rd grade females in both Reading and Math. A decrease in performance was also noted for males in the area of "Reading."

In 4th grade, a slight decrease in performance can be noted by males in the area of Reading.

In 5th grade, a decrease in performance by the female population can be noted in the area of Reading.

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

Further data must be gathered to determine more in depth information relating the achievement gaps in performance data. One year of data has been gathered for DIBELS Next, and two years of data has been collected for ASPIRE. The data available is not sufficient for making such comparisons. Comparing this data with past data from other assessments is also not an option due to significant differences in the SY 2015-2016

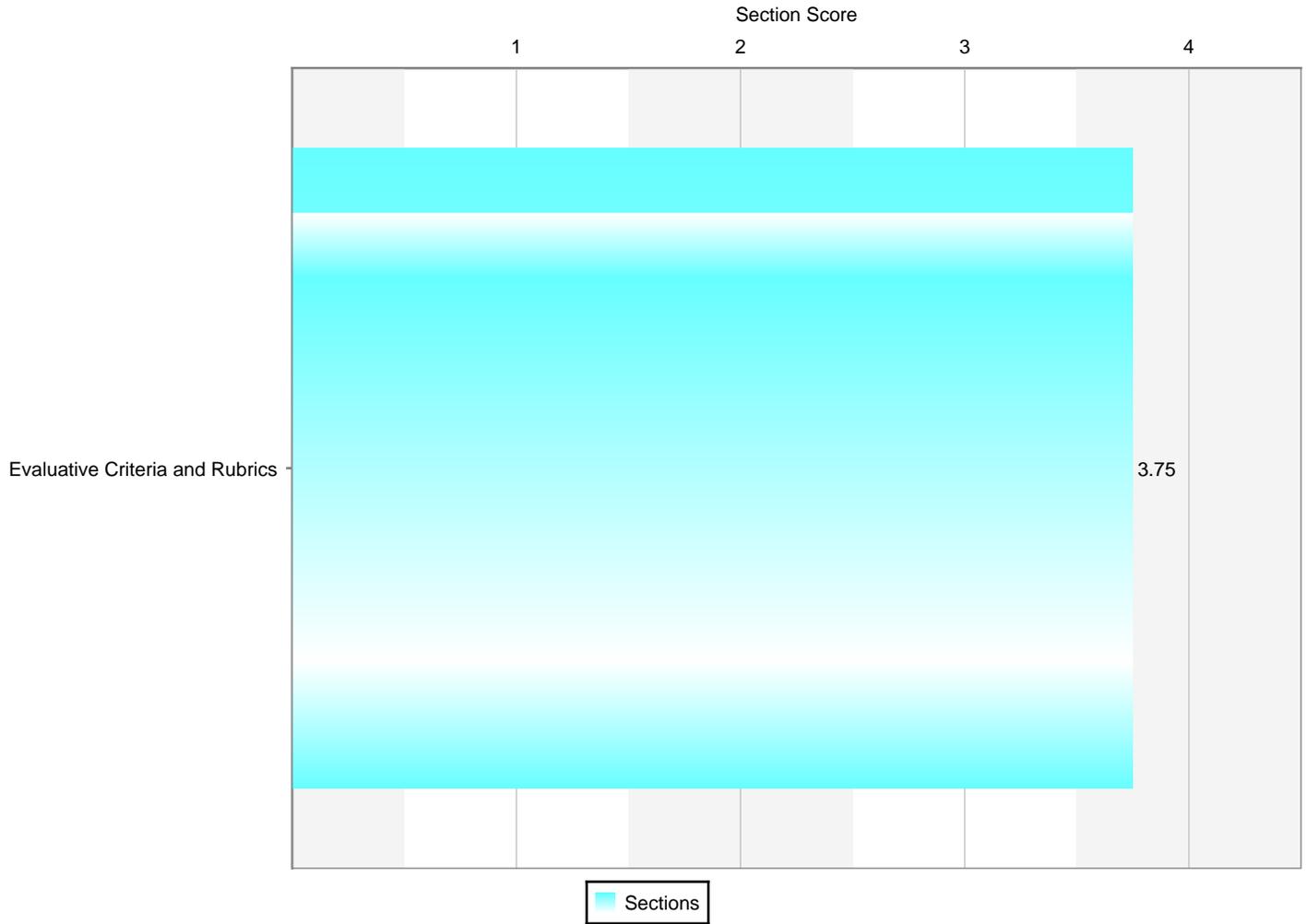
assessments.

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

Environmental settings and scheduling for grades three through five have been identified as factors in student performance. Based on these findings, Haleyville Elementary worked collaboratively to develop out of the box ideas for addressing these concerns and focusing on providing effective instruction.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

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

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		Non-Discrimination for ACIP

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	Dr. Bill Bishop Race, Sex, Equity (TitleIX) Coordinator 2011 20th Street, Haleyville, AL 35565 (205) 486-9481.	

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		Title I Parental Involvement Plan

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Principal signature added to compact after completion by parent, teacher, and student.	Parent-Teacher-Student Compact

# **2015-2016 Plan for ACIP**

## **Overview**

### **Plan Name**

2015-2016 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	2015-2016 Haleyville Elementary will prepare college and career ready students.	Objectives: 3 Strategies: 8 Activities: 9	Academic	\$352485

## Goal 1: 2015-2016 Haleyville Elementary will prepare college and career ready students.

### Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through the attainment of grade level CCRS standards in Reading by 05/26/2016 as measured by formative and summative assessments.

### Strategy 1:

Differentiated Reading Instruction - Research based strategies will be implemented in small group instruction to meet the individualized needs of the students.

Category:

Research Cited: data

Activity - Guided Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide explicit, intensive reading instruction in guided reading (as well as whole group reading) using a variety of reading strategies.	Direct Instruction	08/12/2015	05/26/2016	\$168355	Title I Part A	Classroom Teachers

Status	Progress Notes	Created On	Created By
Completed	Teachers at HES used guided reading strategies to provide differentiated instruction to meet the needs of all students. An increased focus was placed on phonics through the implementation of Reading Horizons. Final evaluation of the effectiveness will be determined through the analysis of data gained from various assessments such as STRIDE, DIBELS, and Aspire.	May 26, 2016	Christy Bice

Activity - Data Review and Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Scott Foresman, Reading Horizons, and Read Live are scientifically research-based programs. Scott Foresman and Reading Horizons will be used for Tier I and II in the general education classroom. Reading Horizons and Read Live will be used for Tier III Reading instruction.	Academic Support Program	08/12/2015	05/26/2016	\$99238	Title I Part A	Classroom teachers Instructional aides
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Status	Progress Notes	Created On	Created By
In Progress	Data review and intervention remains in progress throughout the year and even throughout the summer. Information gained through formative assessments have been used during the school year to guide instruction. This information assisted in determining effective instruction through fluid groupings. Monthly PST meetings and development of plans and interventions are also based on data. Data analysis and subsequent decisions will be made throughout the summer. Data will be used to determine professional development, grade level structures, etc.	May 26, 2016	Christy Bice

**Strategy 2:**

Utilizing Information Text - Students will increase the depth of understanding in the content areas. Students will be given increased opportunities to interact with informational/functional text through the implementation of literacy strategies in the content areas.

Category:

Research Cited: data

Activity - Self Selected Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered increased opportunities for self-selected reading. The Accelerated Reader Program is used to assess student comprehension of self-selected reading materials. Classroom, grade level, and school level incentives are in place to motivate and encourage participation.	Other - Academic Practice	08/12/2015	05/26/2016	\$5279	Title I Part A	Classroom teachers Librarian

Status	Progress Notes	Created On	Created By
Completed	HES provides opportunities for student self selected reading to increase student vocabulary, reading fluency, comprehension, and desire for learning. Students at HES checked out 28,393 books from the HES library. A classroom library can also be found in each classroom at HES to provide students easy access to reading materials at any time. Students at HES use Accelerated Reader to set and monitor reading goals. This year, students took 18,000 AR tests.	May 26, 2016	Christy Bice

**Strategy 3:**

Incorporate Literacy Strategies - During instruction, teachers will use resources and strategies such as graphic organizers, vocabulary strategies, semantic webbing,

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comprehension strategies, phonics skills, fluency building, et cetera.

Category:

Research Cited: data

Activity - Implementation of Reading Horizons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Horizons will be implemented as a supplementary reading resource focusing on the attainment of phonics skills. Reading Horizons will be used in kindergarten and first grade in Tier I, II, and III.	Direct Instruction, Academic Support Program	08/12/2015	05/26/2016	\$19046	Title I Part A	Classroom teachers Instructional aides Instructional coach

Status	Progress Notes	Created On	Created By
In Progress	Kindergarten and first grade teachers participated in professional training on the Reading Horizons phonics program. Teachers implemented the curriculum in the classroom providing tier I, II, and III instruction. To ensure retention and continuation of students' skills, second grade teachers will be trained during the summer of 2016 in preparation for their implementation of Reading Horizons in the 2016.2017 school year.	May 26, 2016	Christy Bice

**(shared) Strategy 4:**

Tutoring - Tutors will be made available before and after regular school hours.

Category:

Research Cited: data

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580	Title I Part A	Bright Start Tutors Volunteer tutors

Status	Progress Notes	Created On	Created By
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In Progress	Highly qualified teachers offer after school tutoring for students. These services are provided during the school year as well as during the summer.	May 26, 2016	Christy Bice
Completed	HES offered students access to Bright Start Tutoring each morning before school hours. Highly qualified teachers provided services in HES computer labs for any students in grades PK-5. Teacher time sheets may be accessed as evidence.	May 26, 2016	Christy Bice

**(shared) Strategy 5:**

Parental Assistance - The HES Parent Center is available to assist parents with academic guidance and resources. A highly qualified teacher is available in the Parent Center to aid parents in selected appropriate resources, understanding content and data, et cetera. The Parent Center also houses a wealth of resources for each of the content areas. Parents are able to check out resources from the center for use at home.

Category:

Research Cited: data

Activity - Parent Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454	Title I Part A	Parent center staff

Status	Progress Notes	Created On	Created By
In Progress	The Parent Center has been open throughout the school year to allow parents to check out instructional resources. The Parent Center will also be available to parents throughout the summer.	May 26, 2016	Christy Bice

**Measurable Objective 2:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through the attainment of grade level CCRS standards in Mathematics by 05/26/2016 as measured by formative and summative assessments.

**(shared) Strategy 1:**

Tutoring - Tutors will be made available before and after regular school hours.

Category:

Research Cited: data

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580	Title I Part A	Bright Start Tutors Volunteer tutors

Status	Progress Notes	Created On	Created By
In Progress	Highly qualified teachers offer after school tutoring for students. These services are provided during the school year as well as during the summer.	May 26, 2016	Christy Bice
Completed	HES offered students access to Bright Start Tutoring each morning before school hours. Highly qualified teachers provided services in HES computer labs for any students in grades PK-5. Teacher time sheets may be accessed as evidence.	May 26, 2016	Christy Bice

**(shared) Strategy 2:**

Parental Assistance - The HES Parent Center is available to assist parents with academic guidance and resources. A highly qualified teacher is available in the Parent Center to aid parents in selected appropriate resources, understanding content and data, et cetera. The Parent Center also houses a wealth of resources for each of the content areas. Parents are able to check out resources from the center for use at home.

Category:

Research Cited: data

Activity - Parent Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454	Title I Part A	Parent center staff

Status	Progress Notes	Created On	Created By
In Progress	The Parent Center has been open throughout the school year to allow parents to check out instructional resources. The Parent Center will also be available to parents throughout the summer.	May 26, 2016	Christy Bice

**Strategy 3:**

Tiered Math Instruction and Practice - Teachers will design Tier I and II instruction to meet the College and Career Readiness Standards. GoMath! includes Tiered lessons to meet the academic needs of all students. Tier III math uses Focus Math.

Category:

Research Cited: data

Activity - Tiered Instruction and Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The current math text, GoMath!, includes tiered instruction for students on level, below level, and above level. Additional components include video, interactive white board activities, manipulatives, et cetera. Stride Academy, an internet based program, provides students with individualized math lessons and practice at his/her on level. SA is accessible both on and off campus. Focus Math is also used as a Tier III component.	Direct Instruction, Academic Support Program	08/12/2015	05/26/2016	\$0	Other	Classroom teachers Instructional aides

**Measurable Objective 3:**

21% of English Learners students will demonstrate a proficiency in language acquisition in English Language Arts by 05/26/2016 as measured by ACCESS 2.0.

**Strategy 1:**

Professional Learning Opportunities for Faculty - Professional learning opportunities will be made available to faculty and staff at HES. PD will focus on best practices in the classroom for English Learners.

Category:

Research Cited: data

Activity - EL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Haleyville Elementary School

Representatives will attend various training sessions for EL instruction including quarterly SAMUEL Trainings, AMAO workshops, ACCESS workshops, et cetera. Representatives will then provide turn around training for remaining faculty and staff.	Professional Learning	08/12/2015	05/26/2016	\$2000	Title I Part A	EL Instructor EL Aide Administrators Instructional Coach Faculty and Staff
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Status	Progress Notes	Created On	Created By
In Progress	The EL team from HES participates in training provided by the Alabama State Department of Education. The team then provides turn around training to the faculty and staff at HES during workshops and after school faculty meetings. EL trained support members also assist in parent conferences, grade level meetings, and PST.	May 26, 2016	Christy Bice

**Strategy 2:**

Language Acquisition Support - Students will be provided with 30 minutes of language acquisition instruction daily.

Category:

Research Cited: data

Activity - EL Instructional Aide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A full-time EL instructional aide was hired to assist in providing daily language acquisition for EL learners.	Other - Additional Support	08/12/2015	05/26/2016	\$32533	Title I Part A	EL Instructional Aide

Status	Progress Notes	Created On	Created By
Completed	A full-time instructional paraprofessional provided support for English Learners in grades kindergarten through fifth.	May 26, 2016	Christy Bice

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiered Instruction and Practice	The current math text, GoMath!, includes tiered instruction for students on level, below level, and above level. Additional components include video, interactive white board activities, manipulatives, et cetera. Stride Academy, an internet based program, provides students with individualized math lessons and practice at his/her on level. SA is accessible both on and off campus. Focus Math is also used as a Tier III component.	Direct Instruction, Academic Support Program	08/12/2015	05/26/2016	\$0	Classroom teachers Instructional aides
<b>Total</b>					\$0	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tutoring	Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580	Bright Start Tutors Volunteer tutors
Parent Center	The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454	Parent center staff
Data Review and Intervention	Scott Foresman, Reading Horizons, and Read Live are scientifically research-based programs. Scott Foresman and Reading Horizons will be used for Tier I and II in the general education classroom. Reading Horizons and Read Live will be used for Tier III Reading instruction.	Academic Support Program	08/12/2015	05/26/2016	\$99238	Classroom teachers Instructional aides
Implementation of Reading Horizons	Reading Horizons will be implemented as a supplementary reading resource focusing on the attainment of phonics skills. Reading Horizons will be used in kindergarten and first grade in Tier I, II, and III.	Direct Instruction, Academic Support Program	08/12/2015	05/26/2016	\$19046	Classroom teachers Instructional aides Instructional coach

**ACIP**

Haleyville Elementary School

EL Training	Representatives will attend various training sessions for EL instruction including quarterly SAMUEL Trainings, AMAO workshops, ACCESS workshops, et cetera. Representatives will then provide turn around training for remaining faculty and staff.	Professional Learning	08/12/2015	05/26/2016	\$2000	EL Instructor EL Aide Administrators Instructional Coach Faculty and Staff
Self Selected Reading	Students will be offered increased opportunities for self-selected reading. The Accelerated Reader Program is used to assess student comprehension of self-selected reading materials. Classroom, grade level, and school level incentives are in place to motivate and encourage participation.	Other - Academic Practice	08/12/2015	05/26/2016	\$5279	Classroom teachers Librarian
Guided Reading	Teachers will provide explicit, intensive reading instruction in guided reading (as well as whole group reading) using a variety of reading strategies.	Direct Instruction	08/12/2015	05/26/2016	\$168355	Classroom Teachers
EL Instructional Aide	A full-time EL instructional aide was hired to assist in providing daily language acquisition for EL learners.	Other - Additional Support	08/12/2015	05/26/2016	\$32533	EL Instructional Aide
<b>Total</b>					<b>\$352485</b>	

# 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		2015-2016 Stakeholder Feedback Data Elem Ss Survey Early Elem Ss Survey Staff Survey Parent Survey

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

## Areas of Notable Achievement

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

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

- Parents-highest percentage of positive responses-Purpose and Direction
- Staff-highest percentage of positive responses-Purpose and Direction
- Students-highest percentage of positive responses-Purpose and Direction

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

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

- Parents-Decrease in percentage of positive responses in all areas from the 2014 surveys to the 2015 surveys
- Staff-Increase in Purpose and Direction from 90.85 to 96.76, Increase in Teaching and Assessing of Learning from 86.04 to 92.43, Increase in Resources and Support Systems from 90.91 to 92.63, and Increase in Using Results for Continuous Improvement from 96.43 to 96.91. All of these changes occurred from 2014 to 2015.
- Student-Slight decrease in Purpose and Direction from 93.97 to 93.48, Decrease in Government and Leadership from 94.39 to 87.68, and Decrease in Using Results for Continuous Improvement 80.65 to 77.65. All these changes occurred from 2014-2015.

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

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

- Of parents surveyed at the end of the 2014-2015 school year 100% felt welcomed in their child's school.
- Of parents surveyed at the end of the 2014-2015 school year 88.17% felt that our school's purpose statement is clearly focused on student success.
- Of parents surveyed at the end of the 2014-2015 school year 84.95% felt that our school has established goals and a plan for improving student learning.
- Of parents surveyed at the end of the 2014-2015 school year 87.36% felt that our teachers report on students' progress in easy to understand language through telephone calls, e-mail, written notices, and text messages.

## Areas in Need of Improvement

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

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

- Parents-lowest percentage of positive ratings-Government and Leadership 75.84%
- Staff- lowest percentage of positive ratings-Teaching and Assessing for Learning 92.43%
- Students-lowest percentage of positive ratings-Government and Leadership 72.98

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

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

- Parents-decrease in stakeholder satisfaction or approval-Purpose and Direction from 93.44% to 84.59%, Government and Leadership from 87.5% to 75.84%, Teaching and Assessing for Learning from 90.38% to 81.15%, Resources and Support Systems from 91.06% to 81.85%, Using Results for Continuous Improvement from 92.4% to 79.81%. All these changes occurred from 2014-2015.
- Staff-none
- Students-decrease in stakeholder satisfaction or approval-Governance and Leadership from 94.39% to 72.98%, Resources and Support from 98.43 to 87.68%, and Using Results for Continuous Improvement from 80.5% to 77.65%. All these changes occurred from 2014-2015.

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

3. What are the implications for these stakeholder perceptions?

- Parents-We realize that there are decreases in every area of the survey for the year 2014-2015. We feel that several contributing factors such as two new administrators, one new counselor, one new nurse, and five new teachers all played a part in the changing data. Confidence among our parents and staff grew as the year progressed. Faculty and Staff all hope to instill confidence and cooperation among faculty, parents, and students for the next school year.
- Staff-The lowest area was Using Results for Continuous Improvement. This continues to be the result of new state standards and administering state assessment with computers.
- Students-

Questions with the lowest percentage of positive responses:

1. I know what to do every day in my school.
2. My family likes to come to my school.
3. I am safe at school.

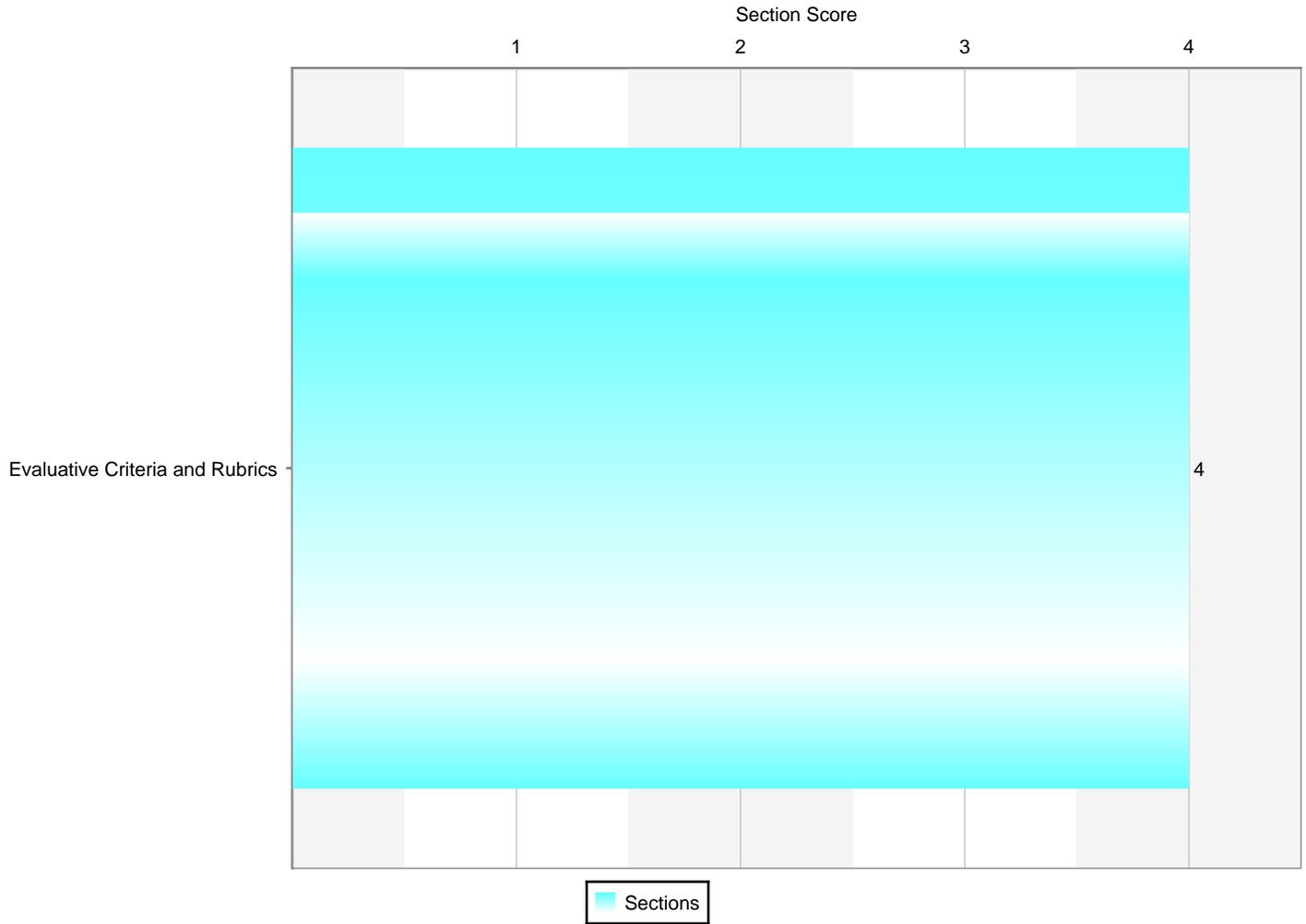
### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

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

- A focus should be placed on parental involvement at school, and better lines of communication established between teachers and students and teachers and parents.
- Although there has been improvement, continued staff training is needed in the area of Teaching and Assessing Learning in regard to the implementation of state standards and assessment.
- Staff training is needed in regard of interpreting new Aspire test data and how to effectively use data to aid instruction.
- More student training on standardized testing with computers should be implemented school wide to ensure confidence of our students while taking Aspire tests on computer.

## 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?**

The Haleyville Elementary needs assessment includes data from all stakeholders. HES encouraged all parents, students, and staff to participate in a comprehensive survey of our school. The survey asked parents to rate the effectiveness and use of various programs and practices at HES. In May of 2015, parents completed online surveys. To increase participation, the opportunity for input was advertised in local media, social media, school websites. The surveys could be completed in the comfort of one's home, on a smart phone, or at any of the Haleyville City Schools during regular operating hours. Surveys completed by students were completed during students' designated computer classes. An EL instructor was also available, as a translator, if needed. HES staff members were emailed a link for completing the survey online. The qualitative data from these sources guided the development of goals and strategies for the HES ACIP. Student academic performance data from the ACT Aspire and DIBELS were also used to inform this year's ACIP. Data collected for each of these assessments was analyzed in grade level meetings. Meetings also included special education teachers, the EL teacher, and Instructional coach. Each grade level made suggestions for goals and strategies. Grade level representatives came together to review the goals submitted. Upon a consensus, the information was compiled into a plan. Weekly grade level meetings and monthly faculty meetings are held to discuss issues as they arise concerning assessments, goals, and strategies. Additional data guiding the development of the Haleyville Elementary Continuous Improvement Plan included SIR reports, professional development surveys, and Educate Alabama evaluations.

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

Haleyville Elementary School (HES) students are assessed through the utilization of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in Kindergarten, First and Second Grades; the ACT Aspire in Third, Fourth, and Fifth Grades. Assessments are aligned to the College and Career Readiness Standards (CCRS) for the State of Alabama. Classroom assessments are based upon materials taught in each content area and grade. DIBELS and ACT Aspire are administered within a window approved by the state and following the testing procedures for the state mandated tests. HES notifies all stakeholders of testing dates through our school website, parent newsletters, and social media websites. Classroom assessments are monitored through lesson plans, grade level meetings, and walk throughs on a regular basis. Feedback is given to faculty to ensure academic success.

On the 2014-2015 end of year assessments, 41% of students performed at the readiness benchmark level in math, 37% of students performed at the readiness benchmark level in Science, 34% of students performed at the readiness benchmark level in Reading. On the 2013 - 2014 end of year assessments, 36% of students performed at the readiness benchmark level in math, 37% of students performed at the readiness benchmark level in Reading. Science was not tested in the 2013-2014 school year. HES meets as grade levels and in individual data meetings, discussing strengths, areas of focus, and individual student and teacher concerns.

Third grade data trends show a decline in percentile scoring at the readiness benchmark level in math and reading, while fourth and fifth grade level trends show a gradual increase in students scoring at the readiness benchmark level in math and reading.

HES will strive to increase student achievement in all academic areas.

The implementation of the ASPIRE as a state mandated assessment began in the spring of 2014. Below are the scores for the 2015 testing.

## ACT Aspire Reading

Ready/Close/In Need of Support

Grade 3 --23%/27%/49%

Grade 4--41%/28%/31%

Grade 5--39%/36%/25%

## ACT Aspire Math

Ready/Close/In Need of Support

Grade 3--44%/40%/17%

Grade 4--36%/48%/16%

Grade 5--43%/50%/7%

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

.In the past, our school consistently performed above average in the areas of reading and math on state mandated tests. In the spring of 2014, students were tested using the ACT ASPIRE as a replacement for the ARMT. In addition, our school voluntarily transitioned from DIBELS 6th Edition to DIBELS Next at the beginning of the 2014-2015 school year. As an organization, we feel the data gained from these assessments is a better reflection of our students' current performance and will enable us to better serve our students. While gains in student performance may be noted, it is clear that both Reading and Math will continue to be areas in which we focus.

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

-Haleyville Elementary must continue to focus on increasing academic achievement in the areas of reading and math. This growth will result from the implementation of the Alabama College and Career Readiness Standards.

-The Haleyville Elementary Mathematics Curriculum must continue to be evaluated and revised based on evidence of student mastery of state mandated standards.

-The Haleyville Elementary ELA Curriculum must continue to be evaluated and revised based on evidence of student mastery of state mandated standards.

Haleyville Elementary should focus on the awareness and implementation of the Alabama College and Career Readiness Standards for Science.

-Professional development focusing on the Alabama College and Career Readiness Standards will aid teachers in the effective implementation of standards.

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

The analysis of a variety of data is used in the identification of needs and development of goals and strategies. Haleyville Elementary will seek to increase student achievement through effective instruction in all content areas. Following the Alabama College and Career Readiness Standards in Mathematics, English Language Arts, and Science, as well as the goals of DIBELS Next and the ACT ASPIRE,

Haleyville Elementary will also establish learning targets and use formative assessment to ensure student attainment of skills is on track for desired student achievement.

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

.In the development of the plan, a variety of data is analyzed including ACCESS scores, ASPIRE scores, DIBELS Next Scores, attendance records, discipline reports, and survey data from students, stakeholders, and staff. As a team, the HES ACIP Team combs through each set of data to gain information relative to our students and their success at Haleyville Elementary.

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

.Based on the demographics of Haleyville Elementary, HES qualifies as a Schoolwide Title I school. The Continuous Improvement Plan, goals, strategies, and action steps focus on providing the instruction and environment which will enable all students at HES to be successful. Supplementary services are available for students as needed including morning and afternoon tutoring, parent center, et cetera. In addition, title funds are used to increase the number of classroom teachers in an effort to reduce the teacher to student ratio in classrooms at Haleyville Elementary. Decreasing the teacher to student ratio will enable teachers to provide more small group and individual instruction as needed for students in the classroom in an effort to increase student achievement of content standards.

## 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:**

2015-2016 Haleyville Elementary will prepare college and career ready students.

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through the attainment of grade level CCRS standards in Mathematics by 05/26/2016 as measured by formative and summative assessments.

**Strategy1:**

Tutoring - Tutors will be made available before and after regular school hours.

Category:

Research Cited: data

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580 - Title I Part A	Bright Start Tutors Volunteer tutors

**Strategy2:**

Parental Assistance - The HES Parent Center is available to assist parents with academic guidance and resources. A highly qualified teacher is available in the Parent Center to aid parents in selected appropriate resources, understanding content and data, et cetera. The Parent Center also houses a wealth of resources for each of the content areas. Parents are able to check out resources from the center for use at home.

Category:

Research Cited: data

Activity - Parent Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454 - Title I Part A	Parent center staff

**Strategy3:**

Tiered Math Instruction and Practice - Teachers will design Tier I and II instruction to meet the College and Career Readiness Standards. GoMath! includes Tiered lessons to meet the academic needs of all students. Tier III math uses Focus Math.

Category:

Research Cited: data

Activity - Tiered Instruction and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The current math text, GoMath!, includes tiered instruction for students on level, below level, and above level. Additional components include video, interactive white board activities, manipulatives, et cetera. Stride Academy, an internet based program, provides students with individualized math lessons and practice at his/her on level. SA is accessible both on and off campus. Focus Math is also used as a Tier III component.	Direct Instruction Academic Support Program	08/12/2015	05/26/2016	\$0 - Other	Classroom teachers Instructional aides

**Measurable Objective 2:**

21% of English Learners students will demonstrate a proficiency in language acquisition in English Language Arts by 05/26/2016 as measured by ACCESS 2.0.

**Strategy1:**

Language Acquisition Support - Students will be provided with 30 minutes of language acquisition instruction daily.

Category:

Research Cited: data

Activity - EL Instructional Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full-time EL instructional aide was hired to assist in providing daily language acquisition for EL learners.	Other - Additional Support	08/12/2015	05/26/2016	\$32533 - Title I Part A	EL Instructional Aide

**Strategy2:**

Professional Learning Opportunities for Faculty - Professional learning opportunities will be made available to faculty and staff at HES. PD will focus on best practices in the classroom for English Learners.

Category:

Research Cited: data

Activity - EL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives will attend various training sessions for EL instruction including quarterly SAMUEL Trainings, AMAO workshops, ACCESS workshops, et cetera. Representatives will then provide turn around training for remaining faculty and staff.	Professional Learning	08/12/2015	05/26/2016	\$2000 - Title I Part A	EL Instructor EL Aide Administrators Instructional Coach Faculty and Staff

**Measurable Objective 3:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through the attainment of grade level CCRS standards in Reading by 05/26/2016 as measured by formative and summative assessments.

**Strategy1:**

Incorporate Literacy Strategies - During instruction, teachers will use resources and strategies such as graphic organizers, vocabulary strategies, semantic webbing, comprehension strategies, phonics skills, fluency building, et cetera.

Category:

Research Cited: data

Activity - Implementation of Reading Horizons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons will be implemented as a supplementary reading resource focusing on the attainment of phonics skills. Reading Horizons will be used in kindergarten and first grade in Tier I, II, and III.	Academic Support Program Direct Instruction	08/12/2015	05/26/2016	\$19046 - Title I Part A	Classroom teachers Instructional aides Instructional coach

**Strategy2:**

Parental Assistance - The HES Parent Center is available to assist parents with academic guidance and resources. A highly qualified teacher is available in the Parent Center to aid parents in selected appropriate resources, understanding content and data, et cetera. The Parent Center also houses a wealth of resources for each of the content areas. Parents are able to check out resources from the center for use at home.

Category:

Research Cited: data

Activity - Parent Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454 - Title I Part A	Parent center staff

**Strategy3:**

Differentiated Reading Instruction - Research based strategies will be implemented in small group instruction to meet the individualized needs of the students.

Category:

Research Cited: data

**ACIP**

Haleyville Elementary School

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit, intensive reading instruction in guided reading (as well as whole group reading) using a variety of reading strategies.	Direct Instruction	08/12/2015	05/26/2016	\$168355 - Title I Part A	Classroom Teachers

Activity - Data Review and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scott Foresman, Reading Horizons, and Read Live are scientifically research-based programs. Scott Foresman and Reading Horizons will be used for Tier I and II in the general education classroom. Reading Horizons and Read Live will be used for Tier III Reading instruction.	Academic Support Program	08/12/2015	05/26/2016	\$99238 - Title I Part A	Classroom teachers Instructional aides

**Strategy4:**

Tutoring - Tutors will be made available before and after regular school hours.

Category:

Research Cited: data

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580 - Title I Part A	Bright Start Tutors Volunteer tutors

**Strategy5:**

Utilizing Information Text - Students will increase the depth of understanding in the content areas. Students will be given increased opportunities to interact with informational/functional text through the implementation of literacy strategies in the content areas.

Category:

Research Cited: data

Activity - Self Selected Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered increased opportunities for self-selected reading. The Accelerated Reader Program is used to assess student comprehension of self-selected reading materials. Classroom, grade level, and school level incentives are in place to motivate and encourage participation.	Other - Academic Practice	08/12/2015	05/26/2016	\$5279 - Title I Part A	Classroom teachers Librarian

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

2015-2016 Haleyville Elementary will prepare college and career ready students.

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through the attainment of grade level CCRS standards in Mathematics by 05/26/2016 as measured by formative and summative assessments.

**Strategy1:**

Tiered Math Instruction and Practice - Teachers will design Tier I and II instruction to meet the College and Career Readiness Standards. GoMath! includes Tiered lessons to meet the academic needs of all students. Tier III math uses Focus Math.

Category:

Research Cited: data

Activity - Tiered Instruction and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The current math text, GoMath!, includes tiered instruction for students on level, below level, and above level. Additional components include video, interactive white board activities, manipulatives, et cetera. Stride Academy, an internet based program, provides students with individualized math lessons and practice at his/her on level. SA is accessible both on and off campus. Focus Math is also used as a Tier III component.	Direct Instruction Academic Support Program	08/12/2015	05/26/2016	\$0 - Other	Classroom teachers Instructional aides

**Strategy2:**

Tutoring - Tutors will be made available before and after regular school hours.

Category:

Research Cited: data

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580 - Title I Part A	Bright Start Tutors Volunteer tutors

**Strategy3:**

Parental Assistance - The HES Parent Center is available to assist parents with academic guidance and resources. A highly qualified teacher is available in the Parent Center to aid parents in selected appropriate resources, understanding content and data, et cetera. The Parent Center also houses a wealth of resources for each of the content areas. Parents are able to check out resources from the center for use at home.

Category:

Research Cited: data

**ACIP**

Haleyville Elementary School

Activity - Parent Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454 - Title I Part A	Parent center staff

**Measurable Objective 2:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through the attainment of grade level CCRS standards in Reading by 05/26/2016 as measured by formative and summative assessments.

**Strategy1:**

Utilizing Information Text - Students will increase the depth of understanding in the content areas. Students will be given increased opportunities to interact with informational/functional text through the implementation of literacy strategies in the content areas.

Category:

Research Cited: data

Activity - Self Selected Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered increased opportunities for self-selected reading. The Accelerated Reader Program is used to assess student comprehension of self-selected reading materials. Classroom, grade level, and school level incentives are in place to motivate and encourage participation.	Other - Academic Practice	08/12/2015	05/26/2016	\$5279 - Title I Part A	Classroom teachers Librarian

**Strategy2:**

Differentiated Reading Instruction - Research based strategies will be implemented in small group instruction to meet the individualized needs of the students.

Category:

Research Cited: data

Activity - Data Review and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scott Foresman, Reading Horizons, and Read Live are scientifically research-based programs. Scott Foresman and Reading Horizons will be used for Tier I and II in the general education classroom. Reading Horizons and Read Live will be used for Tier III Reading instruction.	Academic Support Program	08/12/2015	05/26/2016	\$99238 - Title I Part A	Classroom teachers Instructional aides

**ACIP**

Haleyville Elementary School

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit, intensive reading instruction in guided reading (as well as whole group reading) using a variety of reading strategies.	Direct Instruction	08/12/2015	05/26/2016	\$168355 - Title I Part A	Classroom Teachers

**Strategy3:**

Tutoring - Tutors will be made available before and after regular school hours.

Category:

Research Cited: data

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580 - Title I Part A	Bright Start Tutors Volunteer tutors

**Strategy4:**

Incorporate Literacy Strategies - During instruction, teachers will use resources and strategies such as graphic organizers, vocabulary strategies, semantic webbing, comprehension strategies, phonics skills, fluency building, et cetera.

Category:

Research Cited: data

Activity - Implementation of Reading Horizons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons will be implemented as a supplementary reading resource focusing on the attainment of phonics skills. Reading Horizons will be used in kindergarten and first grade in Tier I, II, and III.	Direct Instruction Academic Support Program	08/12/2015	05/26/2016	\$19046 - Title I Part A	Classroom teachers Instructional aides Instructional coach

**Strategy5:**

Parental Assistance - The HES Parent Center is available to assist parents with academic guidance and resources. A highly qualified teacher is available in the Parent Center to aid parents in selected appropriate resources, understanding content and data, et cetera. The Parent Center also houses a wealth of resources for each of the content areas. Parents are able to check out resources from the center for use at home.

Category:

Research Cited: data

Activity - Parent Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454 - Title I Part A	Parent center staff

**Measurable Objective 3:**

21% of English Learners students will demonstrate a proficiency in language acquisition in English Language Arts by 05/26/2016 as measured by ACCESS 2.0.

**Strategy1:**

Language Acquisition Support - Students will be provided with 30 minutes of language acquisition instruction daily.

Category:

Research Cited: data

Activity - EL Instructional Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full-time EL instructional aide was hired to assist in providing daily language acquisition for EL learners.	Other - Additional Support	08/12/2015	05/26/2016	\$32533 - Title I Part A	EL Instructional Aide

**Strategy2:**

Professional Learning Opportunities for Faculty - Professional learning opportunities will be made available to faculty and staff at HES. PD will focus on best practices in the classroom for English Learners.

Category:

Research Cited: data

Activity - EL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives will attend various training sessions for EL instruction including quarterly SAMUEL Trainings, AMAO workshops, ACCESS workshops, et cetera. Representatives will then provide turn around training for remaining faculty and staff.	Professional Learning	08/12/2015	05/26/2016	\$2000 - Title I Part A	EL Instructor EL Aide Administrators Instructional Coach Faculty and Staff

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

**Goal 1:**

2015-2016 Haleyville Elementary will prepare college and career ready students.

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through the attainment of grade level CCRS standards in Reading by 05/26/2016 as measured by formative and summative assessments.

**Strategy1:**

Incorporate Literacy Strategies - During instruction, teachers will use resources and strategies such as graphic organizers, vocabulary strategies, semantic webbing, comprehension strategies, phonics skills, fluency building, et cetera.

Category:

Research Cited: data

Activity - Implementation of Reading Horizons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons will be implemented as a supplementary reading resource focusing on the attainment of phonics skills. Reading Horizons will be used in kindergarten and first grade in Tier I, II, and III.	Direct Instruction Academic Support Program	08/12/2015	05/26/2016	\$19046 - Title I Part A	Classroom teachers Instructional aides Instructional coach

**Strategy2:**

Utilizing Information Text - Students will increase the depth of understanding in the content areas. Students will be given increased opportunities to interact with informational/functional text through the implementation of literacy strategies in the content areas.

Category:

Research Cited: data

Activity - Self Selected Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered increased opportunities for self-selected reading. The Accelerated Reader Program is used to assess student comprehension of self-selected reading materials. Classroom, grade level, and school level incentives are in place to motivate and encourage participation.	Other - Academic Practice	08/12/2015	05/26/2016	\$5279 - Title I Part A	Classroom teachers Librarian

**Strategy3:**

Tutoring - Tutors will be made available before and after regular school hours.

Category:

Research Cited: data

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580 - Title I Part A	Bright Start Tutors Volunteer tutors

**Strategy4:**

Parental Assistance - The HES Parent Center is available to assist parents with academic guidance and resources. A highly qualified teacher is available in the Parent Center to aid parents in selected appropriate resources, understanding content and data, et cetera. The Parent Center also houses a wealth of resources for each of the content areas. Parents are able to check out resources from the center for use at home.

Category:

Research Cited: data

Activity - Parent Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454 - Title I Part A	Parent center staff

#### Strategy5:

Differentiated Reading Instruction - Research based strategies will be implemented in small group instruction to meet the individualized needs of the students.

Category:

Research Cited: data

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit, intensive reading instruction in guided reading (as well as whole group reading) using a variety of reading strategies.	Direct Instruction	08/12/2015	05/26/2016	\$168355 - Title I Part A	Classroom Teachers

Activity - Data Review and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scott Foresman, Reading Horizons, and Read Live are scientifically research-based programs. Scott Foresman and Reading Horizons will be used for Tier I and II in the general education classroom. Reading Horizons and Read Live will be used for Tier III Reading instruction.	Academic Support Program	08/12/2015	05/26/2016	\$99238 - Title I Part A	Classroom teachers Instructional aides

#### Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through the attainment of grade level CCRS standards in Mathematics by 05/26/2016 as measured by formative and summative assessments.

#### Strategy1:

Tiered Math Instruction and Practice - Teachers will design Tier I and II instruction to meet the College and Career Readiness Standards.

GoMath! includes Tiered lessons to meet the academic needs of all students. Tier III math uses Focus Math.

Category:

Research Cited: data

**ACIP**

Haleyville Elementary School

Activity - Tiered Instruction and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The current math text, GoMath!, includes tiered instruction for students on level, below level, and above level. Additional components include video, interactive white board activities, manipulatives, et cetera. Stride Academy, an internet based program, provides students with individualized math lessons and practice at his/her on level. SA is accessible both on and off campus. Focus Math is also used as a Tier III component.	Academic Support Program Direct Instruction	08/12/2015	05/26/2016	\$0 - Other	Classroom teachers Instructional aides

**Strategy2:**

Tutoring - Tutors will be made available before and after regular school hours.

Category:

Research Cited: data

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580 - Title I Part A	Bright Start Tutors Volunteer tutors

**Strategy3:**

Parental Assistance - The HES Parent Center is available to assist parents with academic guidance and resources. A highly qualified teacher is available in the Parent Center to aid parents in selected appropriate resources, understanding content and data, et cetera. The Parent Center also houses a wealth of resources for each of the content areas. Parents are able to check out resources from the center for use at home.

Category:

Research Cited: data

Activity - Parent Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454 - Title I Part A	Parent center staff

**Measurable Objective 3:**

21% of English Learners students will demonstrate a proficiency in language acquisition in English Language Arts by 05/26/2016 as measured by ACCESS 2.0.

**Strategy1:**

Language Acquisition Support - Students will be provided with 30 minutes of language acquisition instruction daily.

Category:

Research Cited: data

**ACIP**

Haleyville Elementary School

Activity - EL Instructional Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full-time EL instructional aide was hired to assist in providing daily language acquisition for EL learners.	Other - Additional Support	08/12/2015	05/26/2016	\$32533 - Title I Part A	EL Instructional Aide

**Strategy2:**

Professional Learning Opportunities for Faculty - Professional learning opportunities will be made available to faculty and staff at HES. PD will focus on best practices in the classroom for English Learners.

Category:

Research Cited: data

Activity - EL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives will attend various training sessions for EL instruction including quarterly SAMUEL Trainings, AMAO workshops, ACCESS workshops, et cetera. Representatives will then provide turn around training for remaining faculty and staff.	Professional Learning	08/12/2015	05/26/2016	\$2000 - Title I Part A	EL Instructor EL Aide Administrators Instructional Coach Faculty and Staff

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

2015-2016 Haleyville Elementary will prepare college and career ready students.

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through the attainment of grade level CCRS standards in Reading by 05/26/2016 as measured by formative and summative assessments.

**Strategy1:**

Tutoring - Tutors will be made available before and after regular school hours.

Category:

Research Cited: data

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580 - Title I Part A	Bright Start Tutors Volunteer tutors

**Strategy2:**

Incorporate Literacy Strategies - During instruction, teachers will use resources and strategies such as graphic organizers, vocabulary strategies, semantic webbing, comprehension strategies, phonics skills, fluency building, et cetera.

Category:

Research Cited: data

Activity - Implementation of Reading Horizons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Horizons will be implemented as a supplementary reading resource focusing on the attainment of phonics skills. Reading Horizons will be used in kindergarten and first grade in Tier I, II, and III.	Direct Instruction Academic Support Program	08/12/2015	05/26/2016	\$19046 - Title I Part A	Classroom teachers Instructional aides Instructional coach

**Strategy3:**

Differentiated Reading Instruction - Research based strategies will be implemented in small group instruction to meet the individualized needs of the students.

Category:

Research Cited: data

Activity - Data Review and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scott Foresman, Reading Horizons, and Read Live are scientifically research-based programs. Scott Foresman and Reading Horizons will be used for Tier I and II in the general education classroom. Reading Horizons and Read Live will be used for Tier III Reading instruction.	Academic Support Program	08/12/2015	05/26/2016	\$99238 - Title I Part A	Classroom teachers Instructional aides

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit, intensive reading instruction in guided reading (as well as whole group reading) using a variety of reading strategies.	Direct Instruction	08/12/2015	05/26/2016	\$168355 - Title I Part A	Classroom Teachers

**Strategy4:**

Utilizing Information Text - Students will increase the depth of understanding in the content areas. Students will be given increased opportunities to interact with informational/functional text through the implementation of literacy strategies in the content areas.

Category:

Research Cited: data

**ACIP**

Haleyville Elementary School

Activity - Self Selected Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered increased opportunities for self-selected reading. The Accelerated Reader Program is used to assess student comprehension of self-selected reading materials. Classroom, grade level, and school level incentives are in place to motivate and encourage participation.	Other - Academic Practice	08/12/2015	05/26/2016	\$5279 - Title I Part A	Classroom teachers Librarian

**Strategy5:**

Parental Assistance - The HES Parent Center is available to assist parents with academic guidance and resources. A highly qualified teacher is available in the Parent Center to aid parents in selected appropriate resources, understanding content and data, et cetera. The Parent Center also houses a wealth of resources for each of the content areas. Parents are able to check out resources from the center for use at home.

Category:

Research Cited: data

Activity - Parent Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454 - Title I Part A	Parent center staff

**Measurable Objective 2:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through the attainment of grade level CCRS standards in Mathematics by 05/26/2016 as measured by formative and summative assessments.

**Strategy1:**

Tutoring - Tutors will be made available before and after regular school hours.

Category:

Research Cited: data

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580 - Title I Part A	Bright Start Tutors Volunteer tutors

**Strategy2:**

Parental Assistance - The HES Parent Center is available to assist parents with academic guidance and resources. A highly qualified teacher is available in the Parent Center to aid parents in selected appropriate resources, understanding content and data, et cetera. The

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Parent Center also houses a wealth of resources for each of the content areas. Parents are able to check out resources from the center for use at home.

Category:

Research Cited: data

Activity - Parent Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454 - Title I Part A	Parent center staff

**Strategy3:**

Tiered Math Instruction and Practice - Teachers will design Tier I and II instruction to meet the College and Career Readiness Standards.

GoMath! includes Tiered lessons to meet the academic needs of all students. Tier III math uses Focus Math.

Category:

Research Cited: data

Activity - Tiered Instruction and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The current math text, GoMath!, includes tiered instruction for students on level, below level, and above level. Additional components include video, interactive white board activities, manipulatives, et cetera. Stride Academy, an internet based program, provides students with individualized math lessons and practice at his/her on level. SA is accessible both on and off campus. Focus Math is also used as a Tier III component.	Academic Support Program Direct Instruction	08/12/2015	05/26/2016	\$0 - Other	Classroom teachers Instructional aides

**Measurable Objective 3:**

21% of English Learners students will demonstrate a proficiency in language acquisition in English Language Arts by 05/26/2016 as measured by ACCESS 2.0.

**Strategy1:**

Language Acquisition Support - Students will be provided with 30 minutes of language acquisition instruction daily.

Category:

Research Cited: data

Activity - EL Instructional Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full-time EL instructional aide was hired to assist in providing daily language acquisition for EL learners.	Other - Additional Support	08/12/2015	05/26/2016	\$32533 - Title I Part A	EL Instructional Aide

**Strategy2:**

SY 2015-2016

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Professional Learning Opportunities for Faculty - Professional learning opportunities will be made available to faculty and staff at HES. PD will focus on best practices in the classroom for English Learners.

Category:

Research Cited: data

Activity - EL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives will attend various training sessions for EL instruction including quarterly SAMUEL Trainings, AMAO workshops, ACCESS workshops, et cetera. Representatives will then provide turn around training for remaining faculty and staff.	Professional Learning	08/12/2015	05/26/2016	\$2000 - Title I Part A	EL Instructor EL Aide Administrators Instructional Coach Faculty and Staff

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

**Goal 1:**

2015-2016 Haleyville Elementary will prepare college and career ready students.

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through the attainment of grade level CCRS standards in Reading by 05/26/2016 as measured by formative and summative assessments.

**Strategy1:**

Differentiated Reading Instruction - Research based strategies will be implemented in small group instruction to meet the individualized needs of the students.

Category:

Research Cited: data

Activity - Data Review and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scott Foresman, Reading Horizons, and Read Live are scientifically research-based programs. Scott Foresman and Reading Horizons will be used for Tier I and II in the general education classroom. Reading Horizons and Read Live will be used for Tier III Reading instruction.	Academic Support Program	08/12/2015	05/26/2016	\$99238 - Title I Part A	Classroom teachers Instructional aides

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Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit, intensive reading instruction in guided reading (as well as whole group reading) using a variety of reading strategies.	Direct Instruction	08/12/2015	05/26/2016	\$168355 - Title I Part A	Classroom Teachers

**Strategy2:**

Tutoring - Tutors will be made available before and after regular school hours.

Category:

Research Cited: data

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580 - Title I Part A	Bright Start Tutors Volunteer tutors

**Strategy3:**

Parental Assistance - The HES Parent Center is available to assist parents with academic guidance and resources. A highly qualified teacher is available in the Parent Center to aid parents in selected appropriate resources, understanding content and data, et cetera. The Parent Center also houses a wealth of resources for each of the content areas. Parents are able to check out resources from the center for use at home.

Category:

Research Cited: data

Activity - Parent Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454 - Title I Part A	Parent center staff

**Measurable Objective 2:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through the attainment of grade level CCRS standards in Mathematics by 05/26/2016 as measured by formative and summative assessments.

**Strategy1:**

Parental Assistance - The HES Parent Center is available to assist parents with academic guidance and resources. A highly qualified teacher is available in the Parent Center to aid parents in selected appropriate resources, understanding content and data, et cetera. The Parent Center also houses a wealth of resources for each of the content areas. Parents are able to check out resources from the center for use at home.

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Category:

Research Cited: data

Activity - Parent Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454 - Title I Part A	Parent center staff

**Strategy2:**

Tutoring - Tutors will be made available before and after regular school hours.

Category:

Research Cited: data

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580 - Title I Part A	Bright Start Tutors Volunteer tutors

**Strategy3:**

Tiered Math Instruction and Practice - Teachers will design Tier I and II instruction to meet the College and Career Readiness Standards.

GoMath! includes Tiered lessons to meet the academic needs of all students. Tier III math uses Focus Math.

Category:

Research Cited: data

Activity - Tiered Instruction and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The current math text, GoMath!, includes tiered instruction for students on level, below level, and above level. Additional components include video, interactive white board activities, manipulatives, et cetera. Stride Academy, an internet based program, provides students with individualized math lessons and practice at his/her on level. SA is accessible both on and off campus. Focus Math is also used as a Tier III component.	Direct Instruction Academic Support Program	08/12/2015	05/26/2016	\$0 - Other	Classroom teachers Instructional aides

**Measurable Objective 3:**

21% of English Learners students will demonstrate a proficiency in language acquisition in English Language Arts by 05/26/2016 as measured by ACCESS 2.0.

**Strategy1:**

Language Acquisition Support - Students will be provided with 30 minutes of language acquisition instruction daily.

Category:

SY 2015-2016

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Research Cited: data

Activity - EL Instructional Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full-time EL instructional aide was hired to assist in providing daily language acquisition for EL learners.	Other - Additional Support	08/12/2015	05/26/2016	\$32533 - Title I Part A	EL Instructional Aide

**Strategy2:**

Professional Learning Opportunities for Faculty - Professional learning opportunities will be made available to faculty and staff at HES. PD will focus on best practices in the classroom for English Learners.

Category:

Research Cited: data

Activity - EL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives will attend various training sessions for EL instruction including quarterly SAMUEL Trainings, AMAO workshops, ACCESS workshops, et cetera. Representatives will then provide turn around training for remaining faculty and staff.	Professional Learning	08/12/2015	05/26/2016	\$2000 - Title I Part A	EL Instructor EL Aide Administrators Instructional Coach Faculty and Staff

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

**Goal 1:**

2015-2016 Haleyville Elementary will prepare college and career ready students.

**Measurable Objective 1:**

21% of English Learners students will demonstrate a proficiency in language acquisition in English Language Arts by 05/26/2016 as measured by ACCESS 2.0.

**Strategy1:**

Language Acquisition Support - Students will be provided with 30 minutes of language acquisition instruction daily.

Category:

Research Cited: data

Activity - EL Instructional Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A full-time EL instructional aide was hired to assist in providing daily language acquisition for EL learners.	Other - Additional Support	08/12/2015	05/26/2016	\$32533 - Title I Part A	EL Instructional Aide

**Strategy2:**

Professional Learning Opportunities for Faculty - Professional learning opportunities will be made available to faculty and staff at HES. PD will focus on best practices in the classroom for English Learners.

Category:

Research Cited: data

Activity - EL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives will attend various training sessions for EL instruction including quarterly SAMUEL Trainings, AMAO workshops, ACCESS workshops, et cetera. Representatives will then provide turn around training for remaining faculty and staff.	Professional Learning	08/12/2015	05/26/2016	\$2000 - Title I Part A	EL Instructor EL Aide Administrators Instructional Coach Faculty and Staff

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

**Goal 1:**

2015-2016 Haleyville Elementary will prepare college and career ready students.

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through the attainment of grade level CCRS standards in Mathematics by 05/26/2016 as measured by formative and summative assessments.

**Strategy1:**

Parental Assistance - The HES Parent Center is available to assist parents with academic guidance and resources. A highly qualified teacher is available in the Parent Center to aid parents in selected appropriate resources, understanding content and data, et cetera. The Parent Center also houses a wealth of resources for each of the content areas. Parents are able to check out resources from the center for use at home.

Category:

Research Cited: data

**ACIP**

Haleyville Elementary School

Activity - Parent Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454 - Title I Part A	Parent center staff

**Strategy2:**

Tutoring - Tutors will be made available before and after regular school hours.

Category:

Research Cited: data

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580 - Title I Part A	Bright Start Tutors Volunteer tutors

**Strategy3:**

Tiered Math Instruction and Practice - Teachers will design Tier I and II instruction to meet the College and Career Readiness Standards.

GoMath! includes Tiered lessons to meet the academic needs of all students. Tier III math uses Focus Math.

Category:

Research Cited: data

Activity - Tiered Instruction and Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The current math text, GoMath!, includes tiered instruction for students on level, below level, and above level. Additional components include video, interactive white board activities, manipulatives, et cetera. Stride Academy, an internet based program, provides students with individualized math lessons and practice at his/her on level. SA is accessible both on and off campus. Focus Math is also used as a Tier III component.	Academic Support Program Direct Instruction	08/12/2015	05/26/2016	\$0 - Other	Classroom teachers Instructional aides

**Measurable Objective 2:**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness through the attainment of grade level CCRS standards in Reading by 05/26/2016 as measured by formative and summative assessments.

**Strategy1:**

Tutoring - Tutors will be made available before and after regular school hours.

Category:

Research Cited: data

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bright Start Tutors are available before school each morning. Volunteer tutors are available after school hours as needed.	Academic Support Program	08/12/2015	05/26/2016	\$5580 - Title I Part A	Bright Start Tutors Volunteer tutors

**Strategy2:**

Utilizing Information Text - Students will increase the depth of understanding in the content areas. Students will be given increased opportunities to interact with informational/functional text through the implementation of literacy strategies in the content areas.

Category:

Research Cited: data

Activity - Self Selected Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered increased opportunities for self-selected reading. The Accelerated Reader Program is used to assess student comprehension of self-selected reading materials. Classroom, grade level, and school level incentives are in place to motivate and encourage participation.	Other - Academic Practice	08/12/2015	05/26/2016	\$5279 - Title I Part A	Classroom teachers Librarian

**Strategy3:**

Differentiated Reading Instruction - Research based strategies will be implemented in small group instruction to meet the individualized needs of the students.

Category:

Research Cited: data

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit, intensive reading instruction in guided reading (as well as whole group reading) using a variety of reading strategies.	Direct Instruction	08/12/2015	05/26/2016	\$168355 - Title I Part A	Classroom Teachers

Activity - Data Review and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scott Foresman, Reading Horizons, and Read Live are scientifically research-based programs. Scott Foresman and Reading Horizons will be used for Tier I and II in the general education classroom. Reading Horizons and Read Live will be used for Tier III Reading instruction.	Academic Support Program	08/12/2015	05/26/2016	\$99238 - Title I Part A	Classroom teachers Instructional aides

**Strategy4:**

Parental Assistance - The HES Parent Center is available to assist parents with academic guidance and resources. A highly qualified teacher is available in the Parent Center to aid parents in selected appropriate resources, understanding content and data, et cetera. The Parent Center also houses a wealth of resources for each of the content areas. Parents are able to check out resources from the center for

**ACIP**Haleyville Elementary School

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use at home.

Category:

Research Cited: data

Activity - Parent Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Parent Center is an available resource for parents. Parents may seek assistance from the highly qualified teacher which staffs the center. A variety of academic resources are also available in the center for parents to check out for home use.	Parent Involvement	08/12/2015	05/26/2016	\$20454 - Title I Part A	Parent center staff

**Component 3: Instruction by Highly Qualified Staff**

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

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

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

Personnel decisions are made to ensure highly qualified personnel provide instruction. Administrators, as well as the instructional coach, review applications to determine the most qualified applicants for interview. Interview questions align with the mission and goals of the school, as well as content knowledge and pedagogy. The Haleyville City Board of Education makes personnel decisions to ensure highly qualified teachers provide instruction. The Board's employment policy states, "Along with other efforts of the Superintendent to recruit the best possible applicant, notices shall be posted in all school buildings concerning vacancies that occur."

## Component 4: Strategies to Attract Highly Qualified Teachers

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

3%

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

The average number of years of experience for HES teachers is 13.3.

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

In an effort to attract high quality teachers, Haleyville City Schools makes the posting of employment opportunities available online. In addition, representatives from the district office, as well as each school, attend teacher recruitment opportunities at colleges within the state known for graduating high quality teachers.

Haleyville Elementary has implemented a mentoring program for new hires. Each new hire is assigned a mentor for the first two years. In addition, HES and HCS provide professional learning opportunities geared specifically towards the needs of the new hires.

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

In an effort to attract high quality teachers, Haleyville City Schools makes the posting of employment opportunities available online. In addition, representatives from the district office, as well as each school, attend teacher recruitment opportunities at colleges within the state known for graduating high quality teachers.

Haleyville City Schools has implemented a mentoring program for new hires. Each new hire is assigned a mentor for the first two years. In addition, HES and HCS provide professional learning opportunities geared specifically towards the needs of the new hires.

### 5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The turn over rate at HES has decreased and is now at 3%. Only two teachers left Haleyville Elementary at the end of the 2014-2015 school year with one a retirement.

## 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?

Quarterly College and Career Readiness Training and Turn Around for Science  
Professional Learning Opportunities Relating to Student Engagement  
Professional Learning Opportunities Relating to Classroom Management  
Quarterly SAMUEL Training and Turn Around  
Professional Learning Opportunities Relating to Best Practices for Teacher English Learners  
Mentoring

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

Quarterly College and Career Readiness Training and Turn Around for Science  
Professional Learning Opportunities Relating to Student Engagement  
Professional Learning Opportunities Relating to Classroom Management  
Quarterly SAMUEL Training and Turn Around  
Professional Learning Opportunities Relating to Best Practices for Teacher English Learners  
Mentoring  
Grade Level PLGs  
Open House  
Parent Center  
Other Site Based Workshops  
Coaching

### 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.

Assigned Mentors  
Surviving and Thriving Your First Year  
Mentoring Minutes by Instructional Coach

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

Many opportunities available include professional learning communities. Through small group research, collaboration, and practice, teachers are able to share knowledge and experience while learning and implementing new strategies. The professional learning groups are centered  
SY 2015-2016

around the implementation of the newly adopted Alabama College and Career Readiness Standards, Classroom Management, Technology, et cetera. Opportunities are available for both formal and informal professional learning communities.

## 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.**

Transitions are made for students are different levels at Haleyville Elementary.

Kindergarten-

Preschool visits to HES including tours, lunch, and story time

School representatives visit local preschools

Kindergarten registration

Self-Contained to Departmentalized Settings-

Third grade students rotate through all third teachers to receive social science instruction

Middle School-

Fourth and fifth grades departmentalized

Middle school tours

## 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?

Grade level meetings, data meetings, ACIP meetings, et cetera are settings for the analysis of assessment data. Administrators and classroom teachers use individual student data for guiding individualized and small group instruction in the classroom. Administrators and teachers also use group data to determine the strengths and weaknesses of the curriculum. This type of analysis enables HES to adjust curriculum and instruction to meet the needs of our students.

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

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

Grade level data meetings are held to analyze group and individual data. Instructional plans will be developed based on the findings.

### **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?**

Haleyville Elementary implements the RtI model. Students experiencing difficulty receive tiered instruction. All students receive tier I instruction in the general education classroom which is designed to meet the Alabama College and Career Readiness Standards. Students not mastering the standards receive tier II instruction from the classroom teacher. Tier II uses best practices designed to reteach skills using appropriate supports and release. If Tier II supports are not successful, HES has Tier III services available for Reading and Math.

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

Haleyville Elementary implements the RtI model. Students experiencing difficulty receive tiered instruction. All students receive tier I instruction in the general education classroom which is designed to meet the Alabama College and Career Readiness Standards. Students not mastering the standards receive tier II instruction from the classroom teacher. Tier II uses best practices designed to reteach skills using appropriate supports and release. If Tier II supports are not successful, HES has Tier III services available for Reading and Math.

In addition, classroom teachers provide small group instruction based on individual and group needs within the classroom. This small group instruction may consist of reteaching, scaffolding, enrichment, extra practice, et cetera. The instruction is designed to meet the needs of the students in each classroom.

### **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.**

Morning and afternoon tutoring

Parent center open beyond regular school hours

After School Program

### **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.**

Haleyville Elementary follows the guidelines and procedures identified in the Haleyville City School plans for each group.

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

NA

## **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 development of the ACIP is based on findings from our comprehensive needs assessment. The goals and coordinating programs are directly related to the findings.

### **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.**

#### After School Program

Provides academic enrichment opportunities during non-school hours for children. The program helps students meet state and local student standards in core academic subjects, such as reading, math, and social studies. The program offers students a broad array of enrichment activities that can complement their regular academic programs. Literacy and other educational services are offered to families of participating children.

### **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.**

HCS Child Nutrition Program director coordinates activities throughout the school year focusing on improving nutrition habits.

HES participates in the Fresh Fruits and Vegetables Program which introduces students to fresh fruits and vegetables throughout the school year.

The Winston Co Extension office partners with HES to provide various activities, information, and programs to our students.

The HES guidance counselor provides individual, small group, and class counseling sessions covering a variety of topics, including bullying, violence prevention, drug abuse prevention, et cetera. In addition, Safe Place also partners with HES to provide resources and instruction in these areas.

## Component 10: Evaluation

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

Evaluation occurs through the analysis of data: student achievement data, walk through data, discipline reports, attendance reports, surveys, et cetera.

### 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 needs assessment component of the HES ACIP includes student academic assessment results, such as ASPIRE and DIBELS Next. The academic assessment results drive the academic goals, strategies, and activities developed as part of the HES ACIP.

### 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?

Evidence of student achievement and progress is collected and tracked to determine the effectiveness of the program. Benchmark assessments are used throughout the school year to establish learning targets and track student progress.

### 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?

Haleyville Elementary follows a timeline of roles and responsibilities relating to our ACIP including the following:

- Data Analysis
- ACIP Development
- ACIP Implementation
- Checkpoints
- Reviews
- Walk Throughs
- Evaluations

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

None of the exact goals from the 2014-2015 ACIP are being carried over to the 2015-2016 ACIP. Similar goals will be established for Reading and Math Achievement. Academic achievement will remain a focus for HES.

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

None of the exact goals from the 2014-2015 ACIP are being carried over to the 2015-2016 ACIP. Similar goals will be established for Reading and Math Achievement. Academic achievement will remain a focus for HES. The district administrative team developed a common goal throughout the district to focus efforts. Though one common goal and common primary strategies have been established, each school develops specific action steps designed to meet the needs of their school and its students.

# 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:

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	48.35	53.0	2,449,076.00
Administrator Units	1.00	1.0	86,858.00
Assistant Principal	1.00	1.0	63,806.00
Counselor	1.50	1.5	77,076.00
Librarian	1.00	1.0	52,032.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	3,371.00
Professional Development	0.00	0	3,371.00
State ELL Funds	1.00	1.0	5,269,900.00
Instructional Supplies	0.00	0	19,755.00
Library Enhancement	0.00	0	1,124.00
<b>Totals</b>			8,026,369.00

**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	407484.35

**Provide a brief explanation and breakdown of expenses.**

3 Teachers  
3 Instructional Aides  
1 EL Paraprofessional  
Professional Development  
Bright Start Morning Tutoring  
Parent Center Liaison  
Software (AR)  
Reading Horizons for K-1

The 407484 includes 49560 in carry-over funds. The carry-over funds were budgeted for software, travel, stipends, subs, furniture, and classroom supplies.

<b>Label</b>	<b>Question</b>	<b>Value</b>
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.	75867.02

**Provide a brief explanation and a breakdown of expenses.**

1 Class Size Reduction Teacher at HMS  
Professional Development

The total amount above containsf \$7,055.02 of carryover funds and was budgeted for travel, staff instructional supplies, and registration fees.

**Title III**

Label	Question	Value
1.	For English Language Learners Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

**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.	42244.78

**Provide a brief explanation and a breakdown of expenses.**

Professional Development (Substitues, Registration, Travel)

Instructional Supplies

The total amount above contains \$4,717.78 of carryover funds that were budgeted for classroom supplies, travel, and registration fees.

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	20844.0

**Provide a brief explanation and breakdown of expenses.**

Classroom Supplies  
Software  
Instructional Reference Materails  
Instructional Equipment  
Professional Development

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.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

## Local Funds

Label	Question	Value
1.	Provide the total	0.0

**Provide a brief explanation and breakdown of expenses**

N/A

# 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.**

Haleyville Elementary hosts annual title meetings to inform parents and stakeholders of the HES Continuous Improvement Plan, the process of the plan, parental involvement set asides, budgets, and other information vital to the plan. Meetings are scheduled at various times to ensure accessibility for all stakeholders. To encourage involvement in the meetings, advertisements are made in the local paper, on Face Book, in class newsletters, the school website, et cetera. HES also presents an evening program highlighting the Continuous Improvement Plan at FAMJAM. Each meeting provides stakeholders with detailed information relating to the current CIP and offers opportunities for stakeholders to provide input regarding goals, strategies, programs, and processes.

A Parental Involvement Committee has been established to represent our stakeholders. Members of the CIP team make recommendations for the members of the Parental Involvement Committee. Those recommended for the committee receive a personal invitation from our principal. In addition to the open invitations to the community for the annual meetings and FamJam, those serving on the committee are invited to participate in regular CIP meetings relating to the establishment of goals, strategies, programs, et cetera.

### **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.**

Haleyville Elementary School hosts annual title meetings to inform parents and stakeholders of the HES Continuous Improvement Plan, the process of the plan, parental involvement set asides, budgets, and other information vital to the plan. Meetings are scheduled at various times to ensure accessibility for all stakeholders. To encourage involvement in the meetings, advertisements are made in the local paper, social media, and HES school website. HES also presents an evening program highlighting the Continuous Improvement Plan at FamJam. Each meeting provides stakeholders with detailed information relating to the current CIP and offers opportunities for stakeholders to provide input regarding goals, strategies, programs, and processes.

Haleyville Elementary School follows the guidelines and expectations set forth by the Haleyville City Schools Parental Involvement Plan. Examples of related activities include: FamJam Parent Night (parent workshops), SY 2014-2015, 2013 AdvancEd, Dibels Training for Parents, Parent-Teacher Conferences, Parent Center (Staffed by a Highly Qualified Elementary Teacher, Title Meetings, Transition Activities, Coordination with Head Start, Back to School Parent Orientation, On Staff Spanish-English Translator.

### **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.**

Haleyville Elementary School provides parents of participating children timely information through the school's website with access to teacher emails and updated homework links, monthly newsletters, the parent center (Maintained by a highly qualified elementary teacher who is  
SY 2015-2016

available during school and after school hours to help parents with their child's educational needs) Open House, Grade level newsletter, District and School plans, several translators who use Transact that translates school documents into the parents' first language, and social media to inform them about programs available under Title I. The school provides individual student academic assessment results in a language the parents can understand through progress reports mid-grading periods, report cards sent home every nine weeks, graded papers sent home on a regular basis, parents have access to STI Parent Portal which provides updated student information, Parent/Teacher conferences are scheduled as needed, Parent workshops are conducted to provide information relating to standards and assessment data, and written communications are provided in the parents' first language as needed. The curriculum in use at HES is scientifically based researched materials used in co-relation with the Alabama State Course of Study, CCRS objectives, and Aspire objectives for the new state assessment for elementary schools. The achievement expectations for Aspire are that HES students score at or above the benchmark area on target for College and Career Readiness when taking the ACT College Ready Assessment as 11th and 12th graders. A Parental Involvement Committee has been established to represent our stakeholders. Members of the CIP team make recommendations for the members of the Parental Involvement Committee. Those recommended for the committee receive a personal invitation from our principal. In addition to the open invitations to the community for the annual meetings and FamJam, those serving on the committee are invited to participate in regular CIP meetings related to the establishment of goals, strategies, programs, et cetera. Parental input also served as a guiding factor in the development of the goals and strategies. Parents were surveyed in May 2014 and August 2014 to determine parents' perception of currently implemented programs, practices, and procedures at Haleyville Elementary. These surveys played a critical role in our evaluation.

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

The School Parent Compact is jointly developed with the HES Parental Involvement Team of parents. School leaders meet with stakeholders to make necessary revisions for parent compacts. These compacts list the roles and responsibilities of the teacher, parents, and the student. The compact is used as a commitment between all parties involved to maintain a focus on the best interest of the child.

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

Parent are invited to attend and participate in the aCip Meetings, which occur on the second Tuesday of every month. All meetings are on a regular scheduled and they are advertised to encourage parents to attend. At these meetings parents can submit oral or written comments of dissatisfaction with the Continuous Improvement Plan.

**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)**

HES follows the guidelines and procedures set forth by the Haleyville City Schools Parental Involvement Plan. HES parental involvement activities include, but are not limited to...

Open House  
Parent Center  
FAMJAM  
Parent Portal  
Conferences  
Math Night  
Productions  
Pumpkin parade  
Social Media  
Websites  
Boo Hoo Breakfast

**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)**

HES follows the guidelines and procedures set forth by the Haleyville City Schools Parental Involvement Plan. HES parental involvement activities include, but are not limited to...

The Parent Center offers parents an abundance of resources relating to academic standards. The center is ran by a highly qualified (retired) elementary teacher. The center is open flexible hours to assist parents.

**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)**

HES follows the guidelines and procedures set forth by the Haleyville City Schools Parental Involvement Plan. HES parental involvement activities include, but are not limited to...

Open House  
Parent Center  
FAMJAM

Parent Portal  
Conferences  
Math Night  
Productions  
Pumpkin parade  
Social Media  
Websites  
Boo Hoo Breakfast

**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)**

HES follows the guidelines and procedures set forth by the Haleyville City Schools Parental Involvement Plan. HES parental involvement activities include, but are not limited to...

Open House  
Parent Center  
FAMJAM  
Parent Portal  
Conferences  
Math Night  
Productions  
Pumpkin parade  
Social Media  
Websites  
Boo Hoo Breakfast

**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)**

HES follows the guidelines and procedures set forth by the Haleyville City Schools Parental Involvement Plan. HES parental involvement activities include, but are not limited to the following. Information pertaining to programs, events, progress, etc. are sent to parents in a

language and format understandable. For languages other than English, our onsite translator assists with the translation. TransAct is also used for translation of frequently used forms.

Open House

Parent Center

FAMJAM

Parent Portal

Conferences

Math Night

Productions

Pumpkin parade

Social Media

Websites

Boo Hoo Breakfast

**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)**

HES follows the guidelines and procedures set forth by the Haleyville City Schools Parental Involvement Plan. HES parental involvement activities include, but are not limited to...

Open House

Parent Center

FAMJAM

Parent Portal

Conferences

Math Night

Productions

Pumpkin parade

Social Media

Websites

Boo Hoo Breakfast

**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.**

HES follows the guidelines and procedures set forth by the Haleyville City Schools Parental Involvement Plan. HES parental involvement activities include, but are not limited to the following. Information pertaining to programs, events, progress, etc. are sent to parents in a language and format understandable. For languages other than English, our onsite translator assists with the translation. TransAct is also used for translation of frequently used forms.

**ACIP**Haleyville Elementary School

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