ACIP

Madison County Elementary School

Madison County Board of Education

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173 Wood Street
Gurley, AL 35748

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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?

In 1893, the Cumberland Presbyterian Church set out to establish a co-educational school in Madison County. Captain Frank Gurley gave 5 acres of land on which to locate the school and The Robert Donnell School was completed on August 1, 1893. In 1908, the Robert Donnell School was transferred to the state and it became the first accredited school in Madison County. The name of the school was then changed to Madison County High School.

The original Presbyterian school building was used until 1936, when it was torn down and rebuilt. Madison County High School served 12 grade levels until 1998, when the new Madison County High School building was completed. The school's name changed at that time to Madison County Elementary School and continues to serve students in grades PK-8th grade. Madison County Elementary School was recently renovated in 2014 to provide updated classroom spaces, while maintaining a portion of the 1936 historic building and auditorium.

Madison County Elementary School enrolls students within the town of Gurley, Alabama. In 2010, the population of Gurley was 801 residents. The median household income was $23,831. The racial makeup of Gurley residents was 82% white, 15% black, 2% Hispanic, 1.37% Multi Race and .46% Native American.

Currently, 430 students are enrolled at Madison County Elementary School in Pre-K through 8th grade. Of these students, 78% are White, 10% are American Indian, 7% are Black, 2% are Multi Race, and 3% are Hispanic. 58% of the students at Madison County Elementary School receive free/reduced meals.

One unique feature about MCES is that 31% of the students at Madison County E.S. receive special education services (versus the 13% National Average in 2013-2014). Our school has a special needs class that serves 3-5 year old students within our district cluster (New Hope E.S, Owens Cross Roads E.S., Central School & MCES), as well as 2 self-contained special education classes. One for students within our district cluster (MCES & Central) that are working toward the Alabama Alternate Assessment standards in grades K-8 and the Bridges program for students within our district (MCES, Central & Mt. Carmel ES) in grades K-5 that require behavioral supports above and beyond the services that can be provided by the K-5 collaborative teacher.

The staff consists of 31 certified teachers. 94% of the teachers are white and 6% of the teachers are black. One hundred percent of the teachers at MCES meet the federal standard for highly qualified status. 45% of the teachers have a bachelor's degree, 42% of the teachers have a master's degree, and 13% of the teachers have an EdS. Additional services are provided by itinerate teachers in the areas of music, art, Indian Education, ELL, and special education.

Administrators - 2   Instructional Coaches - 3
Librarian - 1   Guidance Counselor - 1
ACE Teacher - 1   Special Education Teachers - 5
Speech Therapists - 1   Instructional Assistants - 7
Nurse - 1   Bookkeeper - 1
Registrar - 1   Music Teacher - 1

Art Teacher - 1 P.E. Teacher - 1

Classroom Teachers (PK-8) - 21

Recent Changes:

Madison County E.S. has experienced physical and administrative changes over the last year. In 2014, the school building received a major renovation to update classrooms and place them all under the same roof. Prior to that time, the various grade levels were housed in separate buildings. What was once a seven-building campus, only connected with covered sidewalks is now an amazing new facility under one roof that still utilizes our main gym and historic building. All classrooms are now equipped with the latest interactive projection technology and new laptops for teachers. The addition also includes swipe card security and safe room shelters.

One challenge that MCES has to overcome is the reconfiguration of the school leadership team. The entire administrative team has been reconfigured over the past year. In 2014, the staff welcomed a new reading coach, math coach and assistant principal. In 2015, a new guidance counselor, elementary math coach and principal were brought on board. Over 65% of the classroom teachers have more than 10 years of teaching experience at MCES.

Madison County E.S. has also encountered changes as it relates to instructional practice and curriculum. During the 2012-2013 school year, the state of Alabama adopted the Alabama College and Career Ready Standards (ALCCRS). These standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace. With the implementation of the ALCCRS, the ACT Aspire test was introduced as a measure of student academic readiness in the areas of Reading, Writing, English, Math and Science.

Another challenge for MCES is the location of the school. We are located in rural Madison County and the number of community partners available is limited. Adminitration, instructional coaches and teachers have tried to compensate for the lack of community partner funding by applying for grants.

During the 2016-2017 school year, Madison County E.S. has acquired additional funding through grants and other donations to provide several new programs. During the summer of 2016, 32 students were able to attend a half-day academic summer program that focused on reading and mathematics remediation. These students also received free breakfast and lunch during their school day. The program culminated with a field trip to the Space and Rocket Center.

The school also received a Project Lead the Way Bemis Grant to fund the implementation of Project Lead the Way, a STEM based standards aligned program, focusing on students in grades 6-8. This $20,000 grant will span three academic years.

In August 2016, a new master schedule was developed to increase elective offerings for students in grades 6-8. Students now follow a seven period academic day to include additional course offerings, such as writing, technology and Project Lead the Way. The schedule alterations have allowed for reading and mathematics classes to have less than a 15:1 teacher to student ratio.

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.

School's Purpose:

Madison County Elementary School staff met during the summer of 2015 to develop a shared mission statement and positive behavior plan for the school. The biggest concern that was brought to the attention of the administration was related to student behavior in the classroom. The 2015 -2016 local indicator targeted this issue by setting a goal to decrease office referrals by 25%. This goal was achieved in May 2016.

Mission Statement:

The Mission of Madison County Elementary School (MCES) a community of respectful, responsible and resourceful leaders.

Madison County Elementary School's vision is to establish high expectations and produce lifelong learners by providing students the opportunities to increase learning and achievement through explicit teaching of research-based curricula by educated and professionally developed staff.

At MCES, we value all stakeholders, including parents, students, community, and MCES faculty and staff. By working together cooperatively, we believe that ALL students are on the path to become college and career ready, responsible young adults.

The school has developed a structure for tracking classroom behaviors using a clip chart system in grades K-3 and Class Dojo in grades 4-8. Students have the opportunity to earn rewards for exhibiting positive behavior in the classroom. Classroom consequences are also tracked for each student and communicated daily with parents.

At the end of each week, students have the chance to earn Tiger Pride time, a 30-minute group reward, based on their behavior data for the week. Students in each grade level identify the activities that they would like to see offered during Tiger Pride each week. In September 2015, a community partnership program was established to develop relationships with local businesses that will help to support the school and provide funding for Tiger Pride activities and other quarterly student incentives that promote positive behavior and attendance.

Notable Achievements and Areas of Improvement

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

Notable Achievements:

Madison County Elementary School has a rich tradition amongst the residents of Gurley, AL. Many of our student's parents and grandparents graduated from Madison County, when it was a K-12 school prior to 1998. As the school has undergone physical and administrative changes over the past few years, the faculty and administration have been working to regain the original culture of academic and athletic excellence.

Plans are currently underway for a HEALS clinic to be opened on the campus of Madison County Elementary School during the 2016-2017 school year. The HEALS clinic will provide our students and their families with easy access to health care. Proximity to this resource will help to improve student attendance and academic achievement at school.

At MCES, one of the areas in need of improvement continues to be parental involvement. Even though we have a decent number of parents that attend PTA meetings, it seems as though it is the same families each time. Our PTA has a strong leadership core, but has a hard time securing volunteers for special events. In our attempt to increase parental involvement, beginning in the fall of 2016, we implemented the WATCH D.O.G.S (Dads Of Great Students) program. WATCH D.O.G.S. is an innovative father involvement, educational initiative of the National Center for Fathering. The goals of WATCH D.O.G.S is to provide positive male role models for the students, demonstrating by their presence that education is important and to provide extra sets of eyes and ears to enhance school security and reduce bullying. Our Watch D.O.G.S program offers a more intimate meeting environment and provides an opportunity to build more significant relationships with the male role models of our students.

During the 2015-2016 school year, our middle school students won an award for producing an anti-bullying PSA (public service announcement) video. We won two STEDTRAIN grants for increasing STEM awareness for our upper elementary and middle school students.

In efforts to improve academic achievement, we offered a summer academy to our 3rd through 7th students. Students attending this academy received hands-on math, science, and reading instruction. At the end of the program, they attended a day camp at the United States Space and Rocket Center. These students, as well as all childern under the age of 18 in the community, were able to eat breakfast and lunch our Summer Feeding Program.

In 2014-2015, Madison County Elementary School received the Golden Apple award for 100% teacher membership on the PTA. The MCES PTA sponsors many community events, such as the Bingo Night, Christmas Concert, Spring Fair, and Talent Show. All of these events have been well attended by the MCES community.

An archery team was also started in 2014-2015 at Madison County Elementary School. The archery program generated a large amount of student interest, as well as an overwhelming amount of support from the community. In the first year of inception, the archery program even had students that competed at the national level.

Throughout the 2013-2014 school year, our school was under construction. This was a complete remodel, with the exception of the historic building and gymnasium. Our elementary math teachers did a book study for Number Talks. We were awarded with our first OSR Pre-K grant in February of 2014.

Additional Information

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

Areas of Improvement:

After analyzing the ACT Aspire scores from 2014 and 2015, Madison County Elementary School staff identified our schools' most critical areas for growth. As a result, the following long-term areas of focus have been identified and will drive our school improvement plan for the upcoming school year:

Area of Focus 1: In 2014, 45% of the students in grades 3-8 met the mathematics benchmark in ACT Aspire. In 2015, the mathematics scores dipped down to 42% in the area of mathematics. In 2015, we have hired two instructional coaches to support standards based instruction in mathematics. The teachers in grades 4-8 are also departmentalizing for mathematics, which allows professional development to be targeted with specific teachers. In 2016, 53% of the students in grades 3-8 met the mathematics benchmark in ACT Aspire. This was an 11% increase from the previous academic year. The mathematics goal for 2016-2017 will be to increase these scores by 5%.

Area of Focus 2: In 2014, 40% of the students in grades 3-8 met the reading benchmark in ACT Aspire. In 2015, the reading scores dipped down to 37% in the area of reading. Professional development has been target in grades K-2 with the introduction of the Daily 5. The classroom teachers have been provided detailed lessons to target the early literacy skills. Specific interventions for struggling readers will be implemented using the SPIRE curriculum in the primary grades and the Rewards curriculum in grades 6-8. In 2016, 44% of the students in grades 3-8 met the reading benchmark in ACT Aspire. This was a 7% increase from the previous academic year. The reading goal for 2016-2017 will be to increase these scores by 5%.

Area of Focus 3: Since reading is the greatest area of academic concern at MCES, a local indicator has been identified to increase reading fluency in the primary grades. By May 2017, first grade students requiring strategic or intensive support based on the DIBELS Next Nonsense Word Fluency Whole Words Read Assessment will decrease by 5% from the August 2016 baseline of 43% to 38% or less as measured by progress monitoring data.

Area of Focus 4: Teachers will use various forms of technology to support reading and mathematics instruction in their classrooms. The district has provided funding for a TIM, Technology Integration Mentor. The TIM is a site-based employee that is able to provide after school professional development surrounding Canvas, a district supported learning management system, and Google Apps For Education.

Additional Information:

PACE Academy is an alternative educational placement for students of the Madison County School System. PACE promotes academic and character excellence with the belief that together we make the difference for the student's educational experience. Services are provided for three categories of students: discipline referrals, at-risk seniors, and underclassmen deemed at-risk by the IEP team. Our goal is to empower students with academic, cognitive, personal, and social skills required for successful transition into society. We execute our mission through nurturing self-awareness and self-discipline while providing individual and small group instruction, counseling, social skills instruction, and service learning opportunities.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

A meeting was held in April 2016 with representatives from the Building Leadership Team, in addition to other parent representatives. Parents and community representatives were invited to attend a meeting with the purpose of identifying strategies to increase parental involvement and updating the school-home compact. Input was also taken regarding ways to improve classroom instruction and increase home/school communication. Members of the Building Leadership Team were selected by the principal based on their years of teaching experience and high levels of involvement in school related activities. Parents were selected based on previous leadership at school-sponsored events. Members of the committee were informed about their roles at the beginning of the meeting. Open communication was encouraged during the meeting so that all stakeholders were able to make suggestions for ways to improve the school. Meetings were held at a mutually agreed upon time, which was from 3-4 pm after school. Additional parent volunteers were identified at the Title I annual meeting so that more parent voices will be heard during future ACIP meetings.

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

Members of the Building Leadership Team, parents and community members participated in the development of the improvement plan. The members of the Building Leadership Team consist of Amy Mason - Principal, Christopher Gunnels - Assistant Principal, Tina Hamlet - Math Coach, Tracey Braye - Instructional Coach, Kari Curtis - Reading Coach, Mary Beth Boyett - Teacher Technology Representative, Tim Porter - PE Teacher, Allison MacKenzie - Counselor, Diana Reynolds, Amelia Childers, Andrea Thompson, Kellie Shorter, Leslie Lawhorn, Renee Alford -classroom teachers, Denise Howard, Tamara Reynolds, Kimberly Bryant, Lane Hicks - parent representatives, Mary Stowe - community member, Pam Berry - Media Specialist.
These members provided input about ways that parental involvement could be increased throughout the school year. The instructional coaches worked on the analysis of the student performance diagnostic so that school-wide data could be teased apart and decisions could be made about the allocations for instructional support. Each classroom teacher was responsible for sharing data/information with their and other grade level teams.

Parent representatives reviewed the Strategies to Increase Parental Involvement document and provided suggestions for additional ways that parents could be involved at the school. Parent representatives also worked to encourage local community partnerships with businesses and organizations so that more funding can be allocated for positive school-wide behavior incentives and future parenting workshops.

Administration developed the Executive Summary and reviewed the surveys from the Stakeholder Feedback to develop future plans for addressing the weak areas that were identified. Administration will also share these results with the faculty and parents.

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

Once the final improvement plan is approved it will be made available for public viewing. Copies of the plan will be placed in the school library, in the school office, and the office of the Title I Coordinator for Madison County Schools. The final improvement plan will be communicated to the teachers during a faculty meeting in November. Parents will also receive the finalized improvement plan at the next Title I meeting, receive a digital copy via School Messenger, or view it on our school website. If stakeholders are dissatisfied or have a question about the school's improvement plan, they may express concerns to the administration of Madison County Elementary School. Administration will collect data throughout the year and review the plan at least three times per year so that progress toward the goals can be noted.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Documents have been attached	Areas of Notable Achievement and Areas of Need ACT Aspire Comparison Data 2014-2016 Math 2015-2015 End of Year STAR Reading 2015-12015 End of Year STAR

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is not aligned and thus valid inferences are unlikely to be reached regarding students' status with respect to those curricular aims regarded as high-priority instructional targets. No documentation in support of alignment has been provided or, if provided, it is not persuasive. Few of the assessments used are accompanied by evidence demonstrating that they satisfy technical requirements.	Level 1

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

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

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

Areas of Notable Achievement

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

Using STAR Reading and STAR Math as a predictor, our students' 2016 ACT Aspire scores were higher than expected in the following areas:

4th Grade Math: STAR Data Expected: 58%, ACT Aspire Actual: 73%

6th Grade Reading: STAR Data Expected: 38%, ACT Aspire Actual 56%

8th Grade Reading: STAR Data Expected: 41%, ACT Aspire Actual 50%

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

When comparing the 2015 ACT Aspire and 2016 ACT Aspire data, our students show a positive trend in the following areas:

Schoolwide English: 65% (2015) to 72% (2016)

Schoolwide Math: 42% (2015) to 53% (2016)

Schoolwide Reading: 37% (2015) to 44% (2016)

Schoolwide Science: 32% (2015) to 44% (2016)

Which area(s) indicate the overall highest performance?

According to the 2016 ACT Aspire data, our students' highest areas of performance are English (72% proficient) and Math (53% proficient).

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

When comparing the 2015 ACT Aspire and 2016 ACT Aspire data, our schoolwide subgroups increased in the following areas:

Free/Reduced Lunch:
English: 55% (2015) to 64% (2016)
Math: 34% (2015) to 42% (2016)
Reading: 26% (2015) to 31% (2016)
Science: 24% (2015) to 33% (2016)

Special Education:
Math: 13% (2015) to 15% (2016)

Between which subgroups is the achievement gap closing?

When comparing the 2015 ACT Aspire and 2016 ACT Aspire data, the following achievement gaps have decreased:

In 2015, the schoolwide gap between students receiving free/reduced lunch and paid lunch on the ACT Aspire English test was 24%. In 2016, this gap was 18%. This is a decrease of 6%.

In 2015, the schoolwide gap between students receiving special educational services and those that do not on the ACT Aspire Writing Test was 21%. In 2016, this gap was 18%. This is a decrease of 3%.

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

When comparing Math and Reading data, both the STAR and ACT Aspire data indicate that our students perform better on math assessments:

ACT Aspire Math: 53% proficient, Reading: 44% proficient

STAR Math 65% proficient, Reading 46% proficient

Areas in Need of Improvement

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

Using STAR Reading and STAR Math as a predictor, our students' 2016 ACT Aspire scores were lower in the following areas:

3rd Math: Expected: 74%, Actual: 57%

3rd Reading: Expected 49%, Actual 43%

4th Reading: Expected: 52%, Actual 47%

5th Math: Expected: 78%, Actual 60%

5th Reading: Expected: 52%, Actual: 35%

7th Math: Expected: 64%, Actual: 42%

7th Reading: Expected: 44%, Actual 34%

8th Math: Expected: 51%, Actual 35%

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

When comparing the 2015 ACT Aspire and 2016 ACT Aspire data, our students show a negative trend in the following area:

Schoolwide Writing: 22% (2015) to 19% (2016)

Which area(s) indicate the overall lowest performance?

According to the 2016 ACT Aspire, our students' lowest areas of performance is Writing (19% proficient)

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

When comparing the 2015 ACT Aspire and 2016 ACT Aspire data, our schoolwide subgroups decreased in the following areas:

Free/Reduced Lunch:

Writing: 17% (2015) to 14% (2016)

Special Education:
English: 27% (2015) to 25% (2016)
Science: 10% (2015) to 7% (2016)

Between which subgroups is the achievement gap becoming greater?

When comparing the 2015 ACT Aspire and 2016 ACT Aspire data, the following achievement gaps have increased:

In 2015, the schoolwide gap between students receiving free/reduced lunch and paid lunch on the ACT Aspire Math test was 20%. In 2016, this gap was 25%. This is an increase of 5%.

In 2015, the schoolwide gap between students receiving free/reduced lunch and paid lunch on the ACT Aspire Reading test was 26%. In 2016, this gap was 29%. This is an increase of 3%.

In 2015, the schoolwide gap between students receiving free/reduced lunch and paid lunch on the ACT Aspire Science test was 19%. In 2016, this gap was 24%. This is an increase of 5%.

In 2015, the schoolwide gap between students receiving special educational services and those that do not on the ACT Aspire English Test was 50%. In 2016, this gap was 58%. This is an increase of 8%.

In 2015, the schoolwide gap between students receiving special educational services and those that do not on the ACT Aspire Math Test was 39%. In 2016, this gap was 47%. This is an increase of 8%.

In 2015, the schoolwide gap between students receiving special educational services and those that do not on the ACT Aspire Reading Test was 35%. In 2016, this gap was 43%. This is an increase of 8%.

In 2015, the schoolwide gap between students receiving special educational services and those that do not on the ACT Aspire Science Test was 29%. In 2016, this gap was 45%. This is an increase of 16%.

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

According to the benchmarking percentage for both ACT Aspire (43%) and STAR Reading (49%), Reading is an area in need of improvement for Madison County Elementary School

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.5
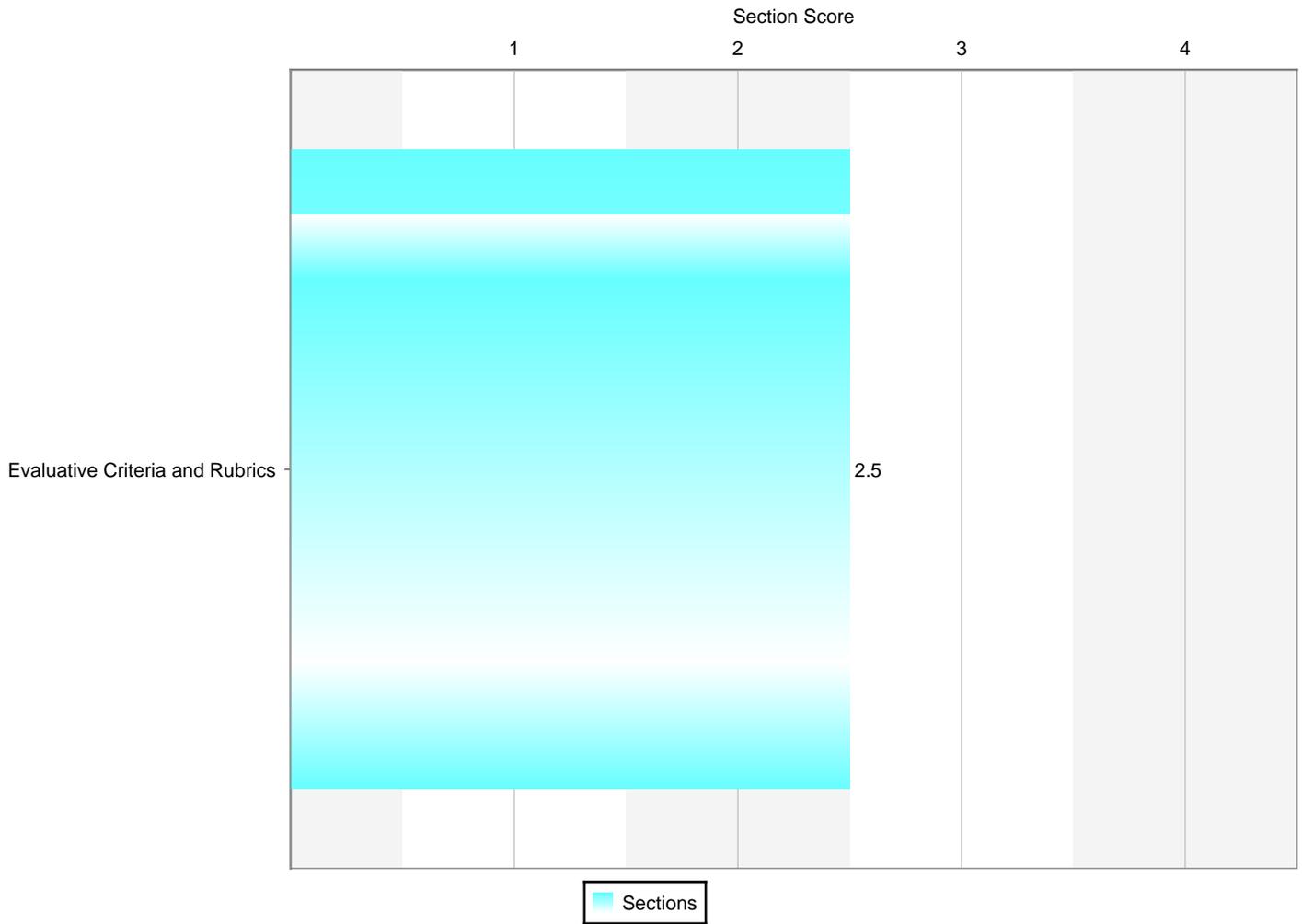
Sections

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	A meeting was held on August 15, 2016 with various stakeholders to work on the development of the Continuous Improvement Plan for Madison County Elementary School. The sign in sheet for this meeting has been attached. Amy Mason - Principal Chris Gunnels - Assistant Principal Mary Beth Boyett - Teacher Diana Reynolds - Teacher Kim Bryant - Parent Lane Hicks - Parent Mary Stowe - Community Member Pam Berry - Media Specialist Tina Hamlet - Math Coach Tracey Braye - Reading Coach Dr. Karen Jensen - Title I Coordinator Dr. Janet Slaughter - Instructional Title I Specialist	MCES Parent Compact 2016-2017 Strategies to Increase Parental Involvement 2016-2017 Title I invitation to parents Acip Assurances Signature Page

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Student Code of Conduct, which includes the Non-Discrimination policy, is attached.	Student Code of Conduct

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	Mr. Matt Massey , Superintendent Michelle Stovall, Coordinator of Pupil Services Madison County Schools 1275 F Jordan Rd., Bldg. B Huntsville, AL 35811 Telephone: 256-852-2557 Fax: 256-852-1038 E-mail Address: mmassey@mcssk12.org E-mail Address: mstovall@mcssk12.org	

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		Strategies to Increase Parental Involvement 2016-2017

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		MCES Compact 2016-17

Plan for ACIP - 2016-2017

Overview

Plan Name

Plan for ACIP - 2016-2017

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	Increase Reading proficiency of third-eighth grade students at Madison County Elementary School by 5%.	Objectives: 1 Strategies: 4 Activities: 12	Academic	$114151
2	Increase Math proficiency of third- eighth grade students at Madison County Elementary School by 5%.	Objectives: 1 Strategies: 4 Activities: 10	Academic	$91970
3	Parental involvement will be increased at Madison County Elementary School.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	$2745

Goal 1: Increase Reading proficiency of third-eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT ASPIRE in Reading by 05/24/2016 as measured by ACT ASPIRE results. (Spring 2016 results: Grade 3: 43%, Grade 4: 47%, Grade 5: 35%, Grade 6: 56%, Grade 7: 34%, Grade 8: 50% scored benchmark on Aspire Reading). .

Strategy 1:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches each month will be utilized to analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Professional Learning	08/03/2016	05/25/2017	$0	No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will meet with grade level teams during their collaborative planning time monthly. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Professional Learning	08/03/2016	05/25/2017	$0	No Funding Required	All classroom teachers, instructional coaches

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings. | Academic Support Program | 03/03/2017 | 05/25/2017 | $0 | No Funding Required | Classroom Teachers, Instructional Coaches, and Administration |

Activity - Reading Tutors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data will be analyzed to identify students in grades 3-8 that would benefit from an additional dose of Language arts instruction using The Leveled Literacy Intervention Kits by Fountas and Pinnel.	Academic Support Program	10/03/2016	04/28/2017	$10017	Title I Part A	Instructional coaches, administration, tutors

Strategy 2:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, as well as after school tutoring. .

Category: Develop/Implement Learning Supports

Research Cited: Previous research found that volunteer tutoring programs increased reading fluency and comprehension over a 5-month interval (Burns, Senesac, & Symington, 2004). The current study conducted a longitudinal examination of the program by again assessing the reading skills of 100 elementary students who participated in the Burns et al. study. Results found that students who participated in the tutoring program during the 2001-2002 school year significantly outperformed students in a control group in both reading fluency and comprehension

A comprehensive report (Fashola, 1998) on effective after-school programs investigated formal and informal programs that varied by location (schoolbased vs. community-based) and type of provider (classroom teachers vs. childcare providers). Results demonstrated that students who attended a formal program that was housed in the students' school and staffed by classroom teachers outperformed the other groups in mathematics and reading.

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that have been identified by STAR Reading and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend. Technology such as iPads, laptops, Leveled Literacy Readers and online software will be purchased to support the program.	Academic Support Program	11/01/2016	05/25/2017	$3654	Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of interventions and the child's progress toward meeting the end of the year STAR goal for reading. Results will be used to guide instruction and as a predictor for ACT ASPIRE results. | Academic Support Program | 08/18/2016 | 05/25/2017 | $0 | No Funding Required | Grade level teachers, administrators, instructional coaches |

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities for professional development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include writing, close reading, open response questions, and many others.	Professional Learning	08/03/2016	05/25/2017	$8040	Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0	No Funding Required	Amy Mason Tracey Braye Allison MacKenzie

Strategy 3:

Instructional Coach - Reading Coach will plan weekly with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice Russell Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coaches will plan every other week with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$68872	Title I Part A	Tracey Braye, Kari Curtis

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and instructional coaches will attend either Blue Ribbon, ASCD and/or NAESP national conferences to strengthen knowledge of best practices that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$4473	Title I Part A	Administration, instructional coaches

Strategy 4:

Pre-K - Full day Pre-K instruction will be delivered daily to students enrolled in Pre-K classes by a highly qualified teacher, along with an aide. Emergent literacy skills

and number sense will be emphasized along with appropriate social skills.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: First Class Pre-K

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Substitutes will be provided to allow Pre-K teachers and aides the opportunity to attend professional development. Teachers will learn about invaluable resources that will directly impact their classroom learning environment and Pre-K instruction.	Professional Learning	08/03/2016	05/25/2017	$2000	Title I Part A	Pre-K teachers, Pre-K Aides

Activity - Instructional Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional materials for Pre-K classrooms to include: computers, manipulatives, and printing and binding supplies. Teacher and Instructional Aide benefits.	Academic Support Program, Technology	08/03/2016	05/25/2017	$17095	Title I Part A	Pre-K teachers, Pre-K aides

Goal 2: Increase Math proficiency of third- eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT Aspire in Mathematics by 05/25/2017 as measured by ACT Aspire Results. (Spring 2016 results: Grade 3 - 57%, Grade 4: 69%, Grade 5: 60%, Grade 6: 65%, Grade 7: 42%, Grade 8: 35% scored benchmark on Aspire Math.).

Strategy 1:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches monthly will be utilized to analyze data to drive instruction

and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional

decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S.

Department of Education

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction. | Academic Support Program, Other | 08/03/2016 | 05/25/2017 | $0 | No Funding Required | All classroom teachers, administrators, collaborative teachers, and instructional coaches. |

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will meet with grade level teams monthly during their collaborative planning time. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Academic Support Program, Other	08/03/2016	05/25/2017	$0	No Funding Required	All classroom teachers, instructional coaches

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/01/2017	05/25/2017	$0	Title I Schoolwide	Classroom Teachers, Instructional Coaches, Administration

Strategy 2:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, and after school tutoring. .

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: STAR Reports, MobyMax, and best practices:

Students who have spent just 40 hours using MobyMax average one full gradelevel increase in both math and language. These results are due largely to MobyMax's pedagogy, which incorporates multiple researchbased techniques that have proven highly effective in increasing student achievement. MobyMax's pedagogy and curriculum system incorporate the most effective practices for increasing student outcomes as identified by Professor John Hattie's exhaustive research of over 800 meta analyses.

A comprehensive review from About Education stated that STAR Math is a terrific mathematics assessment program especially if you already use the Accelerated Math program. The broad range of skills that it accesses is appropriate for getting valuable information to drive your mathematics instruction. In general, math intervention is behind when compared to reading intervention. STAR Math provides teachers with a wonderful tool to benchmark, progress monitor, and to guide intervention. Overall, I give STAR Math 5 out of 5 stars because I believe it is a program on the forefront of providing teachers with accurate information that will allow them to provide students with differentiated instruction and provides a path to improve overall math skills.

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that have been identified by STAR Math and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise and Moby Max will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend.	Academic Support Program	11/01/2016	05/25/2017	$3654	Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of intervention and the child's progress toward meeting the end of the year STAR goal for Mathematics. Results will be used to guide instruction and as a predictor for ACT Aspire results.	Academic Support Program	08/03/2016	05/25/2017	$0	District Funding	Grade level teachers, administrators, instructional coaches

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities for Professional Development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include number sense routines, math workshop, small group instruction, problem solving strategies, and many others.	Professional Learning	08/03/2016	05/25/2017	$4020	Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0	Title I Schoolwide	Amy Mason Tracey Braye Allison MacKenzie

Strategy 3:

Instructional Coaches - Math Coaches will plan monthly with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice

Russell Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Math Coaches will provide in-house professional development through monthly planning with teachers, co-teaching and providing researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom. | Professional Learning | 08/03/2016 | 05/25/2017 | $82296 | Title I Part A | Tracey Braye and Tina Hamlet |

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and instructional coaches will attend a national conference to strenghten knowledge of best practicies that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$0	Title I Part A	Administration, instructional coaches

Strategy 4:

STEM Curriculum - A STEM curriculum will be implemented to help students learn about a variety of hands on math and science activities that align with the grade level standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Project Lead the Way is a hands on STEM curriculum for grades K-12.   Research demonstrates that PLTW students outperform their peers in school, are better prepared for post-secondary studies, and are more likely to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers compared to their non-PLTW peers. Students find PLTW programs relevant, inspiring, engaging, and foundational to their future success. Van Overschelde, James P. (Spring 2013) Project Lead The Way Students More Prepared For Higher Education. Texas State University. American Journal of Engineering Education,

Activity - STEM Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will conduct hands on mathematics and science problem solving through the use of the STEM activities.	Academic Support Program	08/03/2016	05/25/2017	$2000	Title I Part A	Classroom Teachers Instructional Coaches

Goal 3: Parental involvement will be increased at Madison County Elementary School.

Measurable Objective 1:

collaborate to improve student attendance and increase academic achievement by 05/25/2017 as measured by iNow daily school attendance ratings.

Strategy 1:

Attendance Review - A social worker will meet weekly with the registrar to review student absences and an Attendance Committee will meet monthly to discuss students at risk for chronic absenteeism. Students with 3 or more unexcused absences will be contacted by the school counselor and assigned to a member of the Attendance Committee for follow up. If successful contacts cannot be made, then the social worker will conduct home visits with the school counselor and/or administration to promote regular student attendance at school.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.attendanceworks.org

Activity - Student Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly attendance awards will be provided for students that have perfect attendance at school for the month. To decrease tardies and absences, every teacher will receive a Mr. Potato Head toy. For every day their class attendance average is 95% or higher, the students will be able to add a body part to their Mr. Potato Head. When the potato head has all of their body parts, the class will receive a certificate and be entered into a quarterly drawing. Quarterly attendance awards will also be given at the student awards assemblies.	Academic Support Program, Parent Involvement, Behavioral Support Program	08/03/2016	06/09/2017	$0	No Funding Required	Attendanace Committee, Guidance counselor, social worker, registrar, instructional coaches, and administration

Activity - Annual Attendance Magnets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive a letter at the beginning of the 2016-2017 school year regarding the importance of regular school attendance and a magnet to track student absence dates. Parents will be encouraged to reduce their child's school absences to less than 10 each school year.	Parent Involvement	06/01/2017	08/03/2017	$549	Title I Part A	Classroom Teachers Office Staff Administration Instructional Coaches

Strategy 2:

Parenting Workshops - Parenting workshops will be held throughout the year to provide suggestions for ways that academics can be supported at home. Parents will receive training about how to read STAR and ACT Aspire assessment results. Parents will also learn about some of the community supports that are available to support academic achievement, such as the public library and other community partners.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.centerforpubliceducation.org

Activity - ELA Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will attend a workshop at the Gurley Public Library where they will learn about the importance of Reading and Writing at home and in the classroom.	Academic Support Program, Parent Involvement	08/03/2016	05/25/2017	$549	Title I Part A	Instructional Coaches, Administration and Gurley Library staff

Activity - Dolly Parton's Imagination Library	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents with children under the age of 5 will receive children's books through the Dolly Parton Imagination Library program.	Academic Support Program, Parent Involvement	08/03/2016	05/25/2017	$549	Title I Part A	Reading Coaches and Administration

Activity - Family Game Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Game Night will be planned by a committee of teachers to facilitate academic games that can be played at home. The teachers will lead these activities and parents will be provided with cards, dice and other resources that can be taken home to utilize for continued game play.	Academic Support Program, Parent Involvement, Community Engagement	01/04/2017	05/25/2017	$549	Title I Part A	Classroom Teachers, Instructional Coaches, and Administration

Strategy 3:

Communication - Regular communication between classroom teachers and parents will occur.

Category: Develop/Implement Student and School Culture Program

Research Cited: Partners in Education: A Duel Capacity Building Framework for Family-School Partnership.

http://www2.ed.gov/documents/family-community/partners-education.pdf

Activity - Student Planners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades fourth- eighth will be given planners to record homework and important events.	Parent Involvement	08/03/2016	05/25/2017	$549	Title I Part A	Classroom teachers, administrators

Activity - Positive Behavior Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily behavior will be communicated for all students. Kindergarten through third graders will utilize a behavior calendar and grades fourth through eighth will utilize Class Dojo to provide daily feedback.	Parent Involvement, Behavioral Support Program	08/03/2016	05/25/2017	$0	No Funding Required	Classroom teachers, administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Cross Grade Level Conversations	Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/03/2017	05/25/2017	$0	Classroom Teachers, Instructional Coaches, and Administration
Data Meetings	Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Academic Support Program, Other	08/03/2016	05/25/2017	$0	All classroom teachers, administrators, collaborative teachers, and instructional coaches.
Collaborative Grade Level Planning Time	Instructional coaches will meet with grade level teams during their collaborative planning time monthly. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Professional Learning	08/03/2016	05/25/2017	$0	All classroom teachers, instructional coaches
Progress Monitoring	Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of interventions and the child's progress toward meeting the end of the year STAR goal for reading. Results will be used to guide instruction and as a predictor for ACT ASPIRE results.	Academic Support Program	08/18/2016	05/25/2017	$0	Grade level teachers, administrators, instructional coaches

Collaborative Grade Level Planning Time	Instructional coaches will meet with grade level teams monthly during their collaborative planning time. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Academic Support Program, Other	08/03/2016	05/25/2017	$0	All classroom teachers, instructional coaches
Positive Behavior Communication	Daily behavior will be communicated for all students. Kindergarten through third graders will utilize a behavior calendar and grades fourth through eighth will utilize Class Dojo to provide daily feedback.	Parent Involvement, Behavioral Support Program	08/03/2016	05/25/2017	$0	Classroom teachers, administrators
Student Attendance Incentives	Monthly attendance awards will be provided for students that have perfect attendance at school for the month. To decrease tardies and absences, every teacher will receive a Mr. Potato Head toy. For every day their class attendance average is 95% or higher, the students will be able to add a body part to their Mr. Potato Head. When the potato head has all of their body parts, the class will receive a certificate and be entered into a quarterly drawing. Quarterly attendance awards will also be given at the student awards assemblies.	Academic Support Program, Parent Involvement, Behavioral Support Program	08/03/2016	06/09/2017	$0	Attendanace Committee, Guidance counselor, social worker, registrar, instructional coaches, and administration
Academic Intervention Summer Program	Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0	Amy Mason Tracey Braye Allison MacKenzie
Data Meetings	Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Professional Learning	08/03/2016	05/25/2017	$0	All classroom teachers, administrators , collaborative teachers, and instructional coaches
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Intervention Summer Program	Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0	Amy Mason Tracey Braye Allison MacKenzie

Cross Grade Level Conversations	Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/01/2017	05/25/2017	$0	Classroom Teachers, Instructional Coaches, Administration
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM Curriculum	Students will conduct hands on mathematics and science problem solving through the use of the STEM activities.	Academic Support Program	08/03/2016	05/25/2017	$2000	Classroom Teachers Instructional Coaches
Annual Attendance Magnets	Parents will receive a letter at the beginning of the 2016-2017 school year regarding the importance of regular school attendance and a magnet to track student absence dates. Parents will be encouraged to reduce their child's school absences to less than 10 each school year.	Parent Involvement	06/01/2017	08/03/2017	$549	Classroom Teachers Office Staff Administration Instructional Coaches
Professional Development	Administration and instructional coaches will attend either Blue Ribbon, ASCD and/or NAESP national conferences to strengthen knowledge of best practices that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$4473	Administration, instructional coaches
Professional Development	Opportunities for Professional Development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include number sense routines, math workshop, small group instruction, problem solving strategies, and many others.	Professional Learning	08/03/2016	05/25/2017	$4020	Classroom teachers, administrators, special education teachers, instructional coaches
Reading Tutors	Student data will be analyzed to identify students in grades 3-8 that would benefit from an additional dose of Language arts instruction using The Leveled Literacy Intervention Kits by Fountas and Pinnel.	Academic Support Program	10/03/2016	04/28/2017	$10017	Instructional coaches, administration, tutors
Professional Development	Substitutes will be provided to allow Pre-K teachers and aides the opportunity to attend professional development. Teachers will learn about invaluable resources that will directly impact their classroom learning environment and Pre-K instruction.	Professional Learning	08/03/2016	05/25/2017	$2000	Pre-K teachers, Pre-K Aides

After School Tutoring Program	Students that have been identified by STAR Reading and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend. Technology such as iPads, laptops, Leveled Literacy Readers and online software will be purchased to support the program.	Academic Support Program	11/01/2016	05/25/2017	$3654	Grade level teachers, administration, collaborative teachers, and instructional coaches
Family Game Night	Family Game Night will be planned by a committee of teachers to facilitate academic games that can be played at home. The teachers will lead these activities and parents will be provided with cards, dice and other resources that can be taken home to utilize for continued game play.	Academic Support Program, Parent Involvement, Community Engagement	01/04/2017	05/25/2017	$549	Classroom Teachers, Instructional Coaches, and Administration
Student Planners	Students in grades fourth- eighth will be given planners to record homework and important events.	Parent Involvement	08/03/2016	05/25/2017	$549	Classroom teachers, administrators
Professional Development	Opportunities for professional development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include writing, close reading, open response questions, and many others.	Professional Learning	08/03/2016	05/25/2017	$8040	Classroom teachers, administrators, special education teachers, instructional coaches
Professional Development	Administration and instructional coaches will attend a national conference to strenghten knowledge of best practices that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$0	Administration, instructional coaches
Dolly Parton's Imagination Library	Parents with children under the age of 5 will receive children's books through the Dolly Parton Imagination Library program.	Academic Support Program, Parent Involvement	08/03/2016	05/25/2017	$549	Reading Coaches and Administration
Instructional Support	Instructional Coaches will plan every other week with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$68872	Tracey Braye, Kari Curtis
Instructional Support	Math Coaches will provide in-house professional development through monthly planning with teachers, co-teaching and providing researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$82296	Tracey Braye and Tina Hamlet
Instructional Materials	Instructional materials for Pre-K classrooms to include: computers, manipulatives, and printing and binding supplies. Teacher and Instructional Aide benefits.	Academic Support Program, Technology	08/03/2016	05/25/2017	$17095	Pre-K teachers, Pre-K aides

After School Tutoring Program	Students that have been identified by STAR Math and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise and Moby Max will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend.	Academic Support Program	11/01/2016	05/25/2017	$3654	Grade level teachers, administration, collaborative teachers, and instructional coaches.
ELA Workshop	Parents will attend a workshop at the Gurley Public Library where they will learn about the importance of Reading and Writing at home and in the classroom.	Academic Support Program, Parent Involvement	08/03/2016	05/25/2017	$549	Instructional Coaches, Administration and Gurley Library staff
				Total	$208866	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of intervention and the child's progress toward meeting the end of the year STAR goal for Mathematics. Results will be used to guide instruction and as a predictor for ACT Aspire results.	Academic Support Program	08/03/2016	05/25/2017	$0	Grade level teachers, administrators, instructional coaches
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The results from the five surveys given are attached. The Title I Parent Survey, created by the Alabama State Department does not follow the same format as the other four surveys. The results for that survey will appear different. In regards to the "Stakeholder Feedback Results and Analysis," there are two items from the middle school student survey that do have an average that falls below 3.2, however the other two parts of the statement on option 1 were more accurate that the other choices offered.	Early Elem Student Survey Fall 2016 Elem Student Survey Fall 2016 Title I Parent Survey April 2016 Middle School Student Survey Fall 2016 Staff Survey Fall 2016

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?

Parents - Do you feel welcome at your child's school? 99% said they feel welcome.

Staff - The following two statements reflected the same level of satisfaction
   - Our school's purpose statement is clearly focused on student success. (4.73/5)
   - Our school has a continuous improvement process based on data, goals, actions, and measures of growth. (4.73/5)

Early Elementary - The following four statements reflected the same level of satisfaction
   - My teacher wants me to do my best. (4.9/5)
   - I learn new things at school. (4.9/5)
   - I am safe at school. (4.9/5)
   - My school has books for me to read. (4.9/5)

Elementary - In my school, my teachers want me to do my best work. (5/5)

Middle School - In my school, the principal and teachers have high expectations of me. (4.11/5)

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

Parents - When comparing the Parent Survey, with 54 parents participating, (Fall 2014) to the Title I Parent Survey, with 128 parents participating, (Spring 2016), our data shows a positive trend about our parents feeling that they are being more encouraged to be involved in their child's education. Parent Survey 4.02/5 (scale survey) versus Title I Parent Survey 98% of parents agreed (given the choice of yes or no).

Staff - The following two statements showed identical increases of satisfaction.
   - Our school provides a plan for the acquisition and support of technology to support the school's operational needs. (From 4/5 (in 2014-2015) to 4.4/5 (in 2015-2016), our stakeholder satisfaction rating increased 0.4 on a 5-point scale.)
   - Our school provides opportunities for students to participate in activities that interest them. (From 4/5 (in 2014-2015) to 4.4/5 (in 2015-2016), our stakeholder satisfaction rating increased 0.4 on a 5-point scale.)

Early Elementary - I know what to do every day in school. (From 4.3/5 (in 2014-2015) to 4.7/5 (in 2015-2016), our stakeholder satisfaction rating increased 0.4 on a 5-point scale.)

Elementary - My teachers ask my family to come to school activities. (From 4/5 (in 2014-2015) to 4.2/5 (in 2015-2016), our stakeholder satisfaction rating increased 0.2 on a 5-point scale.)

Middle Schools - The following two statements showed identical increases of satisfaction.

- In my school, computers are up-to-date and used by teachers to help me learn. (From 3.45/5 (in 2014-2015) to 3.81/5 (in 2015-2016), our stakeholder satisfaction rating increased 0.36 on a 5-point scale.)

- In my school, I have access to counseling, career planning, and other programs to help me in school. (From 3.39/5 (in 2014-2015) to 3.75/5 (in 2015-2016), our stakeholder satisfaction rating increased 0.36 on a 5-point scale.)

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

According to the data from the parent survey from the fall of 2015, the Title I survey from the spring of 2016, and student surveys from August 2016, our parents and their children feel that parents are welcome in the school.

Areas in Need of Improvement

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

Parents - Do you know how you can be involved in school planning/review committees? Only 70% replied that they did know how to be involved on these committees. To increase parental awareness of committee involvement opportunities, we will increase notice time and the communication methods, including, but not limited to take-home flyers, sharing on Facebook and Twitter, and School Messenger (phone call service).

Staff - In our school, a formal process is in place to support new staff members in their professional practice. (3.72/5)

Early Elementary - The following two statements reflected the same level of satisfaction
   - My family likes to come to school. (4.5/5)
   - Other teachers know me. (4.5/5)

Elementary - The following two statements reflected the same level of satisfaction
   - My teachers ask my family to come to school activities. (4.2/5)
   - My principal and teachers ask me what I think about school. (4.2/5)

Middle School - In my school, students help each other even if they are not friends. (3.06/5)

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

Parents - When comparing the Parent Survey (Fall 2015) to the Title I Parent Survey (Spring 2016), our data shows a negative trend about how our parents feel that our school provides opportunities for stakeholders to be involved in the school. Parent Survey 4.02/5 (scale survey) versus Title I Parent Survey 70% of parents agreed (given the choice of yes or no).

Staff - All teachers in our school provide students with specific and timely feedback about their learning. (From 4.18/5 (in 2014-2015) to 3.96/5 (in 2015-2016), our stakeholder satisfaction rating decreased 0.22 on a 5-point scale.)

Early Elementary - The following four statements showed identical decreases of satisfaction.
   - My teacher wants me to learn. (From 5/5 (in 2014-2015) to 4.8/5 (in 2015-2016), our stakeholder satisfaction rating decreased 0.2 on a 5-point scale.)
   - I use a computer to learn at school. (From 4.9/5 (in 2014-2015) to 4.7/5 (in 2015-2016), our stakeholder satisfaction rating decreased 0.2 on a 5-point scale.)
   - My teacher wants to help all boys and girls. (From 4.9/5 (in 2014-2015) to 4.7/5 (in 2015-2016), our stakeholder satisfaction rating decreased 0.2 on a 5-point scale.)
   - My teacher tells me when I do good work. (From 4.9/5 (in 2014-2015) to 4.7/5 (in 2015-2016), our stakeholder satisfaction rating decreased 0.2 on a 5-point scale.)

Elementary - The following five statements showed identical decreases of satisfaction.

- In my school, I am learning new things that will help me. (From 4.9/5 (in 2014-2015) to 4.8/5 (in 2015-2016), our stakeholder satisfaction rating decreased 0.1 on a 5-point scale.)

- In my school, students treat adults with respect. (From 4.4/5 (in 2014-2015) to 4.3/5 (in 2015-2016), our stakeholder satisfaction rating decreased 0.1 on a 5-point scale.)

- My teachers always help me when I need them. (From 4.7/5 (in 2014-2015) to 4.6/5 (in 2015-2016), our stakeholder satisfaction rating decreased 0.1 on a 5-point scale.)

- My principal and teachers tell children when they do a good job. (From 4.8/5 (in 2014-2015) to 4.7/5 (in 2015-2016), our stakeholder satisfaction rating decreased 0.1 on a 5-point scale.)

- My principal and teachers help me get ready for the next grade. (From 4.9/5 (in 2014-2015) to 4.8/5 (in 2015-2016), our stakeholder satisfaction rating decreased 0.1 on a 5-point scale.)

Middle Schools - All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught. (From 3.99/5 (in 2014-2015) to 3.94/5 (in 2015-2016), our stakeholder satisfaction rating decreased 0.05 on a 5-point scale.)

What are the implications for these stakeholder perceptions?

If parents feel that there are fewer opportunities for stakeholders to be involved, then we will have less parental involvement in school related activities. However, based on the teacher survey, as a faculty, we need to improve the timeliness of the feedback that we provide to our students. In the long run, teachers could see a lack of motivation from the students if this does not improve. Even though there were several areas of decreased satisfaction demonstrated by the Early Elementary and Elementary surveys, the actual averages (4.7/5 and higher), still reflect a high level of satisfaction. However, if this trend continues to decrease, teachers may see less motivation and enthusiasm from the lower grades. Middle school students may see tests as the only method of assessment. This could discourage students that would excel with assessments that encourage more creativity. Teachers in middle grades could see more self-initiative and effort from middle school students by offering various methods of assessment.

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

Based on the parent survey from the fall of 2015 and the Title I survey from the spring of 2016, both surveys suggest that parents are not aware of how to contribute to the decisions that are made at school.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

4
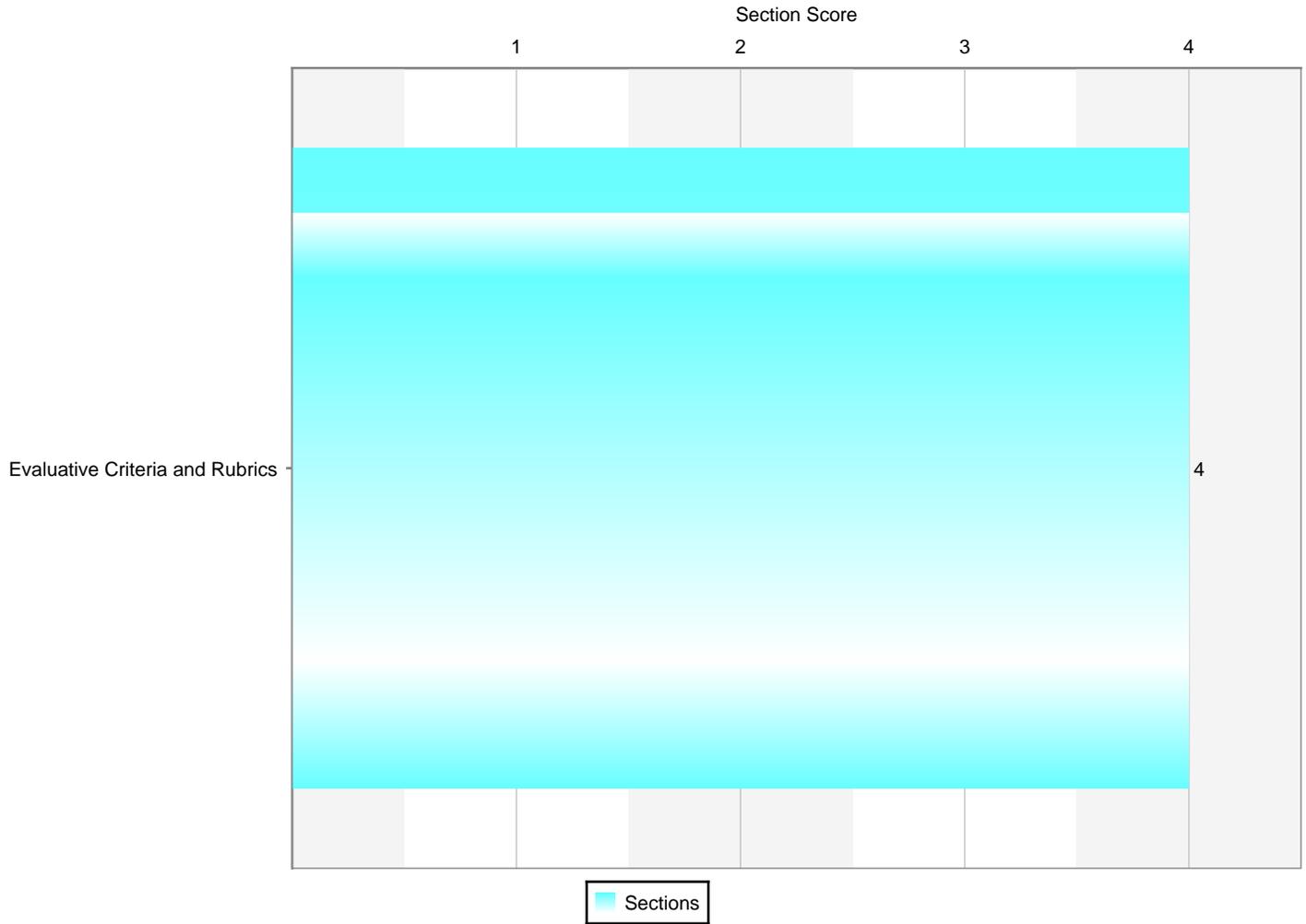
Sections

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 Building Leadership Team was selected at the beginning of the school year by the Principal and Assistant Principal. The BLT consists of the principal, assistant principal, instructional coaches, PE teacher, counselor, librarian, teacher technology representative, classroom teachers, parents and one community representative. All information discussed at Building Leadership Team Meetings is shared by team members with all faculty members during grade level team meetings. Student data is monitored monthly by classroom teachers, instructional coaches and administration. Title I Parent, staff and student surveys, attendance, math, reading, discipline and writing data are reviewed during these monthly meetings. Once the data has been fully analyzed, adjustments are made to classroom instruction and academic, behavior and attendance interventions are revised through the RtI process. The goal of Madison County Elementary School is to create a community of respectful, responsible, and resourceful leaders. With this mission in mind, we have used several data sources to find out what our students need the most. The leadership team reviews STAR, DIBELS, ACT Aspire, and behavior and attendance data in iNow. Parents are provided copies of state assessment results and progress reports related to STAR to keep them informed about their child's individual and school-wide performance.

The administration reviews test data and assesses student performance during the summer before school begins. The existing needs assessment is reviewed to determine if changes are necessary to address weaknesses outlined by the most recent test results. Reform strategies and programs are continuously analyzed by faculty, administration, and staff to determine effectiveness. These strategies and programs are to be scientifically research based. Data is collected throughout the school year and compiled to create an updated needs assessment for the school. The data includes test score information, student attendance, faculty attendance, and all other relevant data which impacts instruction. Informal planning is ongoing throughout the year which includes weekly and monthly grade level meetings. Formal planning begins when the assessment results are available and concludes in the fall with the final review of the plan by the parents and the faculty. Goals are reviewed to determine if the current reform strategies were effective in achieving the stated goals. If so, reform strategies may be continued. If not, reform strategies are modified or new reform strategies are selected to better meet the needs of the students. Informal meetings are conducted throughout the planning process. The principal of the school ensures that the process is continual so that the curriculum is enacted, supported, and assessed. This schoolwide plan will be made available to all parents. Copies of the plan will be placed in the school office, the library, and on the MCES website.   A copy of the plan will also be located with the Title I instructional coaches. The school utilizes and implements the Title I schoolwide planning template/checklist for continuous improvement as adopted and mandated by the Alabama Department of Education. Parents can participate in the compiling of the schoolwide plan by contacting the principal. Parents are utilized and involved during this process so that it is a joint effort by all stakeholders. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs. Discussions take place with all stakeholders about how funds will be effectively leveraged to meet academic needs. If parents are dissatisfied with the contents of this plan, they are encouraged to contact the school principal. The system set-aside meeting is conducted each summer. Each grade level has a representative who is responsible for communicating with grade level members. In addition, grade level representatives are responsible for gathering data and information from other faculty members. The principal serves as the internal facilitator and chairperson of the committee. Policy allows the leadership team to implement policies and procedures without interference as led by the principal.

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

According to our 2016 ACT Aspire data, 11% or 26/246, of the students in grades 3-8 benchmarked in all subject areas. This is a 2%

increase from the 2015 ACT Aspire results. 19% or 46/246 of the students in grades 3-8 did not benchmark in any subject area. This is a 5% decrease from the 2015 ACT Aspire results.

Analyzing the data at Madison County Elementary School, the fourth grade students had the highest scores in math at 69% benchmark. The sixth grade students had the highest benchmark for science at 60%. The sixth grade students had the highest benchmark for writing at 34%. The fourth grade students had the highest benchmark for english at 80%. In reading, the sixth grade students had the highest benchmark at 56%. On the 2016 ACT Aspire, writing had the lowest proficiency in all grade levels.

Although our attendance has improved from 2015, chronic absences have impacted the academic performance of several students. As a result, attendance initiatives will continue throughout the school year. Faculty attendance has been addressed at faculty meetings and is included within our attendance initiatives.

3. What conclusions were drawn from the results?

On the 2016 ACT Aspire, the overall growth in reading from the 2015 administration was 7%. This was 3% shy of our schoolwide reading goal. Reading continues to be a weakness for students in grades 3-8. On the 2016 ACT Aspire, the overall growth in mathematics from the 2015 administration was 12%. This exceeded our schoolwide mathematics goal of a 10% increase.

Based on the 2016 ACT Aspire scores, writing needs to be a focus schoolwide. It is the lowest score for all grade levels 3-8. Writing needs to be incorporated into all subject areas. A thirty minute block of time has been set aside for daily writing instruction and we have adopted the Lucy Calkins Writing Program for grades K-8. We are also conducting mock writing assessments every nine weeks to guide instruction and help students set writing goals.

Student attendance rates will continue to be above 95% through the implementation of individual, class and schoolwide monthly attendance incentives. A specific emphasis will also be placed on reducing tardies.

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

It is concluded that stronger tiered instruction needs to occur in the area of reading. Small group instruction will be tailored to meet individual needs based on STAR and DIBELS indicators. Tiered instruction will allow students to receive more individualized attention so that we can begin to close the achievement gap between our students that receive free and reduced meals and special education students. The assessment results are consistent with the parent-teacher perception, based on the survey results for AdvancED. Both groups identified teaching and assessing for learning as the most critical area in need of improvement.

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

The faculty of Madison County Elementary analyzes the student data and the needs of the school. Goals are set based on the student data both past and present. The faculty of Madison County Elementary is committed to providing quality education for all students. The faculty works together as a PLC (Professional Learning Community). As a faculty, we assess data, participate in Instructional Rounds, meet with the Building Leadership Team (BLT), and participate in monthly data meetings and monthly PST/RtI meetings with all grade levels.

Attendance was determined to be an area of concern. Several strategies have been implemented to improve the area of attendance at MCES. The strategies include schoolwide, monthly student recognition of perfect attendance, magnets to document student absences sent home to parents, monthly attendance committee meetings, and the Tardy Tater initiative.

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

Different members of the committee analyze data and collaborate to come up with options that will increase student achievement in all grade levels. Many sources of data, STAR reading, STAR math, DIBELS, ACT Aspire, Guided Questions from Instructional Rounds and Observations during Instructional Rounds were analyzed. Several data sources were used to find out what our students need the most. Data from STAR reading, ACT Aspire and DIBELS were analyzed in order to pinpoint areas in need of improvement in our reading program. By analyzing multiple types of data, MCES was able to develop a clear plan for increasing student achievement in all grades.

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

Our instructional goals are developed to meet the needs of all of the students, paying particular attention to students receiving free/reduced lunch, special educaiton services, homelessness, and ELL. Our goals meet a variety of learning styles based on multiple differentiated resources. Small group instruction is being implemented and staff are trained by the coaches using specific strategies for student engagement. The combination of the strategies, partnered with access to multiple collaborative teachers and instructional coaches will ensure we meet the needs of all learners.

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:

Increase Reading proficiency of third-eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT ASPIRE in Reading by 05/24/2016 as measured by ACT ASPIRE results. (Spring 2016 results: Grade 3: 43%, Grade 4: 47%, Grade 5: 35%, Grade 6: 56%, Grade 7: 34%, Grade 8: 50% scored benchmark on Aspire Reading). .

Strategy1:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, as well as after school tutoring. .

Category: Develop/Implement Learning Supports

Research Cited: Previous research found that volunteer tutoring programs increased reading fluency and comprehension over a 5-month interval (Burns, Senesac, & Symington, 2004). The current study conducted a longitudinal examination of the program by again assessing the reading skills of 100 elementary students who participated in the Burns et al. study. Results found that students who participated in the tutoring program during the 2001-2002 school year significantly outperformed students in a control group in both reading fluency and comprehension

A comprehensive report (Fashola, 1998) on effective after-school programs investigated formal and informal programs that varied by location (schoolbased vs. community-based) and type of provider (classroom teachers vs. childcare providers). Results demonstrated that students who attended a formal program that was housed in the students' school and staffed by classroom teachers outperformed the other groups in mathematics and reading.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of interventions and the child's progress toward meeting the end of the year STAR goal for reading. Results will be used to guide instruction and as a predictor for ACT ASPIRE results.	Academic Support Program	08/18/2016	05/25/2017	$0 - No Funding Required	Grade level teachers, administrators, instructional coaches

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified by STAR Reading and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend. Technology such as iPads, laptops, Leveled Literacy Readers and online software will be purchased to support the program.	Academic Support Program	11/01/2016	05/25/2017	$3654 - Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for professional development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include writing, close reading, open response questions, and many others.	Professional Learning	08/03/2016	05/25/2017	$8040 - Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0 - No Funding Required	Amy Mason Tracey Braye Allison MacKenzie

Strategy2:

Pre-K - Full day Pre-K instruction will be delivered daily to students enrolled in Pre-K classes by a highly qualified teacher, along with an aide.

Emergent literacy skills and number sense will be emphasized along with appropriate social skills.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: First Class Pre-K

Activity - Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional materials for Pre-K classrooms to include: computers, manipulatives, and printing and binding supplies. Teacher and Instructional Aide benefits.	Academic Support Program Technology	08/03/2016	05/25/2017	$17095 - Title I Part A	Pre-K teachers, Pre-K aides

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be provided to allow Pre-K teachers and aides the opportunity to attend professional development. Teachers will learn about invaluable resources that will directly impact their classroom learning environment and Pre-K instruction.	Professional Learning	08/03/2016	05/25/2017	$2000 - Title I Part A	Pre-K teachers, Pre-K Aides

Strategy3:

Instructional Coach - Reading Coach will plan weekly with teachers, co-teach and provide researched based teaching practices and

additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice Russell

Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will plan every other week with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$68872 - Title I Part A	Tracey Braye, Kari Curtis

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and instructional coaches will attend either Blue Ribbon, ASCD and/or NAESP national conferences to strengthen knowledge of best practices that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$4473 - Title I Part A	Administration, instructional coaches

Strategy4:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches each month will be utilized to

analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement

data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional

Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Reading Tutors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be analyzed to identify students in grades 3-8 that would benefit from an additional dose of Language arts instruction using The Leveled Literacy Intervention Kits by Fountas and Pinnel.	Academic Support Program	10/03/2016	04/28/2017	$10017 - Title I Part A	Instructional coaches, administration, tutors

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will meet with grade level teams during their collaborative planning time monthly. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Professional Learning	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, instructional coaches

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Professional Learning	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/03/2017	05/25/2017	$0 - No Funding Required	Classroom Teachers, Instructional Coaches, and Administration

Goal 2:

Increase Math proficiency of third- eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT Aspire in Mathematics by 05/25/2017 as measured by ACT Aspire Results. (Spring 2016 results: Grade 3 - 57%, Grade 4: 69%, Grade 5: 60%, Grade 6: 65%, Grade 7: 42%, Grade 8: 35% scored benchmark on Aspire Math.).

Strategy1:

STEM Curriculum - A STEM curriculum will be implemented to help students learn about a variety of hands on math and science activities that align with the grade level standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Project Lead the Way is a hands on STEM curriculum for grades K-12.   Research demonstrates that PLTW students outperform their peers in school, are better prepared for post-secondary studies, and are more likely to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers compared to their non-PLTW peers. Students find PLTW programs relevant, inspiring, engaging, and foundational to their future success.

Van Overschelde, James P. (Spring 2013) Project Lead The Way Students More Prepared For Higher Education. Texas State University. American Journal of Engineering Education,

Activity - STEM Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will conduct hands on mathematics and science problem solving through the use of the STEM activities.	Academic Support Program	08/03/2016	05/25/2017	$2000 - Title I Part A	Classroom Teachers Instructional Coaches

Strategy2:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches monthly will be utilized to analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/01/2017	05/25/2017	$0 - Title I Schoolwide	Classroom Teachers, Instructional Coaches, Administration

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Academic Support Program Other	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches.

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will meet with grade level teams monthly during their collaborative planning time. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Other Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, instructional coaches

Strategy3:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, and after school tutoring. .

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: STAR Reports, MobyMax, and best practices:

Students who have spent just 40 hours using MobyMax average one full gradelevel increase in both math and language. These results are due largely to MobyMax's pedagogy, which incorporates multiple researchbased techniques that have proven highly effective in increasing student achievement. MobyMax's pedagogy and curriculum system incorporate the most effective practices for increasing student outcomes as identified by Professor John Hattie's exhaustive research of over 800 meta analyses.

A comprehensive review from About Education stated that STAR Math is a terrific mathematics assessment program especially if you already use the Accelerated Math program. The broad range of skills that it accesses is appropriate for getting valuable information to drive your mathematics instruction. In general, math intervention is behind when compared to reading intervention. STAR Math provides teachers with a wonderful tool to benchmark, progress monitor, and to guide intervention. Overall, I give STAR Math 5 out of 5 stars because I believe it is a program on the forefront of providing teachers with accurate information that will allow them to provide students with differentiated instruction and provides a path to improve overall math skills.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for Professional Development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include number sense routines, math workshop, small group instruction, problem solving strategies, and many others.	Professional Learning	08/03/2016	05/25/2017	$4020 - Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of intervention and the child's progress toward meeting the end of the year STAR goal for Mathematics. Results will be used to guide instruction and as a predictor for ACT Aspire results.	Academic Support Program	08/03/2016	05/25/2017	$0 - District Funding	Grade level teachers, administrators, instructional coaches

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified by STAR Math and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise and Moby Max will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend.	Academic Support Program	11/01/2016	05/25/2017	$3654 - Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches.

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0 - Title I Schoolwide	Amy Mason Tracey Braye Allison MacKenzie

Strategy4:

Instructional Coaches - Math Coaches will plan monthly with teachers, co-teach and provide researched based teaching practices and

additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice

Russell Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Coaches will provide in-house professional development through monthly planning with teachers, co-teaching and providing researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$82296 - Title I Part A	Tracey Braye and Tina Hamlet

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and instructional coaches will attend a national conference to strenghten knowledge of best practices that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$0 - Title I Part A	Administration, instructional coaches

Goal 3:

Parental involvement will be increased at Madison County Elementary School.

Measurable Objective 1:

collaborate to improve student attendance and increase academic achievement by 05/25/2017 as measured by iNow daily school attendance

ratings.

Strategy1:

Attendance Review - A social worker will meet weekly with the registrar to review student absences and an Attendance Committee will meet

monthly to discuss students at risk for chronic absenteeism. Students with 3 or more unexcused absences will be contacted by the school

counselor and assigned to a member of the Attendance Committee for follow up. If successful contacts cannot be made, then the social

worker will conduct home visits with the school counselor and/or administration to promote regular student attendance at school.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.attendanceworks.org

Activity - Student Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance awards will be provided for students that have perfect attendance at school for the month. To decrease tardies and absences, every teacher will receive a Mr. Potato Head toy. For every day their class attendance average is 95% or higher, the students will be able to add a body part to their Mr. Potato Head. When the potato head has all of their body parts, the class will receive a certificate and be entered into a quarterly drawing. Quarterly attendance awards will also be given at the student awards assemblies.	Parent Involvement Academic Support Program Behavioral Support Program	08/03/2016	06/09/2017	$0 - No Funding Required	Attendanace Committee, Guidance counselor, social worker, registrar, instructional coaches, and administration

Activity - Annual Attendance Magnets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive a letter at the beginning of the 2016-2017 school year regarding the importance of regular school attendance and a magnet to track student absence dates. Parents will be encouraged to reduce their child's school absences to less than 10 each school year.	Parent Involvement	06/01/2017	08/03/2017	$549 - Title I Part A	Classroom Teachers Office Staff Administration Instructional Coaches

Strategy2:

Communication - Regular communication between classroom teachers and parents will occur.

Category: Develop/Implement Student and School Culture Program

Research Cited: Partners in Education: A Duel Capacity Building Framework for Family-School Partnership.

http://www2.ed.gov/documents/family-community/partners-education.pdf

Activity - Positive Behavior Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily behavior will be communicated for all students. Kindergarten through third graders will utilize a behavior calendar and grades fourth through eighth will utilize Class Dojo to provide daily feedback.	Parent Involvement Behavioral Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Classroom teachers, administrators

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades fourth- eighth will be given planners to record homework and important events.	Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Classroom teachers, administrators

Strategy3:

Parenting Workshops - Parenting workshops will be held throughout the year to provide suggestions for ways that academics can be

supported at home. Parents will receive training about how to read STAR and ACT Aspire assessment results. Parents will also learn about

some of the community supports that are available to support academic achievement, such as the public library and other community

partners.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.centerforpubliceducation.org

Activity - Family Game Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Game Night will be planned by a committee of teachers to facilitate academic games that can be played at home. The teachers will lead these activities and parents will be provided with cards, dice and other resources that can be taken home to utilize for continued game play.	Community Engagement Academic Support Program Parent Involvement	01/04/2017	05/25/2017	$549 - Title I Part A	Classroom Teachers, Instructional Coaches, and Administration

Activity - ELA Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend a workshop at the Gurley Public Library where they will learn about the importance of Reading and Writing at home and in the classroom.	Academic Support Program Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Instructional Coaches, Administration and Gurley Library staff

Activity - Dolly Parton's Imagination Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents with children under the age of 5 will receive children's books through the Dolly Parton Imagination Library program.	Academic Support Program Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Reading Coaches and Administration

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

Goal 1:

Increase Reading proficiency of third-eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT ASPIRE in Reading by 05/24/2016 as measured by ACT ASPIRE results. (Spring 2016 results: Grade 3: 43%, Grade 4: 47%, Grade 5: 35%, Grade 6: 56%, Grade 7: 34%, Grade 8: 50% scored benchmark on Aspire Reading). .

Strategy1:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches each month will be utilized to analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/03/2017	05/25/2017	$0 - No Funding Required	Classroom Teachers, Instructional Coaches, and Administration

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will meet with grade level teams during their collaborative planning time monthly. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Professional Learning	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, instructional coaches

Activity - Reading Tutors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be analyzed to identify students in grades 3-8 that would benefit from an additional dose of Language arts instruction using The Leveled Literacy Intervention Kits by Fountas and Pinnel.	Academic Support Program	10/03/2016	04/28/2017	$10017 - Title I Part A	Instructional coaches, administration, tutors

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Professional Learning	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches

Strategy2:

Pre-K - Full day Pre-K instruction will be delivered daily to students enrolled in Pre-K classes by a highly qualified teacher, along with an aide.

Emergent literacy skills and number sense will be emphasized along with appropriate social skills.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: First Class Pre-K

Activity - Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional materials for Pre-K classrooms to include: computers, manipulatives, and printing and binding supplies. Teacher and Instructional Aide benefits.	Technology Academic Support Program	08/03/2016	05/25/2017	$17095 - Title I Part A	Pre-K teachers, Pre-K aides

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be provided to allow Pre-K teachers and aides the opportunity to attend professional development. Teachers will learn about invaluable resources that will directly impact their classroom learning environment and Pre-K instruction.	Professional Learning	08/03/2016	05/25/2017	$2000 - Title I Part A	Pre-K teachers, Pre-K Aides

Strategy3:

Instructional Coach - Reading Coach will plan weekly with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice Russell Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and instructional coaches will attend either Blue Ribbon, ASCD and/or NAESP national conferences to strengthen knowledge of best practices that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$4473 - Title I Part A	Administration, instructional coaches

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will plan every other week with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$68872 - Title I Part A	Tracey Braye, Kari Curtis

Strategy4:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, as well as after school tutoring. .

Category: Develop/Implement Learning Supports

Research Cited: Previous research found that volunteer tutoring programs increased reading fluency and comprehension over a 5-month interval (Burns, Senesac, & Symington, 2004). The current study conducted a longitudinal examination of the program by again assessing the reading skills of 100 elementary students who participated in the Burns et al. study. Results found that students who participated in the tutoring program during the 2001-2002 school year significantly outperformed students in a control group in both reading fluency and comprehension

A comprehensive report (Fashola, 1998) on effective after-school programs investigated formal and informal programs that varied by location (schoolbased vs. community-based) and type of provider (classroom teachers vs. childcare providers). Results demonstrated that students

who attended a formal program that was housed in the students' school and staffed by classroom teachers outperformed the other groups in mathematics and reading.

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0 - No Funding Required	Amy Mason Tracey Braye Allison MacKenzie

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for professional development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include writing, close reading, open response questions, and many others.	Professional Learning	08/03/2016	05/25/2017	$8040 - Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of interventions and the child's progress toward meeting the end of the year STAR goal for reading. Results will be used to guide instruction and as a predictor for ACT ASPIRE results.	Academic Support Program	08/18/2016	05/25/2017	$0 - No Funding Required	Grade level teachers, administrators, instructional coaches

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified by STAR Reading and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend. Technology such as iPads, laptops, Leveled Literacy Readers and online software will be purchased to support the program.	Academic Support Program	11/01/2016	05/25/2017	$3654 - Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches

Goal 2:

Increase Math proficiency of third- eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT Aspire in Mathematics

by 05/25/2017 as measured by ACT Aspire Results. (Spring 2016 results: Grade 3 - 57%, Grade 4: 69%, Grade 5: 60%, Grade 6: 65%,

Grade 7: 42%, Grade 8: 35% scored benchmark on Aspire Math.).

Strategy1:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches monthly will be utilized to

analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement

data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional

Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will meet with grade level teams monthly during their collaborative planning time. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Academic Support Program Other	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, instructional coaches

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Academic Support Program Other	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches.

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/01/2017	05/25/2017	$0 - Title I Schoolwide	Classroom Teachers, Instructional Coaches, Administration

Strategy2:

STEM Curriculum - A STEM curriculum will be implemented to help students learn about a variety of hands on math and science activities

that align with the grade level standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Project Lead the Way is a hands on STEM curriculum for grades K-12.   Research demonstrates that PLTW students outperform their peers in school, are better prepared for post-secondary studies, and are more likely to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers compared to their non-PLTW peers. Students find PLTW programs relevant, inspiring, engaging, and foundational to their future success.

Van Overschelde, James P. (Spring 2013) Project Lead The Way Students More Prepared For Higher Education. Texas State University. American Journal of Engineering Education,

Activity - STEM Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will conduct hands on mathematics and science problem solving through the use of the STEM activities.	Academic Support Program	08/03/2016	05/25/2017	$2000 - Title I Part A	Classroom Teachers Instructional Coaches

Strategy3:

Instructional Coaches - Math Coaches will plan monthly with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice

Russell Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and instructional coaches will attend a national conference to strenghten knowledge of best practicies that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$0 - Title I Part A	Administration, instructional coaches

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Coaches will provide in-house professional development through monthly planning with teachers, co-teaching and providing researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$82296 - Title I Part A	Tracey Braye and Tina Hamlet

Strategy4:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, and after school tutoring. .

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: STAR Reports, MobyMax, and best practices:

Students who have spent just 40 hours using MobyMax average one full gradelevel increase in both math and language. These results are due largely to MobyMax's pedagogy, which incorporates multiple researchbased techniques that have proven highly effective in increasing student achievement. MobyMax's pedagogy and curriculum system incorporate the most effective practices for increasing student outcomes as identified by Professor John Hattie's exhaustive research of over 800 meta analyses.

A comprehensive review from About Education stated that STAR Math is a terrific mathematics assessment program especially if you

already use the Accelerated Math program. The broad range of skills that it accesses is appropriate for getting valuable information to drive your mathematics instruction. In general, math intervention is behind when compared to reading intervention. STAR Math provides teachers with a wonderful tool to benchmark, progress monitor, and to guide intervention. Overall, I give STAR Math 5 out of 5 stars because I believe it is a program on the forefront of providing teachers with accurate information that will allow them to provide students with differentiated instruction and provides a path to improve overall math skills.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for Professional Development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include number sense routines, math workshop, small group instruction, problem solving strategies, and many others.	Professional Learning	08/03/2016	05/25/2017	$4020 - Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0 - Title I Schoolwide	Amy Mason Tracey Braye Allison MacKenzie

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of intervention and the child's progress toward meeting the end of the year STAR goal for Mathematics. Results will be used to guide instruction and as a predictor for ACT Aspire results.	Academic Support Program	08/03/2016	05/25/2017	$0 - District Funding	Grade level teachers, administrators, instructional coaches

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified by STAR Math and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise and Moby Max will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend.	Academic Support Program	11/01/2016	05/25/2017	$3654 - Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches.

Goal 3:

Parental involvement will be increased at Madison County Elementary School.

Measurable Objective 1:

collaborate to improve student attendance and increase academic achievement by 05/25/2017 as measured by iNow daily school attendance ratings.

Strategy1:

Communication - Regular communication between classroom teachers and parents will occur.

Category: Develop/Implement Student and School Culture Program

Research Cited: Partners in Education: A Duel Capacity Building Framework for Family-School Partnership.

http://www2.ed.gov/documents/family-community/partners-education.pdf

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades fourth- eighth will be given planners to record homework and important events.	Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Classroom teachers, administrators

Activity - Positive Behavior Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily behavior will be communicated for all students. Kindergarten through third graders will utilize a behavior calendar and grades fourth through eighth will utilize Class Dojo to provide daily feedback.	Parent Involvement Behavioral Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Classroom teachers, administrators

Strategy2:

Parenting Workshops - Parenting workshops will be held throughout the year to provide suggestions for ways that academics can be supported at home. Parents will receive training about how to read STAR and ACT Aspire assessment results. Parents will also learn about some of the community supports that are available to support academic achievement, such as the public library and other community partners.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.centerforpubliceducation.org

Activity - ELA Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend a workshop at the Gurley Public Library where they will learn about the importance of Reading and Writing at home and in the classroom.	Parent Involvement Academic Support Program	08/03/2016	05/25/2017	$549 - Title I Part A	Instructional Coaches, Administration and Gurley Library staff

Activity - Dolly Parton's Imagination Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents with children under the age of 5 will receive children's books through the Dolly Parton Imagination Library program.	Parent Involvement Academic Support Program	08/03/2016	05/25/2017	$549 - Title I Part A	Reading Coaches and Administration

Activity - Family Game Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Game Night will be planned by a committee of teachers to facilitate academic games that can be played at home. The teachers will lead these activities and parents will be provided with cards, dice and other resources that can be taken home to utilize for continued game play.	Parent Involvement Community Engagement Academic Support Program	01/04/2017	05/25/2017	$549 - Title I Part A	Classroom Teachers, Instructional Coaches, and Administration

Strategy3:

Attendance Review - A social worker will meet weekly with the registrar to review student absences and an Attendance Committee will meet monthly to discuss students at risk for chronic absenteeism. Students with 3 or more unexcused absences will be contacted by the school counselor and assigned to a member of the Attendance Committee for follow up. If successful contacts cannot be made, then the social worker will conduct home visits with the school counselor and/or administration to promote regular student attendance at school.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.attendanceworks.org

Activity - Annual Attendance Magnets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive a letter at the beginning of the 2016-2017 school year regarding the importance of regular school attendance and a magnet to track student absence dates. Parents will be encouraged to reduce their child's school absences to less than 10 each school year.	Parent Involvement	06/01/2017	08/03/2017	$549 - Title I Part A	Classroom Teachers Office Staff Administration Instructional Coaches

Activity - Student Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance awards will be provided for students that have perfect attendance at school for the month. To decrease tardies and absences, every teacher will receive a Mr. Potato Head toy. For every day their class attendance average is 95% or higher, the students will be able to add a body part to their Mr. Potato Head. When the potato head has all of their body parts, the class will receive a certificate and be entered into a quarterly drawing. Quarterly attendance awards will also be given at the student awards assemblies.	Academic Support Program Parent Involvement Behavioral Support Program	08/03/2016	06/09/2017	$0 - No Funding Required	Attendanace Committee, Guidance counselor, social worker, registrar, instructional coaches, and administration

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

Goal 1:

Increase Reading proficiency of third-eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT ASPIRE in Reading by 05/24/2016 as measured by ACT ASPIRE results. (Spring 2016 results: Grade 3: 43%, Grade 4: 47%, Grade 5: 35%, Grade 6: 56%, Grade 7: 34%, Grade 8: 50% scored benchmark on Aspire Reading). .

Strategy1:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches each month will be utilized to analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Professional Learning	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/03/2017	05/25/2017	$0 - No Funding Required	Classroom Teachers, Instructional Coaches, and Administration

Activity - Reading Tutors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be analyzed to identify students in grades 3-8 that would benefit from an additional dose of Language arts instruction using The Leveled Literacy Intervention Kits by Fountas and Pinnel.	Academic Support Program	10/03/2016	04/28/2017	$10017 - Title I Part A	Instructional coaches, administration, tutors

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches meet with grade level teams during their collaborative planning time monthly. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Professional Learning	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, instructional coaches

Strategy2:

Pre-K - Full day Pre-K instruction will be delivered daily to students enrolled in Pre-K classes by a highly qualified teacher, along with an aide.

Emergent literacy skills and number sense will be emphasized along with appropriate social skills.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: First Class Pre-K

Activity - Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional materials for Pre-K classrooms to include: computers, manipulatives, and printing and binding supplies. Teacher and Instructional Aide benefits.	Academic Support Program Technology	08/03/2016	05/25/2017	$17095 - Title I Part A	Pre-K teachers, Pre-K aides

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be provided to allow Pre-K teachers and aides the opportunity to attend professional development. Teachers will learn about invaluable resources that will directly impact their classroom learning environment and Pre-K instruction.	Professional Learning	08/03/2016	05/25/2017	$2000 - Title I Part A	Pre-K teachers, Pre-K Aides

Strategy3:

Instructional Coach - Reading Coach will plan weekly with teachers, co-teach and provide researched based teaching practices and

additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice Russell

Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will plan every other week with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$68872 - Title I Part A	Tracey Braye, Kari Curtis

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and instructional coaches will attend either Blue Ribbon, ASCD and/or NAESP national conferences to strengthen knowledge of best practices that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$4473 - Title I Part A	Administration, instructional coaches

Strategy4:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, as well as after school tutoring. .

Category: Develop/Implement Learning Supports

Research Cited: Previous research found that volunteer tutoring programs increased reading fluency and comprehension over a 5-month interval (Burns, Senesac, & Symington, 2004). The current study conducted a longitudinal examination of the program by again assessing the reading skills of 100 elementary students who participated in the Burns et al. study. Results found that students who participated in the tutoring program during the 2001-2002 school year significantly outperformed students in a control group in both reading fluency and comprehension

A comprehensive report (Fashola, 1998) on effective after-school programs investigated formal and informal programs that varied by location (schoolbased vs. community-based) and type of provider (classroom teachers vs. childcare providers). Results demonstrated that students who attended a formal program that was housed in the students' school and staffed by classroom teachers outperformed the other groups in mathematics and reading.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for professional development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include writing, close reading, open response questions, and many others.	Professional Learning	08/03/2016	05/25/2017	$8040 - Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified by STAR Reading and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend. Technology such as iPads, laptops, Leveled Literacy Readers and online software will be purchased to support the program.	Academic Support Program	11/01/2016	05/25/2017	$3654 - Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of interventions and the child's progress toward meeting the end of the year STAR goal for reading. Results will be used to guide instruction and as a predictor for ACT ASPIRE results.	Academic Support Program	08/18/2016	05/25/2017	$0 - No Funding Required	Grade level teachers, administrators, instructional coaches

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0 - No Funding Required	Amy Mason Tracey Braye Allison MacKenzie

Goal 2:

Increase Math proficiency of third- eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT Aspire in Mathematics by 05/25/2017 as measured by ACT Aspire Results. (Spring 2016 results: Grade 3 - 57%, Grade 4: 69%, Grade 5: 60%, Grade 6: 65%, Grade 7: 42%, Grade 8: 35% scored benchmark on Aspire Math.).

Strategy1:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, and after school tutoring. .

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: STAR Reports, MobyMax, and best practices:

Students who have spent just 40 hours using MobyMax average one full gradelevel increase in both math and language. These results are due largely to MobyMax's pedagogy, which incorporates multiple researchbased techniques that have proven highly effective in increasing student achievement. MobyMax's pedagogy and curriculum system incorporate the most effective practices for increasing student outcomes as identified by Professor John Hattie's exhaustive research of over 800 meta analyses.

A comprehensive review from About Education stated that STAR Math is a terrific mathematics assessment program especially if you already use the Accelerated Math program. The broad range of skills that it accesses is appropriate for getting valuable information to drive your mathematics instruction. In general, math intervention is behind when compared to reading intervention. STAR Math provides teachers with a wonderful tool to benchmark, progress monitor, and to guide intervention. Overall, I give STAR Math 5 out of 5 stars because I believe it is a program on the forefront of providing teachers with accurate information that will allow them to provide students with differentiated instruction and provides a path to improve overall math skills.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for Professional Development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include number sense routines, math workshop, small group instruction, problem solving strategies, and many others.	Professional Learning	08/03/2016	05/25/2017	$4020 - Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified by STAR Math and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise and Moby Max will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend.	Academic Support Program	11/01/2016	05/25/2017	$3654 - Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of intervention and the child's progress toward meeting the end of the year STAR goal for Mathematics. Results will be used to guide instruction and as a predictor for ACT Aspire results.	Academic Support Program	08/03/2016	05/25/2017	$0 - District Funding	Grade level teachers, administrators, instructional coaches

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0 - Title I Schoolwide	Amy Mason Tracey Braye Allison MacKenzie

Strategy2:

STEM Curriculum - A STEM curriculum will be implemented to help students learn about a variety of hands on math and science activities that align with the grade level standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Project Lead the Way is a hands on STEM curriculum for grades K-12.   Research demonstrates that PLTW students outperform their peers in school, are better prepared for post-secondary studies, and are more likely to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers compared to their non-PLTW peers. Students find PLTW programs relevant, inspiring, engaging, and foundational to their future success.

Van Overschelde, James P. (Spring 2013) Project Lead The Way Students More Prepared For Higher Education. Texas State University. American Journal of Engineering Education,

Activity - STEM Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will conduct hands on mathematics and science problem solving through the use of the STEM activities.	Academic Support Program	08/03/2016	05/25/2017	$2000 - Title I Part A	Classroom Teachers Instructional Coaches

Strategy3:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches monthly will be utilized to analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Academic Support Program Other	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches.

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will meet with grade level teams monthly during their collaborative planning time. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Other Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, instructional coaches

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/01/2017	05/25/2017	$0 - Title I Schoolwide	Classroom Teachers, Instructional Coaches, Administration

Strategy4:

Instructional Coaches - Math Coaches will plan monthly with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice

Russell Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and instructional coaches will attend a national conference to strenghten knowledge of best practicies that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$0 - Title I Part A	Administration, instructional coaches

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Coaches will provide in-house professional development through monthly planning with teachers, co-teaching and providing researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$82296 - Title I Part A	Tracey Braye and Tina Hamlet

Goal 3:

Parental involvement will be increased at Madison County Elementary School.

Measurable Objective 1:

collaborate to improve student attendance and increase academic achievement by 05/25/2017 as measured by iNow daily school attendance ratings.

Strategy1:

Communication - Regular communication between classroom teachers and parents will occur.

Category: Develop/Implement Student and School Culture Program

Research Cited: Partners in Education: A Duel Capacity Building Framework for Family-School Partnership.

http://www2.ed.gov/documents/family-community/partners-education.pdf

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades fourth- eighth will be given planners to record homework and important events.	Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Classroom teachers, administrators

Activity - Positive Behavior Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily behavior will be communicated for all students. Kindergarten through third graders will utilize a behavior calendar and grades fourth through eighth will utilize Class Dojo to provide daily feedback.	Parent Involvement Behavioral Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Classroom teachers, administrators

Strategy2:

Attendance Review - A social worker will meet weekly with the registrar to review student absences and an Attendance Committee will meet monthly to discuss students at risk for chronic absenteeism. Students with 3 or more unexcused absences will be contacted by the school counselor and assigned to a member of the Attendance Committee for follow up. If successful contacts cannot be made, then the social worker will conduct home visits with the school counselor and/or administration to promote regular student attendance at school.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.attendanceworks.org

Activity - Annual Attendance Magnets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive a letter at the beginning of the 2016-2017 school year regarding the importance of regular school attendance and a magnet to track student absence dates. Parents will be encouraged to reduce their child's school absences to less than 10 each school year.	Parent Involvement	06/01/2017	08/03/2017	$549 - Title I Part A	Classroom Teachers Office Staff Administration Instructional Coaches

Activity - Student Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance awards will be provided for students that have perfect attendance at school for the month. To decrease tardies and absences, every teacher will receive a Mr. Potato Head toy. For every day their class attendance average is 95% or higher, the students will be able to add a body part to their Mr. Potato Head. When the potato head has all of their body parts, the class will receive a certificate and be entered into a quarterly drawing. Quarterly attendance awards will also be given at the student awards assemblies.	Academic Support Program Behavioral Support Program Parent Involvement	08/03/2016	06/09/2017	$0 - No Funding Required	Attendanace Committee, Guidance counselor, social worker, registrar, instructional coaches, and administration

Strategy3:

Parenting Workshops - Parenting workshops will be held throughout the year to provide suggestions for ways that academics can be supported at home. Parents will receive training about how to read STAR and ACT Aspire assessment results. Parents will also learn about some of the community supports that are available to support academic achievement, such as the public library and other community partners.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.centerforpubliceducation.org

Activity - ELA Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend a workshop at the Gurley Public Library where they will learn about the importance of Reading and Writing at home and in the classroom.	Parent Involvement Academic Support Program	08/03/2016	05/25/2017	$549 - Title I Part A	Instructional Coaches, Administration and Gurley Library staff

Activity - Family Game Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Game Night will be planned by a committee of teachers to facilitate academic games that can be played at home. The teachers will lead these activities and parents will be provided with cards, dice and other resources that can be taken home to utilize for continued game play.	Academic Support Program Parent Involvement Community Engagement	01/04/2017	05/25/2017	$549 - Title I Part A	Classroom Teachers, Instructional Coaches, and Administration

Activity - Dolly Parton's Imagination Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents with children under the age of 5 will receive children's books through the Dolly Parton Imagination Library program.	Academic Support Program Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Reading Coaches and Administration

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

Goal 1:

Increase Reading proficiency of third-eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT ASPIRE in Reading by 05/24/2016 as measured by ACT ASPIRE results. (Spring 2016 results: Grade 3: 43%, Grade 4: 47%, Grade 5: 35%, Grade 6: 56%, Grade 7: 34%, Grade 8: 50% scored benchmark on Aspire Reading). .

Strategy1:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, as well as after school tutoring. .

Category: Develop/Implement Learning Supports

Research Cited: Previous research found that volunteer tutoring programs increased reading fluency and comprehension over a 5-month interval (Burns, Senesac, & Symington, 2004). The current study conducted a longitudinal examination of the program by again assessing the reading skills of 100 elementary students who participated in the Burns et al. study. Results found that students who participated in the tutoring program during the 2001-2002 school year significantly outperformed students in a control group in both reading fluency and comprehension

A comprehensive report (Fashola, 1998) on effective after-school programs investigated formal and informal programs that varied by location (schoolbased vs. community-based) and type of provider (classroom teachers vs. childcare providers). Results demonstrated that students who attended a formal program that was housed in the students' school and staffed by classroom teachers outperformed the other groups in mathematics and reading.

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0 - No Funding Required	Amy Mason Tracey Braye Allison MacKenzie

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified by STAR Reading and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend. Technology such as iPads, laptops, Leveled Literacy Readers and online software will be purchased to support the program.	Academic Support Program	11/01/2016	05/25/2017	$3654 - Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for professional development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include writing, close reading, open response questions, and many others.	Professional Learning	08/03/2016	05/25/2017	$8040 - Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of interventions and the child's progress toward meeting the end of the year STAR goal for reading. Results will be used to guide instruction and as a predictor for ACT ASPIRE results.	Academic Support Program	08/18/2016	05/25/2017	$0 - No Funding Required	Grade level teachers, administrators, instructional coaches

Strategy2:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches each month will be utilized to analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will meet with grade level teams during their collaborative planning time monthly. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Professional Learning	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, instructional coaches

Activity - Reading Tutors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be analyzed to identify students in grades 3-8 that would benefit from an additional dose of Language arts instruction using The Leveled Literacy Intervention Kits by Fountas and Pinnel.	Academic Support Program	10/03/2016	04/28/2017	$10017 - Title I Part A	Instructional coaches, administration, tutors

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/03/2017	05/25/2017	$0 - No Funding Required	Classroom Teachers, Instructional Coaches, and Administration

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Professional Learning	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches

Strategy3:

Pre-K - Full day Pre-K instruction will be delivered daily to students enrolled in Pre-K classes by a highly qualified teacher, along with an aide.

Emergent literacy skills and number sense will be emphasized along with appropriate social skills.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: First Class Pre-K

Activity - Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional materials for Pre-K classrooms to include: computers, manipulatives, and printing and binding supplies. Teacher and Instructional Aide benefits.	Academic Support Program Technology	08/03/2016	05/25/2017	$17095 - Title I Part A	Pre-K teachers, Pre-K aides

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be provided to allow Pre-K teachers and aides the opportunity to attend professional development. Teachers will learn about invaluable resources that will directly impact their classroom learning environment and Pre-K instruction.	Professional Learning	08/03/2016	05/25/2017	$2000 - Title I Part A	Pre-K teachers, Pre-K Aides

Strategy4:

Instructional Coach - Reading Coach will plan weekly with teachers, co-teach and provide researched based teaching practices and

additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice Russell

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and instructional coaches will attend either Blue Ribbon, ASCD and/or NAESP national conferences to strengthen knowledge of best practices that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$4473 - Title I Part A	Administration, instructional coaches

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will plan every other week with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$68872 - Title I Part A	Tracey Braye, Kari Curtis

Goal 2:

Increase Math proficiency of third- eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT Aspire in Mathematics

by 05/25/2017 as measured by ACT Aspire Results. (Spring 2016 results: Grade 3 - 57%, Grade 4: 69%, Grade 5: 60%, Grade 6: 65%,

Grade 7: 42%, Grade 8: 35% scored benchmark on Aspire Math.).

Strategy1:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, and after school tutoring. .

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: STAR Reports, MobyMax, and best practices:

Students who have spent just 40 hours using MobyMax average one full gradelevel increase in both math and language. These results are due largely to MobyMax's pedagogy, which incorporates multiple researchbased techniques that have proven highly effective in increasing student achievement. MobyMax's pedagogy and curriculum system incorporate the most effective practices for increasing student outcomes as identified by Professor John Hattie's exhaustive research of over 800 meta analyses.

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Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0 - Title I Schoolwide	Amy Mason Tracey Braye Allison MacKenzie

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified by STAR Math and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise and Moby Max will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend.	Academic Support Program	11/01/2016	05/25/2017	$3654 - Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for Professional Development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include number sense routines, math workshop, small group instruction, problem solving strategies, and many others.	Professional Learning	08/03/2016	05/25/2017	$4020 - Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

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Strategy2:

STEM Curriculum - A STEM curriculum will be implemented to help students learn about a variety of hands on math and science activities that align with the grade level standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Project Lead the Way is a hands on STEM curriculum for grades K-12.   Research demonstrates that PLTW students outperform their peers in school, are better prepared for post-secondary studies, and are more likely to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers compared to their non-PLTW peers. Students find PLTW programs relevant, inspiring, engaging, and foundational to their future success.

Van Overschelde, James P. (Spring 2013) Project Lead The Way Students More Prepared For Higher Education. Texas State University. American Journal of Engineering Education,

Activity - STEM Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will conduct hands on mathematics and science problem solving through the use of the STEM activities.	Academic Support Program	08/03/2016	05/25/2017	$2000 - Title I Part A	Classroom Teachers Instructional Coaches

Strategy3:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches monthly will be utilized to analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will meet with grade level teams monthly during their collaborative planning time. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Academic Support Program Other	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, instructional coaches

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/01/2017	05/25/2017	$0 - Title I Schoolwide	Classroom Teachers, Instructional Coaches, Administration

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Academic Support Program Other	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches.

Strategy4:

Instructional Coaches - Math Coaches will plan monthly with teachers, co-teach and provide researched based teaching practices and

additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice

Russell Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Coaches will provide in-house professional development through monthly planning with teachers, co-teaching and providing researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$82296 - Title I Part A	Tracey Braye and Tina Hamlet

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and instructional coaches will attend a national conference to strenghten knowledge of best practices that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$0 - Title I Part A	Administration, instructional coaches

Goal 3:

Parental involvement will be increased at Madison County Elementary School.

Measurable Objective 1:

collaborate to improve student attendance and increase academic achievement by 05/25/2017 as measured by iNow daily school attendance

ratings.

Strategy1:

Attendance Review - A social worker will meet weekly with the registrar to review student absences and an Attendance Committee will meet monthly to discuss students at risk for chronic absenteeism. Students with 3 or more unexcused absences will be contacted by the school counselor and assigned to a member of the Attendance Committee for follow up. If successful contacts cannot be made, then the social worker will conduct home visits with the school counselor and/or administration to promote regular student attendance at school.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.attendanceworks.org

Activity - Annual Attendance Magnets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive a letter at the beginning of the 2016-2017 school year regarding the importance of regular school attendance and a magnet to track student absence dates. Parents will be encouraged to reduce their child's school absences to less than 10 each school year.	Parent Involvement	06/01/2017	08/03/2017	$549 - Title I Part A	Classroom Teachers Office Staff Administration Instructional Coaches

Activity - Student Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance awards will be provided for students that have perfect attendance at school for the month. To decrease tardies and absences, every teacher will receive a Mr. Potato Head toy. For every day their class attendance average is 95% or higher, the students will be able to add a body part to their Mr. Potato Head. When the potato head has all of their body parts, the class will receive a certificate and be entered into a quarterly drawing. Quarterly attendance awards will also be given at the student awards assemblies.	Parent Involvement Behavioral Support Program Academic Support Program	08/03/2016	06/09/2017	$0 - No Funding Required	Attendanace Committee, Guidance counselor, social worker, registrar, instructional coaches, and administration

Strategy2:

Parenting Workshops - Parenting workshops will be held throughout the year to provide suggestions for ways that academics can be supported at home. Parents will receive training about how to read STAR and ACT Aspire assessment results. Parents will also learn about some of the community supports that are available to support academic achievement, such as the public library and other community partners.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.centerforpubliceducation.org

Activity - Dolly Parton's Imagination Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents with children under the age of 5 will receive children's books through the Dolly Parton Imagination Library program.	Academic Support Program Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Reading Coaches and Administration

Activity - ELA Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend a workshop at the Gurley Public Library where they will learn about the importance of Reading and Writing at home and in the classroom.	Parent Involvement Academic Support Program	08/03/2016	05/25/2017	$549 - Title I Part A	Instructional Coaches, Administration and Gurley Library staff

Activity - Family Game Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Game Night will be planned by a committee of teachers to facilitate academic games that can be played at home. The teachers will lead these activities and parents will be provided with cards, dice and other resources that can be taken home to utilize for continued game play.	Academic Support Program Parent Involvement Community Engagement	01/04/2017	05/25/2017	$549 - Title I Part A	Classroom Teachers, Instructional Coaches, and Administration

Strategy3:

Communication - Regular communication between classroom teachers and parents will occur.

Category: Develop/Implement Student and School Culture Program

Research Cited: Partners in Education: A Duel Capacity Building Framework for Family-School Partnership.

http://www2.ed.gov/documents/family-community/partners-education.pdf

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades fourth- eighth will be given planners to record homework and important events.	Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Classroom teachers, administrators

Activity - Positive Behavior Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily behavior will be communicated for all students. Kindergarten through third graders will utilize a behavior calendar and grades fourth through eighth will utilize Class Dojo to provide daily feedback.	Behavioral Support Program Parent Involvement	08/03/2016	05/25/2017	$0 - No Funding Required	Classroom teachers, administrators

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

Goal 1:

Increase Reading proficiency of third-eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT ASPIRE in Reading by 05/24/2016 as measured by ACT ASPIRE results. (Spring 2016 results: Grade 3: 43%, Grade 4: 47%, Grade 5: 35%, Grade 6: 56%, Grade 7: 34%, Grade 8: 50% scored benchmark on Aspire Reading). .

Strategy1:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, as well as after school tutoring. .

Category: Develop/Implement Learning Supports

Research Cited: Previous research found that volunteer tutoring programs increased reading fluency and comprehension over a 5-month interval (Burns, Senesac, & Symington, 2004). The current study conducted a longitudinal examination of the program by again assessing the reading skills of 100 elementary students who participated in the Burns et al. study. Results found that students who participated in the tutoring program during the 2001-2002 school year significantly outperformed students in a control group in both reading fluency and comprehension

A comprehensive report (Fashola, 1998) on effective after-school programs investigated formal and informal programs that varied by location (schoolbased vs. community-based) and type of provider (classroom teachers vs. childcare providers). Results demonstrated that students who attended a formal program that was housed in the students' school and staffed by classroom teachers outperformed the other groups in mathematics and reading.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for professional development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include writing, close reading, open response questions, and many others.	Professional Learning	08/03/2016	05/25/2017	$8040 - Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0 - No Funding Required	Amy Mason Tracey Braye Allison MacKenzie

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of interventions and the child's progress toward meeting the end of the year STAR goal for reading. Results will be used to guide instruction and as a predictor for ACT ASPIRE results.	Academic Support Program	08/18/2016	05/25/2017	$0 - No Funding Required	Grade level teachers, administrators, instructional coaches

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified by STAR Reading and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend. Technology such as iPads, laptops, Leveled Literacy Readers and online software will be purchased to support the program.	Academic Support Program	11/01/2016	05/25/2017	$3654 - Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches

Strategy2:

Pre-K - Full day Pre-K instruction will be delivered daily to students enrolled in Pre-K classes by a highly qualified teacher, along with an aide.

Emergent literacy skills and number sense will be emphasized along with appropriate social skills.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: First Class Pre-K

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be provided to allow Pre-K teachers and aides the opportunity to attend professional development. Teachers will learn about invaluable resources that will directly impact their classroom learning environment and Pre-K instruction.	Professional Learning	08/03/2016	05/25/2017	$2000 - Title I Part A	Pre-K teachers, Pre-K Aides

Activity - Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional materials for Pre-K classrooms to include: computers, manipulatives, and printing and binding supplies. Teacher and Instructional Aide benefits.	Technology Academic Support Program	08/03/2016	05/25/2017	$17095 - Title I Part A	Pre-K teachers, Pre-K aides

Strategy3:

Instructional Coach - Reading Coach will plan weekly with teachers, co-teach and provide researched based teaching practices and

additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice Russell

Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will plan every other week with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$68872 - Title I Part A	Tracey Braye, Kari Curtis

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and instructional coaches will attend either Blue Ribbon, ASCD and/or NAESP national conferences to strengthen knowledge of best practices that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$4473 - Title I Part A	Administration, instructional coaches

Strategy4:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches each month will be utilized to analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will meet with grade level teams during their collaborative planning time monthly. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Professional Learning	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, instructional coaches

Activity - Reading Tutors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be analyzed to identify students in grades 3-8 that would benefit from an additional dose of Language arts instruction using The Leveled Literacy Intervention Kits by Fountas and Pinnel.	Academic Support Program	10/03/2016	04/28/2017	$10017 - Title I Part A	Instructional coaches, administration, tutors

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Professional Learning	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/03/2017	05/25/2017	$0 - No Funding Required	Classroom Teachers, Instructional Coaches, and Administration

Goal 2:

Increase Math proficiency of third- eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT Aspire in Mathematics by 05/25/2017 as measured by ACT Aspire Results. (Spring 2016 results: Grade 3 - 57%, Grade 4: 69%, Grade 5: 60%, Grade 6: 65%, Grade 7: 42%, Grade 8: 35% scored benchmark on Aspire Math.).

Strategy1:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches monthly will be utilized to analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will meet with grade level teams monthly during their collaborative planning time. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Academic Support Program Other	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, instructional coaches

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Academic Support Program Other	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches.

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/01/2017	05/25/2017	$0 - Title I Schoolwide	Classroom Teachers, Instructional Coaches, Administration

Strategy2:

STEM Curriculum - A STEM curriculum will be implemented to help students learn about a variety of hands on math and science activities that align with the grade level standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Project Lead the Way is a hands on STEM curriculum for grades K-12.   Research demonstrates that PLTW students outperform their peers in school, are better prepared for post-secondary studies, and are more likely to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers compared to their non-PLTW peers. Students find PLTW programs relevant, inspiring, engaging, and foundational to their future success.

Van Overschelde, James P. (Spring 2013) Project Lead The Way Students More Prepared For Higher Education. Texas State University. American Journal of Engineering Education,

Activity - STEM Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will conduct hands on mathematics and science problem solving through the use of the STEM activities.	Academic Support Program	08/03/2016	05/25/2017	$2000 - Title I Part A	Classroom Teachers Instructional Coaches

Strategy3:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, and after school tutoring. .

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: STAR Reports, MobyMax, and best practices:

Students who have spent just 40 hours using MobyMax average one full gradelevel increase in both math and language. These results are due largely to MobyMax's pedagogy, which incorporates multiple researchbased techniques that have proven highly effective in increasing student achievement. MobyMax's pedagogy and curriculum system incorporate the most effective practices for increasing student outcomes as identified by Professor John Hattie's exhaustive research of over 800 meta analyses.

A comprehensive review from About Education stated that STAR Math is a terrific mathematics assessment program especially if you already use the Accelerated Math program. The broad range of skills that it accesses is appropriate for getting valuable information to drive your mathematics instruction. In general, math intervention is behind when compared to reading intervention. STAR Math provides teachers with a wonderful tool to benchmark, progress monitor, and to guide intervention. Overall, I give STAR Math 5 out of 5 stars because I believe it is a program on the forefront of providing teachers with accurate information that will allow them to provide students with differentiated instruction and provides a path to improve overall math skills.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for Professional Development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include number sense routines, math workshop, small group instruction, problem solving strategies, and many others.	Professional Learning	08/03/2016	05/25/2017	$4020 - Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of intervention and the child's progress toward meeting the end of the year STAR goal for Mathematics. Results will be used to guide instruction and as a predictor for ACT Aspire results.	Academic Support Program	08/03/2016	05/25/2017	$0 - District Funding	Grade level teachers, administrators, instructional coaches

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified by STAR Math and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise and Moby Max will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend.	Academic Support Program	11/01/2016	05/25/2017	$3654 - Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches.

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0 - Title I Schoolwide	Amy Mason Tracey Braye Allison MacKenzie

Strategy4:

Instructional Coaches - Math Coaches will plan monthly with teachers, co-teach and provide researched based teaching practices and

additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice

Russell Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and instructional coaches will attend a national conference to strenghten knowledge of best practices that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$0 - Title I Part A	Administration, instructional coaches

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Coaches will provide in-house professional development through monthly planning with teachers, co-teaching and providing researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$82296 - Title I Part A	Tracey Braye and Tina Hamlet

Goal 3:

Parental involvement will be increased at Madison County Elementary School.

Measurable Objective 1:

collaborate to improve student attendance and increase academic achievement by 05/25/2017 as measured by iNow daily school attendance ratings.

Strategy1:

Parenting Workshops - Parenting workshops will be held throughout the year to provide suggestions for ways that academics can be supported at home. Parents will receive training about how to read STAR and ACT Aspire assessment results. Parents will also learn about some of the community supports that are available to support academic achievement, such as the public library and other community partners.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.centerforpubliceducation.org

Activity - Family Game Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Game Night will be planned by a committee of teachers to facilitate academic games that can be played at home. The teachers will lead these activities and parents will be provided with cards, dice and other resources that can be taken home to utilize for continued game play.	Academic Support Program Community Engagement Parent Involvement	01/04/2017	05/25/2017	$549 - Title I Part A	Classroom Teachers, Instructional Coaches, and Administration

Activity - ELA Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend a workshop at the Gurley Public Library where they will learn about the importance of Reading and Writing at home and in the classroom.	Academic Support Program Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Instructional Coaches, Administration and Gurley Library staff

Activity - Dolly Parton's Imagination Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents with children under the age of 5 will receive children's books through the Dolly Parton Imagination Library program.	Academic Support Program Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Reading Coaches and Administration

Strategy2:

Attendance Review - A social worker will meet weekly with the registrar to review student absences and an Attendance Committee will meet monthly to discuss students at risk for chronic absenteeism. Students with 3 or more unexcused absences will be contacted by the school counselor and assigned to a member of the Attendance Committee for follow up. If successful contacts cannot be made, then the social worker will conduct home visits with the school counselor and/or administration to promote regular student attendance at school.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.attendanceworks.org

Activity - Student Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance awards will be provided for students that have perfect attendance at school for the month. To decrease tardies and absences, every teacher will receive a Mr. Potato Head toy. For every day their class attendance average is 95% or higher, the students will be able to add a body part to their Mr. Potato Head. When the potato head has all of their body parts, the class will receive a certificate and be entered into a quarterly drawing. Quarterly attendance awards will also be given at the student awards assemblies.	Academic Support Program Behavioral Support Program Parent Involvement	08/03/2016	06/09/2017	$0 - No Funding Required	Attendanace Committee, Guidance counselor, social worker, registrar, instructional coaches, and administration

Activity - Annual Attendance Magnets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive a letter at the beginning of the 2016-2017 school year regarding the importance of regular school attendance and a magnet to track student absence dates. Parents will be encouraged to reduce their child's school absences to less than 10 each school year.	Parent Involvement	06/01/2017	08/03/2017	$549 - Title I Part A	Classroom Teachers Office Staff Administration Instructional Coaches

Strategy3:

Communication - Regular communication between classroom teachers and parents will occur.

Category: Develop/Implement Student and School Culture Program

Research Cited: Partners in Education: A Duel Capacity Building Framework for Family-School Partnership.

http://www2.ed.gov/documents/family-community/partners-education.pdf

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades fourth- eighth will be given planners to record homework and important events.	Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Classroom teachers, administrators

Activity - Positive Behavior Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily behavior will be communicated for all students. Kindergarten through third graders will utilize a behavior calendar and grades fourth through eighth will utilize Class Dojo to provide daily feedback.	Behavioral Support Program Parent Involvement	08/03/2016	05/25/2017	$0 - No Funding Required	Classroom teachers, administrators

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

Goal 1:

Increase Reading proficiency of third-eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT ASPIRE in Reading by 05/24/2016 as measured by ACT ASPIRE results. (Spring 2016 results: Grade 3: 43%, Grade 4: 47%, Grade 5: 35%, Grade 6: 56%, Grade 7: 34%, Grade 8: 50% scored benchmark on Aspire Reading). .

Strategy1:

Instructional Coach - Reading Coach will plan weekly with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice Russell Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will plan every other week with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$68872 - Title I Part A	Tracey Braye, Kari Curtis

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and instructional coaches will attend either Blue Ribbon, ASCD and/or NAESP national conferences to strengthen knowledge of best practices that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$4473 - Title I Part A	Administration, instructional coaches

Strategy2:

Pre-K - Full day Pre-K instruction will be delivered daily to students enrolled in Pre-K classes by a highly qualified teacher, along with an aide.

Emergent literacy skills and number sense will be emphasized along with appropriate social skills.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: First Class Pre-K

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be provided to allow Pre-K teachers and aides the opportunity to attend professional development. Teachers will learn about invaluable resources that will directly impact their classroom learning environment and Pre-K instruction.	Professional Learning	08/03/2016	05/25/2017	$2000 - Title I Part A	Pre-K teachers, Pre-K Aides

Activity - Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional materials for Pre-K classrooms to include: computers, manipulatives, and printing and binding supplies. Teacher and Instructional Aide benefits.	Technology Academic Support Program	08/03/2016	05/25/2017	$17095 - Title I Part A	Pre-K teachers, Pre-K aides

Strategy3:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches each month will be utilized to analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Reading Tutors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be analyzed to identify students in grades 3-8 that would benefit from an additional dose of Language arts instruction using The Leveled Literacy Intervention Kits by Fountas and Pinnel.	Academic Support Program	10/03/2016	04/28/2017	$10017 - Title I Part A	Instructional coaches, administration, tutors

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will meet with grade level teams during their collaborative planning time monthly. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Professional Learning	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, instructional coaches

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/03/2017	05/25/2017	$0 - No Funding Required	Classroom Teachers, Instructional Coaches, and Administration

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Professional Learning	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches

Strategy4:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, as well as after school tutoring. .

Category: Develop/Implement Learning Supports

Research Cited: Previous research found that volunteer tutoring programs increased reading fluency and comprehension over a 5-month interval (Burns, Senesac, & Symington, 2004). The current study conducted a longitudinal examination of the program by again assessing the reading skills of 100 elementary students who participated in the Burns et al. study. Results found that students who participated in the tutoring program during the 2001-2002 school year significantly outperformed students in a control group in both reading fluency and comprehension

A comprehensive report (Fashola, 1998) on effective after-school programs investigated formal and informal programs that varied by location (schoolbased vs. community-based) and type of provider (classroom teachers vs. childcare providers). Results demonstrated that students who attended a formal program that was housed in the students' school and staffed by classroom teachers outperformed the other groups in mathematics and reading.

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0 - No Funding Required	Amy Mason Tracey Braye Allison MacKenzie

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of interventions and the child's progress toward meeting the end of the year STAR goal for reading. Results will be used to guide instruction and as a predictor for ACT ASPIRE results.	Academic Support Program	08/18/2016	05/25/2017	$0 - No Funding Required	Grade level teachers, administrators, instructional coaches

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for professional development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include writing, close reading, open response questions, and many others.	Professional Learning	08/03/2016	05/25/2017	$8040 - Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified by STAR Reading and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend. Technology such as iPads, laptops, Leveled Literacy Readers and online software will be purchased to support the program.	Academic Support Program	11/01/2016	05/25/2017	$3654 - Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches

Goal 2:

Increase Math proficiency of third- eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT Aspire in Mathematics by 05/25/2017 as measured by ACT Aspire Results. (Spring 2016 results: Grade 3 - 57%, Grade 4: 69%, Grade 5: 60%, Grade 6: 65%, Grade 7: 42%, Grade 8: 35% scored benchmark on Aspire Math.).

Strategy1:

STEM Curriculum - A STEM curriculum will be implemented to help students learn about a variety of hands on math and science activities that align with the grade level standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Project Lead the Way is a hands on STEM curriculum for grades K-12.   Research demonstrates that PLTW students outperform their peers in school, are better prepared for post-secondary studies, and are more likely to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers compared to their non-PLTW peers. Students find

PLTW programs relevant, inspiring, engaging, and foundational to their future success.

Van Overschelde, James P. (Spring 2013) Project Lead The Way Students More Prepared For Higher Education. Texas State University.

American Journal of Engineering Education,

Activity - STEM Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will conduct hands on mathematics and science problem solving through the use of the STEM activities.	Academic Support Program	08/03/2016	05/25/2017	$2000 - Title I Part A	Classroom Teachers Instructional Coaches

Strategy2:

Instructional Coaches - Math Coaches will plan monthly with teachers, co-teach and provide researched based teaching practices and

additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice

Russell Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Coaches will provide in-house professional development through monthly planning with teachers, co-teaching and providing researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$82296 - Title I Part A	Tracey Braye and Tina Hamlet

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and instructional coaches will attend a national conference to strenghten knowledge of best practicies that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$0 - Title I Part A	Administration, instructional coaches

Strategy3:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches monthly will be utilized to

analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement

data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional

Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will meet with grade level teams monthly during their collaborative planning time. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Other Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, instructional coaches

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/01/2017	05/25/2017	$0 - Title I Schoolwide	Classroom Teachers, Instructional Coaches, Administration

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Other Academic Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches.

Strategy4:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, and after school tutoring. .

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: STAR Reports, MobyMax, and best practices:

Students who have spent just 40 hours using MobyMax average one full gradelevel increase in both math and language. These results are due largely to MobyMax's pedagogy, which incorporates multiple researchbased techniques that have proven highly effective in increasing student achievement. MobyMax's pedagogy and curriculum system incorporate the most effective practices for increasing student outcomes as identified by Professor John Hattie's exhaustive research of over 800 meta analyses.

A comprehensive review from About Education stated that STAR Math is a terrific mathematics assessment program especially if you already use the Accelerated Math program. The broad range of skills that it accesses is appropriate for getting valuable information to drive your mathematics instruction. In general, math intervention is behind when compared to reading intervention. STAR Math provides teachers with a wonderful tool to benchmark, progress monitor, and to guide intervention. Overall, I give STAR Math 5 out of 5 stars because I believe it is a program on the forefront of providing teachers with accurate information that will allow them to provide students with differentiated instruction and provides a path to improve overall math skills.

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0 - Title I Schoolwide	Amy Mason Tracey Braye Allison MacKenzie

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified by STAR Math and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise and Moby Max will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend.	Academic Support Program	11/01/2016	05/25/2017	$3654 - Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of intervention and the child's progress toward meeting the end of the year STAR goal for Mathematics. Results will be used to guide instruction and as a predictor for ACT Aspire results.	Academic Support Program	08/03/2016	05/25/2017	$0 - District Funding	Grade level teachers, administrators, instructional coaches

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for Professional Development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include number sense routines, math workshop, small group instruction, problem solving strategies, and many others.	Professional Learning	08/03/2016	05/25/2017	$4020 - Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Goal 3:

Parental involvement will be increased at Madison County Elementary School.

Measurable Objective 1:

collaborate to improve student attendance and increase academic achievement by 05/25/2017 as measured by iNow daily school attendance ratings.

Strategy1:

Communication - Regular communication between classroom teachers and parents will occur.

Category: Develop/Implement Student and School Culture Program

Research Cited: Partners in Education: A Duel Capacity Building Framework for Family-School Partnership.

http://www2.ed.gov/documents/family-community/partners-education.pdf

Activity - Positive Behavior Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily behavior will be communicated for all students. Kindergarten through third graders will utilize a behavior calendar and grades fourth through eighth will utilize Class Dojo to provide daily feedback.	Parent Involvement Behavioral Support Program	08/03/2016	05/25/2017	$0 - No Funding Required	Classroom teachers, administrators

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades fourth- eighth will be given planners to record homework and important events.	Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Classroom teachers, administrators

Strategy2:

Attendance Review - A social worker will meet weekly with the registrar to review student absences and an Attendance Committee will meet monthly to discuss students at risk for chronic absenteeism. Students with 3 or more unexcused absences will be contacted by the school counselor and assigned to a member of the Attendance Committee for follow up. If successful contacts cannot be made, then the social worker will conduct home visits with the school counselor and/or administration to promote regular student attendance at school.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.attendanceworks.org

Activity - Student Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance awards will be provided for students that have perfect attendance at school for the month. To decrease tardies and absences, every teacher will receive a Mr. Potato Head toy. For every day their class attendance average is 95% or higher, the students will be able to add a body part to their Mr. Potato Head. When the potato head has all of their body parts, the class will receive a certificate and be entered into a quarterly drawing. Quarterly attendance awards will also be given at the student awards assemblies.	Parent Involvement Academic Support Program Behavioral Support Program	08/03/2016	06/09/2017	$0 - No Funding Required	Attendanace Committee, Guidance counselor, social worker, registrar, instructional coaches, and administration

Activity - Annual Attendance Magnets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive a letter at the beginning of the 2016-2017 school year regarding the importance of regular school attendance and a magnet to track student absence dates. Parents will be encouraged to reduce their child's school absences to less than 10 each school year.	Parent Involvement	06/01/2017	08/03/2017	$549 - Title I Part A	Classroom Teachers Office Staff Administration Instructional Coaches

Strategy3:

Parenting Workshops - Parenting workshops will be held throughout the year to provide suggestions for ways that academics can be

supported at home. Parents will receive training about how to read STAR and ACT Aspire assessment results. Parents will also learn about

some of the community supports that are available to support academic achievement, such as the public library and other community

partners.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.centerforpubliceducation.org

Activity - ELA Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend a workshop at the Gurley Public Library where they will learn about the importance of Reading and Writing at home and in the classroom.	Academic Support Program Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Instructional Coaches, Administration and Gurley Library staff

Activity - Dolly Parton's Imagination Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents with children under the age of 5 will receive children's books through the Dolly Parton Imagination Library program.	Academic Support Program Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Reading Coaches and Administration

Activity - Family Game Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Game Night will be planned by a committee of teachers to facilitate academic games that can be played at home. The teachers will lead these activities and parents will be provided with cards, dice and other resources that can be taken home to utilize for continued game play.	Community Engagement Academic Support Program Parent Involvement	01/04/2017	05/25/2017	$549 - Title I Part A	Classroom Teachers, Instructional Coaches, and Administration

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:

Increase Reading proficiency of third-eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT ASPIRE in Reading by

05/24/2016 as measured by ACT ASPIRE results. (Spring 2016 results: Grade 3: 43%, Grade 4: 47%, Grade 5: 35%, Grade 6: 56%, Grade

7: 34%, Grade 8: 50% scored benchmark on Aspire Reading). .

Strategy1:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches each month will be utilized to analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Reading Tutors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be analyzed to identify students in grades 3-8 that would benefit from an additional dose of Language arts instruction using The Leveled Literacy Intervention Kits by Fountas and Pinnel.	Academic Support Program	10/03/2016	04/28/2017	$10017 - Title I Part A	Instructional coaches, administration, tutors

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will meet with grade level teams during their collaborative planning time monthly. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Professional Learning	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, instructional coaches

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/03/2017	05/25/2017	$0 - No Funding Required	Classroom Teachers, Instructional Coaches, and Administration

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Professional Learning	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches

Strategy2:

Instructional Coach - Reading Coach will plan weekly with teachers, co-teach and provide researched based teaching practices and

additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Learning Supports

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice Russell

Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will plan every other week with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$68872 - Title I Part A	Tracey Braye, Kari Curtis

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and instructional coaches will attend either Blue Ribbon, ASCD and/or NAESP national conferences to strengthen knowledge of best practices that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$4473 - Title I Part A	Administration, instructional coaches

Strategy3:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic

content. Interventions will include additional time spent in small group or one on one settings, as well as after school tutoring. .

Category: Develop/Implement Learning Supports

Research Cited: Previous research found that volunteer tutoring programs increased reading fluency and comprehension over a 5-month

interval (Burns, Senesac, & Symington, 2004). The current study conducted a longitudinal examination of the program by again assessing

the reading skills of 100 elementary students who participated in the Burns et al. study. Results found that students who participated in the

tutoring program during the 2001-2002 school year significantly outperformed students in a control group in both reading fluency and

comprehension

A comprehensive report (Fashola, 1998) on effective after-school programs investigated formal and informal programs that varied by location

(schoolbased vs. community-based) and type of provider (classroom teachers vs. childcare providers). Results demonstrated that students

who attended a formal program that was housed in the students' school and staffed by classroom teachers outperformed the other groups in

mathematics and reading.

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified by STAR Reading and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend. Technology such as iPads, laptops, Leveled Literacy Readers and online software will be purchased to support the program.	Academic Support Program	11/01/2016	05/25/2017	$3654 - Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for professional development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include writing, close reading, open response questions, and many others.	Professional Learning	08/03/2016	05/25/2017	$8040 - Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of interventions and the child's progress toward meeting the end of the year STAR goal for reading. Results will be used to guide instruction and as a predictor for ACT ASPIRE results.	Academic Support Program	08/18/2016	05/25/2017	$0 - No Funding Required	Grade level teachers, administrators, instructional coaches

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0 - No Funding Required	Amy Mason Tracey Braye Allison MacKenzie

Strategy4:

Pre-K - Full day Pre-K instruction will be delivered daily to students enrolled in Pre-K classes by a highly qualified teacher, along with an aide.

Emergent literacy skills and number sense will be emphasized along with appropriate social skills.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: First Class Pre-K

Activity - Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional materials for Pre-K classrooms to include: computers, manipulatives, and printing and binding supplies. Teacher and Instructional Aide benefits.	Technology Academic Support Program	08/03/2016	05/25/2017	$17095 - Title I Part A	Pre-K teachers, Pre-K aides

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be provided to allow Pre-K teachers and aides the opportunity to attend professional development. Teachers will learn about invaluable resources that will directly impact their classroom learning environment and Pre-K instruction.	Professional Learning	08/03/2016	05/25/2017	$2000 - Title I Part A	Pre-K teachers, Pre-K Aides

Goal 2:

Increase Math proficiency of third- eighth grade students at Madison County Elementary School by 5%.

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth on ACT Aspire in Mathematics by 05/25/2017 as measured by ACT Aspire Results. (Spring 2016 results: Grade 3 - 57%, Grade 4: 69%, Grade 5: 60%, Grade 6: 65%, Grade 7: 42%, Grade 8: 35% scored benchmark on Aspire Math.).

Strategy1:

Instructional Coaches - Math Coaches will plan monthly with teachers, co-teach and provide researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Close to the Classroom is Close to the Bone: Coaching as a Means to Translate Research into Classroom Practice

Russell Gersten - University of Oregon/Eugene Research Institute http://ecx.sagepub.com/content/62/1/52.short

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and instructional coaches will attend a national conference to strenghten knowledge of best practicies that can be shared with the faculty.	Professional Learning	08/03/2016	05/25/2017	$0 - Title I Part A	Administration, instructional coaches

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Coaches will provide in-house professional development through monthly planning with teachers, co-teaching and providing researched based teaching practices and additional resources to increase rigor and improve instruction in the classroom.	Professional Learning	08/03/2016	05/25/2017	$82296 - Title I Part A	Tracey Braye and Tina Hamlet

Strategy2:

Intervention - Students will be provided with appropriate interventions based on their individual needs to support acquisition of academic content. Interventions will include additional time spent in small group or one on one settings, and after school tutoring. .

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: STAR Reports, MobyMax, and best practices:

Students who have spent just 40 hours using MobyMax average one full gradelevel increase in both math and language. These results are due largely to MobyMax's pedagogy, which incorporates multiple researchbased techniques that have proven highly effective in increasing student achievement. MobyMax's pedagogy and curriculum system incorporate the most effective practices for increasing student outcomes as identified by Professor John Hattie's exhaustive research of over 800 meta analyses.

A comprehensive review from About Education stated that STAR Math is a terrific mathematics assessment program especially if you already use the Accelerated Math program. The broad range of skills that it accesses is appropriate for getting valuable information to drive your mathematics instruction. In general, math intervention is behind when compared to reading intervention. STAR Math provides teachers with a wonderful tool to benchmark, progress monitor, and to guide intervention. Overall, I give STAR Math 5 out of 5 stars because I believe it is a program on the forefront of providing teachers with accurate information that will allow them to provide students with differentiated instruction and provides a path to improve overall math skills.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for Professional Development will be ongoing throughout the school year. These opportunities will be facilitated by instructional coaches and classroom teachers alike. Examples include number sense routines, math workshop, small group instruction, problem solving strategies, and many others.	Professional Learning	08/03/2016	05/25/2017	$4020 - Title I Part A	Classroom teachers, administrators, special education teachers, instructional coaches

Activity - After School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified by STAR Math and/or the ACT Aspire will be offered tutoring at least two times a week with an After School Tutoring Program. Research based STAR Enterprise and Moby Max will be used to identify objectives that have not been mastered. Those students whose ACT Aspire scores fell into the "Needs Improvement" or "Close" range, or who are identified as below grade level, will also be invited to attend.	Academic Support Program	11/01/2016	05/25/2017	$3654 - Title I Part A	Grade level teachers, administration, collaborative teachers, and instructional coaches.

Activity - Academic Intervention Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected based on STAR scores and teacher observation to participate in a 20 day academic support program for 4 instructional hours each day.	Academic Support Program	06/05/2017	06/30/2017	$0 - Title I Schoolwide	Amy Mason Tracey Braye Allison MacKenzie

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional interventions as indicated by universal screening reports or teacher concerns will be progress monitored with STAR biweekly. These progress monitoring results will be used to assess the effectiveness of intervention and the child's progress toward meeting the end of the year STAR goal for Mathematics. Results will be used to guide instruction and as a predictor for ACT Aspire results.	Academic Support Program	08/03/2016	05/25/2017	$0 - District Funding	Grade level teachers, administrators, instructional coaches

Strategy3:

STEM Curriculum - A STEM curriculum will be implemented to help students learn about a variety of hands on math and science activities that align with the grade level standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Project Lead the Way is a hands on STEM curriculum for grades K-12.   Research demonstrates that PLTW students outperform their peers in school, are better prepared for post-secondary studies, and are more likely to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers compared to their non-PLTW peers. Students find PLTW programs relevant, inspiring, engaging, and foundational to their future success.

Van Overschelde, James P. (Spring 2013) Project Lead The Way Students More Prepared For Higher Education. Texas State University. American Journal of Engineering Education,

Activity - STEM Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will conduct hands on mathematics and science problem solving through the use of the STEM activities.	Academic Support Program	08/03/2016	05/25/2017	$2000 - Title I Part A	Classroom Teachers Instructional Coaches

Strategy4:

Data Analysis - Monthly data meetings and grade level collaborative planning time with instructional coaches monthly will be utilized to analyze data to drive instruction and determine appropriate classroom supports and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Activity - Collaborative Grade Level Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will meet with grade level teams monthly during their collaborative planning time. During these meetings, instructional coaches will assist teachers in analyzing student data including progress monitoring, student work, observations, and screening results. The coaches will aid teachers in forming instructional groups and planning instruction for these groups. The instructional coaches will also plan times to model the co-created plans for the teacher to observe.	Academic Support Program Other	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, instructional coaches

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, instructional coaches, and grade level teachers will participate in analyzing student data and determining next steps for effective instruction and interventions. Data includes progress monitoring scores, classroom work samples, teacher observation, and universal screener results. Teachers will not only reflect on the performance of their students, but also reflect on the effectiveness of their research based curriculum and delivery of instruction.	Academic Support Program Other	08/03/2016	05/25/2017	$0 - No Funding Required	All classroom teachers, administrators, collaborative teachers, and instructional coaches.

Activity - Cross Grade Level Conversations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, instructional coaches and administration will meet during the school day to review student data with the sending and receiving grade level teachers. This data will be used to begin the development of class lists for the upcoming school year. Substitutes will be provided to facilitate the discussion that will occur during these meetings.	Academic Support Program	03/01/2017	05/25/2017	$0 - Title I Schoolwide	Classroom Teachers, Instructional Coaches, Administration

Goal 3:

Parental involvement will be increased at Madison County Elementary School.

Measurable Objective 1:

collaborate to improve student attendance and increase academic achievement by 05/25/2017 as measured by iNow daily school attendance ratings.

Strategy1:

Attendance Review - A social worker will meet weekly with the registrar to review student absences and an Attendance Committee will meet monthly to discuss students at risk for chronic absenteeism. Students with 3 or more unexcused absences will be contacted by the school counselor and assigned to a member of the Attendance Committee for follow up. If successful contacts cannot be made, then the social worker will conduct home visits with the school counselor and/or administration to promote regular student attendance at school.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.attendanceworks.org

Activity - Annual Attendance Magnets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive a letter at the beginning of the 2016-2017 school year regarding the importance of regular school attendance and a magnet to track student absence dates. Parents will be encouraged to reduce their child's school absences to less than 10 each school year.	Parent Involvement	06/01/2017	08/03/2017	$549 - Title I Part A	Classroom Teachers Office Staff Administration Instructional Coaches

Activity - Student Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance awards will be provided for students that have perfect attendance at school for the month. To decrease tardies and absences, every teacher will receive a Mr. Potato Head toy. For every day their class attendance average is 95% or higher, the students will be able to add a body part to their Mr. Potato Head. When the potato head has all of their body parts, the class will receive a certificate and be entered into a quarterly drawing. Quarterly attendance awards will also be given at the student awards assemblies.	Parent Involvement Behavioral Support Program Academic Support Program	08/03/2016	06/09/2017	$0 - No Funding Required	Attendanace Committee, Guidance counselor, social worker, registrar, instructional coaches, and administration

Strategy2:

Communication - Regular communication between classroom teachers and parents will occur.

Category: Develop/Implement Student and School Culture Program

Research Cited: Partners in Education: A Duel Capacity Building Framework for Family-School Partnership.

http://www2.ed.gov/documents/family-community/partners-education.pdf

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades fourth- eighth will be given planners to record homework and important events.	Parent Involvement	08/03/2016	05/25/2017	$549 - Title I Part A	Classroom teachers, administrators

Activity - Positive Behavior Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily behavior will be communicated for all students. Kindergarten through third graders will utilize a behavior calendar and grades fourth through eighth will utilize Class Dojo to provide daily feedback.	Behavioral Support Program Parent Involvement	08/03/2016	05/25/2017	$0 - No Funding Required	Classroom teachers, administrators

Strategy3:

Parenting Workshops - Parenting workshops will be held throughout the year to provide suggestions for ways that academics can be supported at home. Parents will receive training about how to read STAR and ACT Aspire assessment results. Parents will also learn about some of the community supports that are available to support academic achievement, such as the public library and other community partners.

Category: Develop/Implement Student and School Culture Program

Research Cited: www.centerforpubliceducation.org

Activity - Family Game Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Game Night will be planned by a committee of teachers to facilitate academic games that can be played at home. The teachers will lead these activities and parents will be provided with cards, dice and other resources that can be taken home to utilize for continued game play.	Academic Support Program Community Engagement Parent Involvement	01/04/2017	05/25/2017	$549 - Title I Part A	Classroom Teachers, Instructional Coaches, and Administration

Activity - Dolly Parton's Imagination Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents with children under the age of 5 will receive children's books through the Dolly Parton Imagination Library program.	Parent Involvement Academic Support Program	08/03/2016	05/25/2017	$549 - Title I Part A	Reading Coaches and Administration

Activity - ELA Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend a workshop at the Gurley Public Library where they will learn about the importance of Reading and Writing at home and in the classroom.	Parent Involvement Academic Support Program	08/03/2016	05/25/2017	$549 - Title I Part A	Instructional Coaches, Administration and Gurley Library staff

Component 3: Instruction by Qualified Staff

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

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

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

All teachers at MCES are certified and meet ALSDE certification requirements. Teachers are assigned to grade levels appropriately based on their certification and highly qualified documentation. Both teachers and instructional paraprofessionals meet the state certification and licensure requirements under the EVERY STUDENT SUCCEEDS ACT (ESSA). Paraprofessionals work under the direct supervision of the classroom teacher. Only highly qualified teachers are interviewed for teaching positions. Instructional coaches and system specialists provide professional development in specific curriculum areas. Teachers may be sent to conferences or off-site trainings as necessary to increase instructional effectiveness at their grade level, as determined by progress monitoring scores, statewide testing, and classroom observations. Teachers that have attended these conferences come back to train grade level team members how to more effectively address the academic needs of their students.

Component 4: Strategies to Attract Qualified Teachers

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

For the 2016-2017 school year, a new 6-8th grade social studies teacher was hired. One new temporary teacher was hired in first grade based on increased enrollment. A new half-time reading coach was hired, due to ARI funding cuts. Due to increased behavioral supports that have been required for some special needs students, a self contained behavior unit was opened in January 2016. Two new instructional aides were hired to support the needs of these students. Another instructional aide was hired in the other self contained special education class. A new guidance counselor, ACE teacher, art teacher, music teacher, collaborative teacher and speech teacher were hired.

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

The certified teachers at Madison County Elementary School have the following years of experience:

0-5 years: 19.2%
6-15 years: 43%
20+ years: 37.8%

The certified teachers at Madison County Elementary School hold the following degrees:

Bachelor's Degrees: 48%
Master's Degrees: 41%
ED.S. Degrees: 11%

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

Several employees such as art, music, speech, and reading coach are itinerant positions, so the district made some movement within these staffing areas. The other positions that had newly hired employees were due to family relocations or enrollment increases. As a result, the staff turnover rate is not as it appears.

Highly qualified applicants are reviewed in Searchsoft to determine previous teaching experience and degrees held. A minimum of five applicants are reviewed for each position in order to select the best candidate for the vacancy. Teachers that are new to MCES are assigned a mentor teacher within the building. Instructional coaches also meet regularly with new teachers to provide support with lesson planning. Meetings are held with new staff members to see if there is anything that they need or any way that administration or other staff members can assist.

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?

Blue Ribbon School of Excellence Conference

Instructional Rounds within Madison County Schools

Heinemann Professional Development such as the Lucy Calkins Writing PD and the Fountas and Pinnel Level Literacy PD

Attendance Works/Alabama Attendance Conferences

CLAS or MEGA Summer Conference

North Alabama Technology Conference

Alabama Office of School Readiness Conference

Grade level data meetings

NMSI Training

National Association of Elementary School Principals Conference

ASCD Conference

ISTE Conference

National Council of Teachers of Mathematics Conference

International Reading Association Conference

Ron Clark Academy

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

Blue Ribbon School of Excellence Conference

Instructional Rounds within Madison County Schools

Heinemann Professional Development such as the Lucy Calkins Writing PD and the Fountas and Pinnel Level Literacy PD

Attendance Works/Alabama Attendance Conferences

CLAS or MEGA Summer Conference

North Alabama Technology Conference

Alabama Office of School Readiness Conference

Grade level data meetings

NMSI Training

National Association of Elementary School Principals Conference

ASCD Conference

ISTE Conference

National Council of Teachers of Mathematics Conference

International Reading Association Conference

Ron Clark Academy

Virtual Canvas Trainings

In-house technology training presented by the TIMs

Title I parent workshops/meetings

Principally Speaking

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.

New teachers are provided a mentor. The mentor will meet monthly with the new teacher to provide professional development about the use of technology (iNow, Educate Alabama, Canvas), answer questions about the special education referral process and the use of RtI, and support any classroom management or instructional needs that may have been identified by the new teacher. New staff will also have access to meet with the instructional coaches. The coaches will help with standards based instructional plans, as well as facilitating modeled lessons in the classroom.

The district has also developed a formalized mentoring program for brand new teachers. Mentors are assigned within the school and provided a stipend for their support of the new teacher.

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

The previously mentioned professional development is ongoing throughout the school year or over the course of several years. The two system-wide professional development days are strategically scheduled throughout the school year so that professional development takes place to meet the ongoing needs of all employees. These are provided by the Madison County School System. We utilize classroom teachers who are experts or trained in a specific area to lead afternoon professional development activities for colleagues. In addition, instructional coaches use information gathered during instructional rounds to provide necessary professional development that is relevant to our focus of practice. We use Title I, ARI, and school resources to pay for additional professional development.

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.

Madison County Elementary School and the Madison County School System sponsor a kindergarten phase in program each year. The program allows for smaller student/teacher ratios during the first few days of school. The teacher is able to make each student feel comfortable and allows for the first day of school to be less frightening. Additionally, the students become familiar with the routine. Madison County Elementary School and PTA host an Open House near the beginning of the year. An orientation was held before school began with any students and families that were brand new to the MCES community. This allowed new families to take a tour and ask any school specific questions that they had before the rest of the students and families were present. In the spring, a K for a Day event was held for incoming kindergarten students and their parents to provide them with information about the kindergarten standards and begin the development of class lists based on multi-leveled groupings. School tours are also available for prospective parents and students throughout the school year.

A Pre-K class was implemented in the fall of 2004 and continues in 2016-2017 to help students prepare for kindergarten. Madison County School System adopted the Waterford software program for the Pre-K program. The purpose of our program is to create a love of learning in school that will continue throughout their lives. The curriculum focuses on an introduction to beginning reading, math and social skills. The kindergarten through seventh grade are provided with a move up hour for their upcoming grade level. A question and answer session is given by the counselor, teachers and/or administrators. Information is provided regarding academics, extra curricular activities and school rules. Classroom teachers were also provided with professional leave to attend cross grade level meetings to discuss upcoming student academic needs, as well as make considerations about appropriate classroom placements.

In the spring, the eighth grade students learn about or visit the Career Academy prior to their orientation visit at Madison County High School. This site visit serves as a prerequisite to registration that aides the students in selecting appropriate high school courses. The high school counselor addresses registration needs and student concerns in order to alleviate the pressure of transitional questions and uncertainties of rising ninth grade students.

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers at Madison County Elementary School are involved in decisions regarding both mandated and other student assessments. State mandated assessments such as ACT Aspire, DIBELS and AAA, do not allow for significant teacher input. When flexibility exists, teachers provide input on the scheduling dates and the number of days students are allowed to take the tests.

The following measures are used to include teachers at MCES in the decisions regarding the use of academic assessments:
-The results of the state mandated tests for grades K-8 will be reviewed and discussed in a schoolwide faculty meeting, as well as data meetings. Attention will be focused on specific strengths and weaknesses by grade levels and individual students. Monthly progress will be discussed during data and RtI meetings. Teachers design strategies and action plans for improvement through grade level data meetings. Teachers also conference with their students to explain assessment results and support students in developing goals for improvement.
-The reading teacher for each student keeps current diagnostic reports that include results from DIBELS, STAR and ACT Aspire for grades K-8, as appropriate. The reports are shared in teacher/parent conferences to show ongoing progress. Reading ranges for the Accelerated Reading program are adjusted according to each student's performance on the STAR test.
-Teachers are consulted and make decisions regarding materials that monitor reading progress. Currently, grades K-3 use DIBELS and grades 3-8 use STAR as progress monitoring devices.
-MCES teachers will give input to the effectiveness of the math pacing guides and assessments. The math coaches will work closely with teachers to develop assessments that align with the pacing guide. When additional schoolwide assessments become necessary for our school, teachers will be consulted and provided with research based data to support the use of additional assessments. A committee representing all grade levels will review concerns and make a final decision regarding the use of new academic assessments.
-The OSR GOLD assessment tool and Waterford software is used with Pre-K 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?

Students performing in the "Intervention" or "Urgent Intervention" ranges on STAR and/or DIBELS are brought before PST on a monthly basis where a group of educators (grade level teachers, instructional coaches, administrator) determine appropriate strategies in curriculum to support individual needs. Interventions are documented and reviewed monthly. The Pupil Support Team is lead by an administrator who works closely with instructional coaches. Tiered instruction includes Moby Max, Accelerated Math and SPIRE, as well as ARI strategies and best practices.

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?

Tier II and Tier III instruction is provided to all students a minimum of four days a week. Research-based strategies include: Accelerated Math, SPIRE, Moby Max, and other ARI strategies. Students participating in Tier II and Tier III instruction are progress monitored every two weeks using STAR or DIBELS. Instructional adjustments are made following data review during monthly RTI meetings.

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

Teaches differentiate lessons to include various reading and mathematics levels as deemed necessary based on assessment results for students in their classrooms. Students also receive small group instruction to meet specific needs, as well as fill in gaps and misconceptions about prior knowledge. Examples include Moby Max, Digi Blocks, SPIRE, and Read Naturally.

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.

Local area churches provide tutoring as well as an extended day tutoring program at MCES. Many curriculum resources are available on online to use from home, such as Moby Max and Spelling City. Teachers conference with parents and supply additional resources, such as library books, leveled readers, and math manipulatives. Teachers also are available to help parents with strategies to improve academic performance. Family programming is also scheduled to support parents with ways to help their child in reading and mathematics at home. A three week summer enrichment program for grades 3-8 helped students with math, reading, and science. Students also took part in our free breakfast and lunch program during this time. The program was a half day program with a low teacher-student ratio. The program culminated with a day trip to the Space and Rocket Center.

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.

Enrollment of special populations will bot be denied or delayed due to any barriers. At this time, Madison County Elementary School has no students identified through Title I Part C as Migrant. Parents complete employment surveys, which begins the process of identifying students as "migrants." Upon identification, needs are assessed to determine if additional services are necessary. Migrant students receive all services provided by the comprehensive schoolwide plan plus additional identified services as necessary.

Currently, MCES has two identified ELL students. Upon enrollment of students, a home language survey is completed by parents. Eligible students are tested to determine if they qualify to receive ELL services. System ELL services will provide extended services as necessary to ensure needs are met. Students receive all services provided by the comprehensive schoolwide plan.

At the beginning of the year/upon enrollment, parents/guardians complete a Multi-child Application for Free and Reduced Price School Meals. Students identified as children in poverty (CIP) receive all services provided by the comprehensive schoolwide plan and extended services, as necessary to ensure their academic and physical needs are met.

MCES students identified as Special Education receive all services provided by the comprehensive schoolwide plan. In addition, they receive resources/interventions required by Individual Education Plan (IEP). System specialists provide support for Occupational and Physical Therapy, parent support, Vision and Hearing Instruction, Homebound Needs, and Behavioral Therapy. Specialists may also attend IEP meetings to ensure academic and physical needs are met.

Neglected/Delinquent students at MCES receive all services provided by the comprehensive schoolwide plan. Teachers, counselor and administrators collaborate with parents/guardians, licensed counselors/therapists, Alternative School, Department of Human Services, and other agencies for individual student academic/school success. Grades 6-8 students use SBR Ripples software to address specific misbehaviors. A qualified support person supervises Appropriate Alternative Placement (AAP) as an alternative to out of school suspension.

Homeless students are identified at MCES using economic and housing standards as stated by the McKinney-Vento Homeless Assistance Act and receive all services provided by the comprehensive schoolwide plan. The homeless population is eligible to receive supplemental materials provided by additional homeless funds and assistance with identified medical needs. For all Migrant, English Learners, Economically disadvantaged, Special Education, Neglected and/or Delinquent and Homeless students at MCES, academic support is provided during the school day.

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.

Although technical and career education is not available to PK-8 students in the Madison County School System, teachers at Madison County Elementary School incorporate career awareness into content area lessons. The guidance counselor presents career education information to middle school students. Procedures for the career education and awareness are as follows:
- Individuals with disabilities receive functional and career training following the IEP. Transition services (from school to work) are addressed by the IEP when the student is in middle school.

- Individuals from economically disadvantaged families receive all services offered at MCES. Tutoring is available after school through MCES and various community groups. Federal Assistance is available to provide free or reduced breakfast and lunch. Teachers, parents, and local organizations assist with funds and uniforms so that students can participate in school organized extracurricular activities.

- Foster children benefit from free and reduced lunch, counseling as necessary from the school counselor, and receive all services offered at MCES. Administrators, teachers, and the counselor work closely with foster parents.

- Individuals preparing for non-traditional fields my receive career guidance from the school counselor. Opportunities to research careers are provided through classroom lessons, computer lab, and materials in the media center. Students receive additional guidance when they enter high school at Madison County High School.

-At this time, MCES does not have any pregnant students or students who are single parents. Single parents of students, to include single pregnant women, are offered numerous opportunities to participate at MCES.

- At this time, MCES does not have any students who are displaced homemakers. Parents who are displaced homemakers are encouraged to participate in all parent and volunteer activities. They would be considered for employment if applying for open positions.

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?

MCES receives both Title I funding and Special education funding. Title I funds are utilized to ensure all students have fair, equal, and significant opportunities to obtain a high quality education and reach at minimum proficiency on challenging state academic achievement standards and state academic assessments. The funds, Title I support key areas of reform in a schoolwide program. They support activities that are necessary and reasonable to accomplish the federal program's purpose. Title I funds may be used to hire resource teachers to coach teachers on how to better serve low-achieving students, provide PD to ensure effective teachers and leaders understand how to serve at-risk students, provide after school tutors, purchase or develop supplemental instructional materials aimed at improving achievement of low-performing students, including students with disabilities and English Learners. Legislative donations are used to support and enrich school programs for all students. Title II funding supports staff development opportunities for faculty members. Indian Education provides classes each year to students of American Indian heritage. These classes provide students with a better understanding of their heritage. Classes reinforcing parental support with homework are held for parents of those students qualifying for Indian Education.

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.

Federal funds are utilized to support various programs at Madison County Elementary School. Title I provides support for two Instructional Coaches, Pre-kindergarten resources, technology resources, instructional supplies, parent involvement, and professional development. The Pre-kindergarten program is funded by the Alabama Office of School Readiness and supplemented by Title I monies for classroom materials and professional development. Title I and Title II support the school's staff development to futher instruction in the classroom. Title III provides money to be utilized with local money to educate the English Language Learners. Homeless funds support the education and health needs of homeless students at Madison County Elementary.

MCES also receives funds from the State for library, technology and professional development. Indian Education Funds area also used to support instructional programs such as field trips, and instructional supplies for students and teachers.

Teachers will receive $405.45 for fee replacement. State textbook funding provides textbooks and appropriate curriculum materials approved by the state and the Madison County Board of Education for grades K-8. The Alabama Reading Initiative supports instruction through staff development, the reading coach, and researched-based materials to strengthen the reading curriculum. Legislator gifts and other donations help promote instruction throughout the school in various ways, such as classroom supplies, technology supplies (digital projector bulbs/printer ink) and library books and supplies.

Local fundraiser/donation and Federal monies are combined to fund instruction in the schoolwide plan. The schoolwide plan is also integrated with the School Improvement Plan, which is required by AdvancED.

The budget and the comprehensive schoolwide plan have been presented to all members of the Madison County Elementary School faculty and copies have been distributed. The planning committee, faculty and parent group have also reviewed the plan and budget for the 2016-2017 school year. The schoolwide plan, once approved, will be shared with the parents and community at a PTA meeting and copies will be distributed to all stakeholders. The Parent Policy is located in the library, front office, and in each administrative office. An electronic copy is sent to all staff and faculty at Madison County Elementary.

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.

Although technical and career education is not available to PK-8 students in the Madison County School System, teachers at Madison County Elementary School incorporate career awareness into content area lessons. The guidance counselor presents career education information to middle school students, and various speakers/presenters are invited to the school to discuss job trainings. Students will have the opportunity to participate in vocational and technical education when they attend Madison County High School.

MCES uses a positive school-wide behavior plan to support leadership qualities. All students at MCES benefit from nutritionally prepared breakfast and lunch meals following USDA guidelines.

Adult education classes formerly offered on the MCES campus in the form of GED classes are not offered at New Hope Elementary School. A housing authority neighborhood lies within the boundaries of the MCES school zone. There is not a Head Start Program in our community,but we have two OSR Pre K classrooms that serve in this capacity.

Component 10: Evaluation

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

During the school year, MCES administration conducts classroom observations to evaluate if instructional strategies are being implemented that align with our schoolwide program. Instructional Coaches plan professional development that also aligns with our schoolwide program. Lesson plans are entered into Canvas weekly, and reviewed by the Instructional coaches and administration to ensure standards are being taught.

In the beginning of the year, MCES convened its Schoolwide Advisory Council to review, evaluate, and revise its schoolwide plan. An evaluation is conducted to determine if the goals were met. All parents are invited to participate in this process through invitations sent home in communication folders. These invitations make parents aware that the plan is under review and that a copy of the plan is available for review in the main office, school library,and on the school's website. This letter also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school. The school will submit these parental concerns to Dr. Jensen at the Title I office at the same time that the schoolwide plan is submitted.

In order to involve as many parents as possible in decision making, opportunities will be provided through evening and daytime meetings, individual conferences, and school surveys.

Monthly meetings are conducted with the Title I coordinator and school administration

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 results of the state mandated tests for grades K-8 will be reviewed and discussed in a schoolwide faculty meeting, as well as data meetings. Attention will be focused on specific strengths and weaknesses by grade levels and individual students at the beginning of each school year. Teachers design strategies and action plans for improvement through grade level data meetings. Using the calculations provided by central office, we look at our STAR assessment in terms of predicting Aspire results.

Meetings led by administrators are held with teachers and instructional coaches to develop a cohesive plan for moving forward with effective instruction for all students.

During our first monthly data meeting, teachers are given the results of their former students as well as their current students to determine strengths and weaknesses. Next steps are discussed using Focus Sheets with specific achievement goals in mind.

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?

MCES conducts ongoing progress monitoring using STAR, Renaissance, DIBELS Next, and results of ACT Aspire, Explore and the end of course test as indicators of students success or need. Students in need are progress monitored weekly or bi-monthly and progress toward their goals are charted. Administration will also review classroom grades monthly so that students can be referred for other instructional, behavioral, and/or attendance interventions. Conferences will be held with individual teachers to discuss students with failing grades so that intervention strategies can be reviewed and revised if necessary.

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

The Title I Committee, as well as the entire faculty, meets to review the goals to determine if reform strategies were effective. This process occurs during data meetings after progress monitoring and benchmark assessments (STAR, and DIBELsNext) are taken,   Ineffective strategies or activities that do not show growth in student academic progress will be amended as necessary. Effective strategies which show students are making academic progress will be ongoing. If goals are not met, strategies and activities will be reviewed and amended in order to provide all students opportunities for success.Professional development is offered to help teachers understand how to develop intervention strategies or next steps for differentiated instruction.

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

The parental involvement goal is staying the same to continue our focus on parent education programs and improving student attendance. We decided to continue with our parental involvement goal because we know we have more progress to make. There are programs that we implemented that we hope will grow in the upcoming years. Programs, such as our parent meeting to explain ACTAspire results were well attended the second year and we hope to have the same response for other family nights and programs.

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

All of the academic ACIP goals for MCES were amended for the 2016-2017 school year. The mathematics goal for 2015-2016 was met with a 12% increase overall in this area on ACT Aspire. As a result, a new goal was set to increase by another 5% or more. The reading goal was not met last year. A 7% increase was made in reading last year on the ACT Aspire. This goal has been rewritten to improve by 5% in the area of reading this year.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	23.30	29.30	1,814,472.43
Administrator Units	1.00	1	103,755.56
Assistant Principal	0.00	1.0	84,997.70
Counselor	0.50	1.0	63,936.88
Librarian	1.00	1	73,871.74
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	4,369.00
Professional Development	0.00	0	1,646.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	2,042.30
Library Enhancement	0.00	0	549.00
Totals			2,149,640.61

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	208866.6

Provide a brief explanation and breakdown of expenses.

Salaries & Fringes: $151,168.10

Purchased Services: $2,000.00

Materials & Supplies: $9,500.51

Computers & Equipment: $14,616.17

Parental Involvement: $2,745.77

Staff Development: $4,473.40

Extended Day: $5,266.80

Pre-K: $19,095.85

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

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.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

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.	171000.0

Provide a brief explanation and a breakdown of expenses.

OSR Tiered #1

Salaries & Fringes: $82,136.20

Materials & Supplies: $215.30

Staff Development: $3,148.50

OSR Tiered #2

Salaries & Fringes: $82,136.20

Materials & Supplies: $215.30

Staff Development: $3,148.50

Local Funds

Label	Question	Value
1.	Provide the total	785193.19

Provide a brief explanation and breakdown of expenses

Salaries & Fringes: $584,738.19

Travel & Training: $3,000.00

Office Supplies: $1,000.00

Building Services: $162,500.00

Transfers: $33,955.00

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

An annual meeting will be convened the first 30 days that school is in session for all parents of participating children in order to explain Title I requirements, including the 1% set aside and parent rights. This meeting will be conducted by the school principal. Information concerning ACT Aspire results related to the continuous improvement plan goals will also be shared with parents. Parents are notified of this meeting through (1. Principal's newsletter sent home with students 2. Electronic Marquee 3. School List Serve and Phone Messenger 4. School Website 5. School Social Networking sites: Facebook & Twitter). The rights of parents are addressed within the presentation as well as an explanation of the 1% set-aside. The parents approved these expenditures at this time.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

1. In order to ensure that all parents have an opportunity to attend, the Title I annual meeting will be offered during the first thirty days of school at 6 pm. The same presentation will be offered at 8 am the morning following the evening meeting to enable parents multiple options. No childcare is available for Title I meetings.

2. MCES will involve parents, in an organized, on-going, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement plan and the joint development of the school-wide program plan under section 1114(B)(2). The planning process includes an adequate representation of parents of participating children. Parents will be involved in all aspects of the MCES Title I program. Three MCES parents serve on the school-wide advisory committee. Madison County board member for district 3 attends committee meetings and participates in decisions. These parents, along with others, were active participants in the development of the local school plan from the first meeting of the school-wide committee. In addition, all parents were given the opportunity to review the plan and offer their input before the plan was approved. Each year, the school-wide plan and compact are reviewed and evaluated. Parents will be provided with individual ACT Aspire reports. The parent plan, home-school compact, and parents right to know documents are reviewed by the parent representatives and the entire school-wide committee to determine needed changes.

3. Madison County E.S. will use its portion of 95% of the 1% LEA reservation of funds for parent involvement to enhance family literacy and parenting skills with input on this budget being accepted from emails. Materials/services will include, but not be limited to:
- Printed media (pamphlets, brochures, calendars, books, magnets) will be available for check out or distributed to parents.
- Postage to ensure that parents receive necessary communications with school.
- Student planners and communication folders are provided to ensure communication with parents.
- Gatherings hosted by the principal to encourage school involvement by reluctant parents.

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.

MCES administration and faculty will present information about its Title I programs, the curriculum, achievement expectations and forms of academic assessment used at the annual meeting during the first thirty days that school is in session. Parents will be informed about this annual meeting through flyers and electronic communications, such as School Messenger and Facebook. TransACT is also used for parental communication documents in different languages. Parents will learn about the school-wide program and the subjects: reading, math, language, science, social studies, physical education, art, music, computer science, and seventh-eighth grade academic achievement. Achievement expectations for each subject/grade level based on Annual Measurable Objective or DIBELS benchmark scores will be explained. They will also learn how to schedule a parent-teacher conference and how they can participate in decisions related to the education of their child. Parents will already have a copy of the parent-student handbook, which includes more detailed information of these topics and will receive a copy of the parental involvement plan. Parents will also receive information about the curriculum that is used in school and a detailed explanation about assessments that students have taken and how to interpret these results. Upon conclusion of the meeting, parents will be invited to visit their child's classrooms and meet their teachers to set up individual conferences.
On the first day of school, parent communication packets are sent home with the following forms: health forms, compact forms, behavior plan, PayPams, lunch forms, MCES Handbook, county handbook, PTA membership, PTA volunteer, PTA fundraiser, PE Rules,Car Rider forms and planners.

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).

Madison County Elementary School shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's highest standards. Parent input on the compact will be encouraged at the annual Title I meeting in the fall, and accepted year long to make revisions for the following school year. Such compact shall:
(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
a. The compact will be discussed, reviewed, and serve as the basis for understanding of the responsibilities parents, teachers, and students have with regard to student academic success. Compacts will be discussed with all students and during parent-teacher conferences which will be held at least annually in the elementary school. All compacts are signed by the students and parents. All compacts are kept in the classroom to use during conferences with parents and students.
b. Frequent reports to parents on their children's progress; and
c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

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

MCES will notify parents that if they find the Parent Plan to be unsatisfactory, they have the right to submit their concerns in writing to the school. The school will submit these parental concerns to Dr. Jensen, Instructional/Title I Specialist at the central office at the same time that the school-wide plan is submitted. This notification will be in the invitation to participate in the School-wide Advisory Council, other Title I meetings, and noted in the principal's parent communication. Parents are asked for input via the Title I Parent Surveys in the open ended response questions.

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)

Madison County Elementary parents are encouraged to become equal partners in the education of their children. An annual meeting will be held during the first thirty days of schools at 6:00 P.M. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. An explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. MCES will also offer an Open House after the general Title I meeting where parents will be given the opportunity to meet teachers and schedule an academic conference to support their role of helping their child to succeed.
In addition, parent meetings will be offered with topics to include how to interpret Aspire results, Canvas training, STAR testing and interpreting of scores, and other parent education nights.These meetings will take place once a semester and be conducted by the Instructional coaches, administration and faculty memebers.

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)

Madison County Elementary Parent Resource Center provides printed and audio/visual parent materials in the school library, which is open to parents from 7:30 A.M. to 2:30 P.M. daily throughout the school year.
These materials are available for parent checkout and may also be used in the library. The Library Advisory Committee, made up of students, parents, and faculty members communicate the availability of these materials to the student body and parents via Open House and PTA Meetings. This information is also available on our website. Throughout the year, parents will have the opportunity to attend presentations and/or discussions on various topics including, but are not limited to, reading with your child, creating a home learning environment, working

as a partner with your child's teacher, and health and safety tips. Materials will be distributed to assist parents with at home reading and math strategies, GED course offerings within the district will also be available for parents.

The Library Advisory Committee is made up of students, parents and faculty and PTSA communication.

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)

Madison County Elementary will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings to ensure understanding of the importance of parental involvement and that parents are our partners. All staff are expected to welcome parents to the school as appropriate, and to work to meet parents' needs for their children. Teachers, front office staff, instructional assistants, cafeteria staff, bus drivers and custodians will receive professional development at the beginning of the school year surrounding ways to communicate with parents and encourage the partnership between home and school. In addition, teachers will prepare and lead specific selections of the parent presentations and discussions. Parent involvement opportunities include family game night, open house, field trips, volunteer opportunities in classrooms and library, athletic events, special events (Teacher Meet and Greet, Spring Fair, etc...)

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)

Madison County Elementary School coordinates its parental involvement program for all parents. MCES is a PreK-8th grade school. MCES is also a site based special education school with 3 self-contained classes in PK-8th grade. MCES currently has two ELL students. An interpreter will be provided if necessary. An English Language teacher has been assigned to MCES to MCES to support the needs of ELL. Transact will be used to provide written communication in a language that is appropriate for non-English speaking parents. The annual Title I meeting, school events and and individual student conferences/IEP meetings will be arranged at times convenient to parents and communicated clearly in advance.

MCES also provides parents with the opportunity to participate in a GEP program that is available within the district, as well as NOVA counseling services. In addition, a HEALS clinic is under construction on campus to provide health services to our students and their families.

Madison County Elementary Parent Resource Center provides printed and audio/visual parent materials in the school library, which is open

to parents from 7:30 A.M. to 2:30 P.M. daily throughout the school year.

These materials are available for parent checkout and may also be used in the library. The Library Advisory Committee, made up of students, parents, and faculty members communicate the availability of these materials to the student body and parents via Open House and PTA Meetings. This information is also available on our website.

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)

Parents will be provided opportunities to come into the school for meetings, special curriculum nights, or other events. MCES currently has two ELL students. An interpreter will be provided, if necessary. TransAct will be used to provide written communication in a language that is appropriate for non-English speaking parents.

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

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

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Madison County Elementary School will encourage parents to become equal partners by providing opportunities to sign up for advisory committees and making every effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, parent/administrator discussions have resulted in changes to instruction, such as increasing the amount of daily writing instruction in the classroom, and increased parent contact through newsletters, Listserve, Facebook and the school website. Parent meetings will be held once a quarter to address the following topics: How to interpret Aspire Results, Canvas training, STAR testing and interpreting of scores, Family Game Night, and Writing Night.

Parents are able to communicate concerns, or make requests through Class Dojo, email, Canvas, phone calls and parent notes.

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.

In carrying out the parental involvement requirements of this part, Madison County and Madison County Elementary School, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities. Whenever possible, Madison County Elementary School will provide interpreters who are fluently bilingual to assist non-English speaking parents with verbal and written communications. TrasAct or other translation websites will be used to translate Federal, State, System and School documents. Resource personnel from the Madison County School System are available to assist communications through Braille and sign language, as well as for non-English speaking students and parents. At this time, Madison County Elementary School has no

migrant students. For our current ELL students, MCES will meet needs through an interpreter, translation programs for written communications, and/or home visits. Every effort is made to accommodate parents with disabilities. Madison County Elementary is a handicapped accessible campus. We currently do not have any home-bound parents, but this circumstance would make special accommodations to communicate with homebound parents via phone and through home visits when needed.