ACIP

Cedar Hill Elementary School

Limestone County School District

Mr. Robert G Garner, Principal
27905 Cedar Hill Road
Ardmore, AL 35739

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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?

Cedar Elementary is composed of grades PreK-5. The school serves approximately 590 students. The school is located in the northern section of Limestone County, AL near the Alabama-Tennessee border. The community is unique in that the city of Ardmore lies within the states of Alabama and Tennessee. Two counties in Middle Tennessee (Giles and LIncoln) and one county in Alabama (Limestone) comprise the community. Our student population is supplemented by Tennessee students who reside in the city limits of Ardmore and through the use of District Choice. We currently serve approximately 40-50 Tennessee students and approximately 31 District Choice students who qualify under certain guidelines. Cedar Hill is a feeder school to Ardmore High School. Our faculty consists of 40 highly-qualified teachers. Faculty and staff comprise a total workforce of approximately 60 employees

Our ethic make-up is 93% white, 2.7% two or more races, 1% American Indian/Alaskan Native, 2.9% Black/African American, and .4% Asian.

For 2018-2019 we will receive TITLE 1 funds.

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.

Our purpose is to Inspire-Engage-Succeed

At Cedar Hill Elementary we are inspiring students to become engaged learners in life-long learning so that they may succeed in future endeavors.

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.

Reading scores show that 2nd and 3rd grades have met or are very close to meeting our goal of one-year's growth (200 points) on Scantron. Our Fourth and Fifth grade students made gains but not as substantial - Fourth grade students' gain averaged 119 points and Fifth grade students' gain averaged 83. Scantron Math scores indicate that Kindergarten has met our goal of one-year's growth and grades 1,2, and 3 are very close to meeting the goal of a 200 point increase over the course of the year. Overall, in reading, 36% of our students made a year's growth. In math, 30% of our students made a year's growth as determined by the Math Gains Analysis Report.

Reading and Math Scantron NPR is not where we would like. NPR gains were made midyear, but not maintained for end-of-year testing. All grades are below the 50th percentile in both reading and math. We also saw a decrease in the total number of students meeting their annual target goal. In reading, a decrease of 6% (44% to 38%). In math, a decrease of 6% from (51% to 45%). In DIBELS, we saw a decrease in the percentage of students reaching Benchmark from 76% to 66% across grades K-5.

Reading and Math continues to be our focus. As a school, we have not experienced the declines across grade levels as the 2017-2018 school year. We are presently implementing strategies that will close the instructional gap and achievement gap. The use of TITLE 1 funds to hire interventionist to assist struggling students with REWARDS and SPIRE lessons. The continuation of AMSTI training in math. We are also implemented several key programs such as Phonics First and Orton-Gillingham to improve reading instruction.

Student attendance has made gains but not at the levels we would like. We have improved upon our unexcused absences number but have seen a slight increase in chronic absenteeism. Efforts are underway to implement an attendance program that will target students who are considered chronically absent.

Additional Information

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

We continue to place emphasis on the needs of all students. Our teachers use multiple diagnostic methods to assess and determine the needs on individual students. Teachers use the Achievement Series and Performance Series to determine proficiency levels and develop learning paths for students and to track student growth. Students are supported through our problem solving team and Student Support Teams. An advocacy program continues to provide support for individual students. Student attendance will again be a focus for us this year. Our efforts will target chronic absenteeism.

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.

The plan for Cedar Hill Elementary is developed with the input from a variety of resources. Monthly data meetings among the faculty are convened to review previous year data and to highlight areas of improvement. Our Leadership Team is selected from parents, faculty, and other stakeholders. The faculty representatives are selected from across grade levels and includes special education and other areas such as art, music, and PE. Parent and stakeholder representatives are selected based on their association with the school on a daily basis.

All stakeholder categories are presented with the opportunity to present ideas, improvements, concerns, and assist in the establishment of goals for continuous improvement. Participants are contacted using various means such as phone calls, text messaging, newsletters. Scheduled meetings are held during the regular school day and after hours to accommodate the needs expressed by the group.

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

The planning committee (Leadership Team) is comprised of teachers, staff, community members, and parents in an attempt to identify areas of growth and establish goals to meet our objectives. The local school Leadership Team assumes the responsibility to communicate the plan across grade levels, administer the plan's action steps, monitor data, and measure the effectiveness of programs and strategies as we move toward the mastery of our objectives. One of the key components of the Leadership Team is to coordinate efforts to bring the school to a unified vision for continuous improvement. The Leadership Team meets on a monthly basis to review and plan for the progression of activities to meet the goals and measurable objectives of the CIP.

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

The planning committee (Leadership Team) is comprised of teachers, staff, community members, and parents in an attempt to identify areas of growth and establish goals to meet our objectives. The local school Leadership Team assumes the responsibility to communicate the plan across grade levels, administer the plan's action steps, monitor data, and measure the effectiveness of programs and strategies as we move toward the mastery of our objectives. One of the key components of the Leadership Team is to coordinate efforts to bring the school to a unified vision for continuous improvement.

The CIP is presented to the faculty during faculty meetings. The completed plan is placed on the school website. Hard copies of the plan are placed in the front office, library, and counselor office. We also take the opportunity to review components of the plan during PTO activities and other school-parent functions that are ties to our parental involvement plan.

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

DIBELS ORF % Proficient:

2nd - 58% proficient

3rd - 63% proficient

4th - 66% proficient

5th - 67% proficient

Scantron Performance Series :

Reading:

2nd - increased to 43% proficient

Math:

Kindergarten increased to 34% proficiency

3rd grade increased to 49% proficiency

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

Comparative data from Scantron Performance Series indicates upward trends in proficiency for 5th grade as compared over the past three years.   Scantron data shows 38% of our students met their annual goal for math and 45% met their annual target goal in reading. Math Gains Analysis indicates 30% of our students made one year's growth. Reading Gains Analysis indicates 36% of our students made one year's growth.

Which area(s) indicate the overall highest performance?

Highest performance was noted in DIBELS as all grades except 1st grade (48%) were well above 50 % proficient.   Kindergarten had 85% proficiency in DIBELS. Highest performance in Scantron data for reading was 4th grade with 44% proficiency and NPR of 43. Highest math proficiency on Scantron was 3rd grade with 49% and NPR of 46.

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

We have no subgroups.

Between which subgroups is the achievement gap closing?

We have no subgroups.

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

Data listed above is consistent with data from Scantron Performance Series diagnostic testing and results from the DIBELS diagnostic assessment. Data indicates students have benefited from individual learning paths, small group instruction and tiered instruction in the classroom. Progress monitoring data in DIBELS is also consistent with the above data. SPIRE data indicates progress as well.

Areas in Need of Improvement

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

Proficiency levels as indicated by Scantron Performance Series all remain below 50% proficient in both math and reading. Math scores show somewhat higher proficiency levels than reading.   According to DIBELS data, our 1st grade level had 48% proficient which was the lowest percent proficient within the school. All other grade levels were well above 50 % proficient.

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

On the Scantron Performance Series we saw no growth as a school in most grade levels in both reading and math. Negative trends were noted in reading in third grade as they dropped from 43% proficient in the fall to 30% proficient in the spring. Negative trends were noted in math in 4th grade as they dropped from 56% proficient in the fall to 46% proficient in the spring,

Which area(s) indicate the overall lowest performance?

Lowest performance in DIBELS was noted in first grade - 48% proficient in the spring.
Lowest performance in Scantron data for reading :
5th - 26% proficient
3rd - 30% proficient
2nd - 43% proficient
4th - 44% proficient
Lowest performance in Scantron data for math :
1st - 27% proficient
2nd - 30% proficient
K -   34% proficient
5th - 42% proficient
4th - 46% proficient
3rd - 49% proficient

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

We have no subgroups.

Between which subgroups is the achievement gap becoming greater?

We have no subgroups.

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

Data listed above is consistent with benchmark data from Scantron Performance Series diagnostic testing and progress monitoring results from the DIBELS diagnostic assessment.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics   3.25
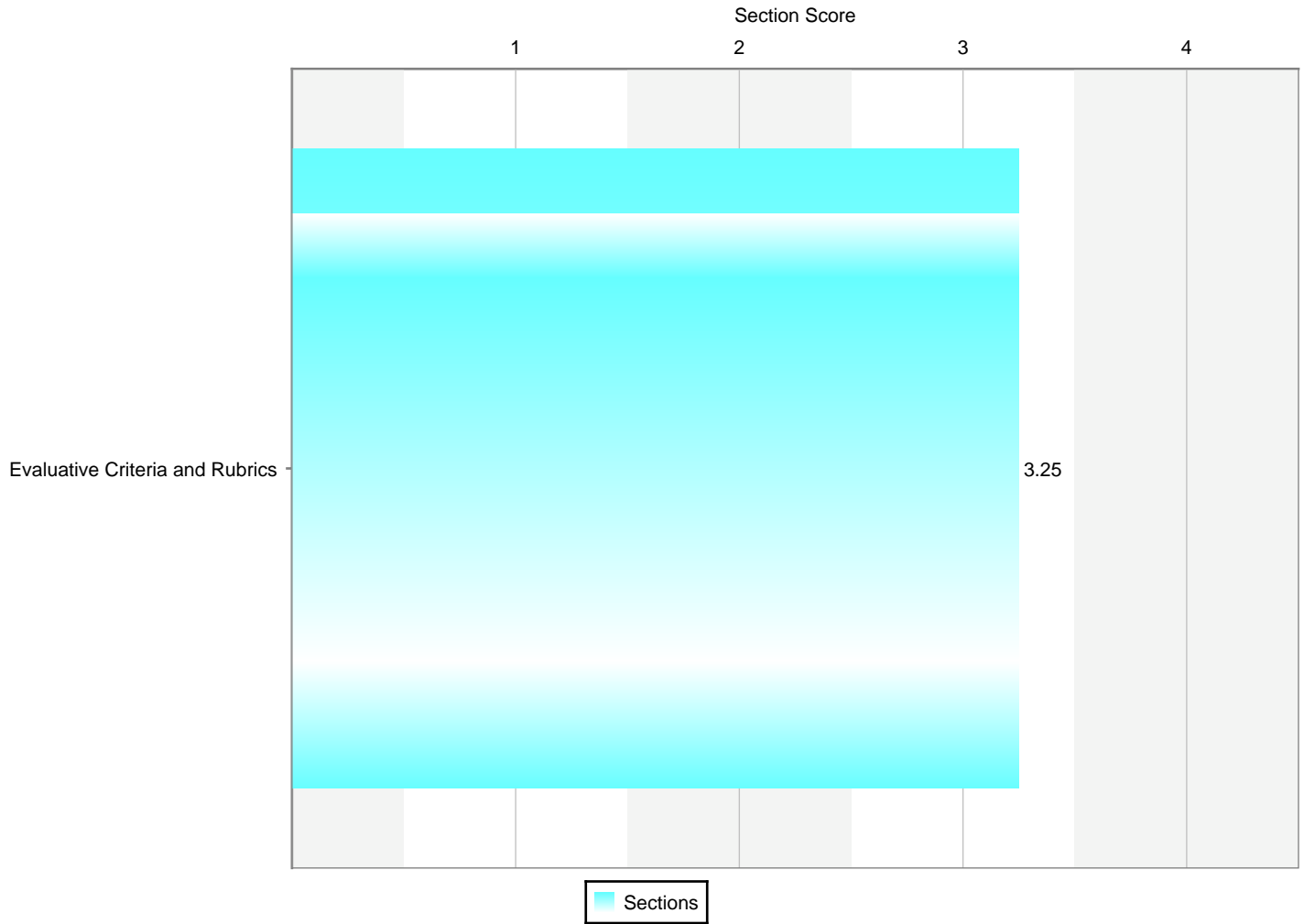
Sections

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, EL, 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	All stakeholders were involved in the development of this plan.	District Signatures Leadership Team - Cedar Hill

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	The statement "No person shall be denied employment, be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity on the basis of sex, race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability" is included on all LCS publications, electronic and print. LCS has a District Diversity Taskforce that meets monthly. They set five goals related to hiring minorities, providing feedback to the superintendent, and to enlist resources for support.	Non-Discriminatory Statement

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	Samuel Mark Isley Executive Director of Human Resources and Operations 300 South Jefferson Street Athens, AL 35611 256-232-5353	Designated Person Non-Discriminatory

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	LCS has a Parent and Family Engagement Plan and a district policy about Parent/Family Involvement (Policy 7:14). The district encourages partnerships with parents/guardians and looks to identify barriers to greater participation. An annual evaluation is conducted to determine the effectiveness of the Parent and Family Engagement Plan. LCS has a district policy regarding Parents Right to Know (Policy 7.14.5) and a procedure that the district follows to ensure compliance	Parental Involvement Plan - Cedar Hill District Parent & Family Engagement Policy

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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Limestone County Schools ensures that all Title 1 schools have a School-Parent Compact the contains the required components (ESSA 116 (d) and the compacts are jointly developed with parents/guardians.	2018-2019 School Parent Compact (English) School - Parent Compact (Spanish)

2018 - 2019 Plan for ACIP

Overview

Plan Name

2018 - 2019 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase student proficiency in the core academic subject of reading.	Objectives: 2 Strategies: 3 Activities: 10	Organizational	$150172
2	Increase student proficiency in the core academic subject of math	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$1000
3	Provide a system of learning supports that reduces the effects of barriers to student achievement	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$49760
4	Provide transition support to students transitioning grade levels and schools	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Increase student proficiency in the core academic subject of reading.

Measurable Objective 1:

increase student growth of students reaching benchmark on DIBELS Next (K-3) by 10% by 05/23/2019 as measured by comparing DIBELS end of year for 2017-2018 with end of year data from 2018-2019..

Strategy 1:

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of phonemic awareness, phonics, sight words, and fluency.

Category: Develop/Implement Learning Supports

Research Cited:

Research

Sounds Sensible's instructional design and instructional content align with the findings of the National Reading Panel (2000) and tenets of Reading First. It is explicit and systematic in its instruction of phonological awareness, phonemic awareness and beginning sound/symbol correspondence (phonics). Phonological awareness is initially introduced at the sentence level then moves along the hierarchy to words, syllables and phonemes. Each sound/symbol correspondence is explicitly taught, practiced and then reviewed during the next lesson when one more sound/symbol is introduced. Sounds Sensible focuses on the single consonants and short vowel "a." The sequence of introduction is logical and based on minimal pairs (sounds that are made in the mouth in the same place and manner, but differ on voicing) with the exception of digraphs. Digraphs are not introduced in the Sounds Sensible program; they are introduced in the S.P.I.R.E. program at level 1 with the remaining short vowel sounds. Sounds Sensible is a beginning phonics program and does not include all of the approximately 44 speech sounds and their corresponding grapheme(s). However, multiple practice opportunities are built into the program to allow for mastery of the targeted skills. Florida Center for Reading Research. http://concordspedpac.org/articles/SPIRE-Sounds-Sensible.pdf

Activity - Tier 1 - Teach ARI explicit phonemic awareness and phonics lessons daily	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading specialist will train all reading teachers in lesson study using the revised ARI modules. Reading specialist will provide follow-up training on multi-sensory strategies for reading teachers. Teachers will document explicit phonemic awareness and phonics instruction through Phonics First lesson plans in K-1. Orton-Gillingham multi-sensory lessons in Grade 2. Multi-syllabic/multi-sensory lessons in 3-5. Administrators will check lesson plans and classroom instruction weekly in all classrooms to monitor implementation. Teach morphology (Greek and Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	08/08/2018	05/23/2019	$0	No Funding Required	Teachers, administration, reading specialist.

Activity - Tier 2 - Tiered instruction taught daily, based on progress monitoring data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Reading Specialist will collaborate with teachers to identify the need for tiered instruction for each student based on data. Reading Specialist will meet with teachers to determine appropriate instruction for use in Tier 2 intervention. Teachers will document daily Tier 2 intervention for students including topic and materials used. Administrators will check lesson plans and monitor classroom instruction. Student progress will be evaluated in monthly data meetings. | Academic Support Program | 08/08/2018 | 05/23/2019 | $0 | No Funding Required | Administrators, Reading Specialist, Teachers, |

Activity - Tier 3 - Students needing Tier 3 instruction will be provided daily intervention with an appropriate SBRR program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading specialist will revisit intervention program training with appropriate teachers. Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored. Progress reports will be sent home on students served on PST. PST will determine next steps as needed for individual students.	Academic Support Program	08/08/2018	05/23/2019	$0	No Funding Required	Reading specialist, Teachers, Administration

Activity - Tier 3 - Additinal hiring of reading interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of Title I funds we will hire (3) reading intervention teachers to work with students using SPIRE, Sounds Sensible, Rewards	Academic Support Program	08/08/2018	05/23/2019	$49706	Title I Schoolwide	Teachers, Interventionist, Administration, Reading specialist

Strategy 2:

Improve Reading Comprehension - Improve vocabulary and reading comprehension through read-alouds with think-alouds, and explicit instruction in comprehension and vocabulary strategies.

Category: Develop/Implement Learning Supports

Activity - Tier 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects. Provide explicit instruction in comprehension strategies. Provide scaffolding for all students through modeling. Use of graphic organizers the help students organize thinking to better comprehend text. Teachers will utilize the Path Blazer program.	Academic Support Program	08/08/2018	05/23/2019	$0	No Funding Required	Teachers, Reading specialist, Adminstration

Activity - Tier 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Academic Support Program	08/08/2018	05/23/2019	$0	No Funding Required	Teachers, Administration, Reading Specialist
Students with limited experience, language skills, vocabulary knowledge or who have difficulty with comprehension will be supported in Tier 2. Teachers will provide direct instruction to build background knowledge to understand specific texts; will provide expanded opportunities to learn vocabulary through games, videos, or other activities; expand opportunities to work with text multiple times and/or related text to consolidate new vocabulary and concepts. Teachers will utilize Path Blazer program.						

Activity - Tier 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students significantly below grade level will receive intensive intervention support using approved programs such as Sounds Sensible, SPIRE, and/or Rewards to increase reading proficiency	Academic Support Program	08/08/2018	05/23/2019	$49760	Title I Schoolwide	Teachers, Administration, Reading Specialist, Interventionist

Measurable Objective 2:

collaborate to increase the percentage of students who improve of Scantron Reading by at least one year's growth by 5% and increase the number of students from Quartile 2 to Quartile 3 by 5% by by 05/23/2019 as measured by comparing 2017-2018 Performance Reading data with 2018-2019..

Strategy 1:

Reading Comprehension - Students will learn specific comprehension and vocabulary strategies for non-fiction text which will be practiced in all content areas.

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

Research Cited: W. R. Daggett of the International Center for Leadership in Education (2005) asserts that secondary schools can no longer afford to teach only a discrete set of facts, but instead must teach students how to think. It is insufficient to teach students how to do things by rote; now schools must teach people how to do things with deeper levels of understanding. He recommends that school work that most benefits students is that which revolves around high levels of cognitive knowledge applied to real-world situations, that is academic rigor applied in open-ended relevant and unpredictable ways. Daggett advises educators to use the Rigor/Relevance Framework to move beyond the what of curriculum to the how of instruction. Students will learn more and work harder if the content is related to something they already know something about and are interested in, he contends. Rigor and Relevance Handbook (p. 2), International Center for Leadership in Education (2002). (http://files.eric.ed.gov/fulltext/ED492963.pdf(http://files.eric.ed.gov/fulltext/ED492963.pdf)

Activity - Tier 1 - Reading Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers will provide explicit instruction in comprehension and vocabulary strategies. Collaborate with content teachers on specific strategies to provide opportunities for students to use specific strategies throughout the day. Document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor evidence of instruction. Teachers will use Comprehension Toolkit.	Academic Support Program	08/08/2018	05/23/2019	$1000	Title I Schoolwide	Teachers, Administrators, Instructional Coach

Activity - Tier 2 - Reading Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Small group instruction based on individual student needs to increase proficiency with answering Depth of Knowledge questions and constructed response. Small group instruction in grade level sight word vocabulary and morphology.	Academic Support Program	08/08/2017	05/23/2018	$0	No Funding Required	Administration, Teachers, Reading Specialist

Activity - TIer 3 - Reading Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of SPIRE, Rewards, Sound Sensible in small group instruction with interventionist.	Academic Support Program	08/08/2018	05/23/2019	$49706	Title I Schoolwide	Interventionist, Teachers, Administration, Reading Specialist

Goal 2: Increase student proficiency in the core academic subject of math

Measurable Objective 1:

collaborate to increase the number of students who demonstrate at least one year's growth in Scantron Math by 5% and increase by 5% the number of students from average low to average high   by 05/23/2019 as measured by comparing 2017-2018 Scantron Math results with 2018-2019 end of year results. .

Strategy 1:

Increase student fluency in math facts - Through the explicit instruction of mathematical practices teachers will utilize AMSTI, Investigations, math journals, and Number Talks during instruction. Available software programs such as Ten Marks,Moby Max, Front Row, Freckle, Path Blazer, etc., will be utilized along with small group instruction for remediation. Small group interventions will be utilized during the math block.

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

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html)

Activity - Math Tier 1 Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilization of the AMSTI Math kits to supplement and enhance math content and standards. Utilization of math journals to document performance based task. Teachers will implement Number Talks and Investigations curriculum. Teachers will administer the Performance Series test in Fall, Winter, and Spring to identify strengths and weaknesses of students.	Academic Support Program	08/08/2018	05/23/2019	$0	No Funding Required	Administrators, Teacher

Activity - Math Tier 2 Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Achievement Series pretest to determine flexible groupings based on student needs. Utilization of small group interventions during math block. Purchase and utilize software programs such as Ten Marks, Moby Max, Freckle, Path Blazer, and Front Row for extra practice and remediation. Small group activities coinciding with Investigations series.	Academic Support Program	08/08/2018	05/23/2019	$1000	Title I Schoolwide	Teachers, Administration

Activity - Math Tier 3 Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use suggested learning objectives from Performance Series benchmark tests to develop instruction targeting deficient skill sets among individual students. Documentation of small group lesson plans.	Academic Support Program	08/08/2018	05/23/2019	$0	No Funding Required	Teachers, Administrators

Goal 3: Provide a system of learning supports that reduces the effects of barriers to student achievement

Measurable Objective 1:

collaborate to reduce the number of students carried over by the Problem Solving Team by 5% by 05/23/2019 as measured by comparing the number of students at the end of 2017-2018 .

Strategy 1:

Reduction of PST referrals - Efforts will focus on reducing the number of students carried over by the PST from year to year and decreasing the number of student referrals during the year. .

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as "the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning". Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Todey (http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf)

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

| Reading Specialist and Reading Intervention (Title 1) will hold 30-minute sessions for students that have been screened for dyslexia tendencies. Establishment of Student Support Teams among grade levels to address specific student needs before referring to PST. Use of Title interventionist to support struggling students. Through Title 1 Parental Involvement, offer and conduct classes for parents on learning strategies of core content. Establish school-based learning support teams. Provide additional academic support through intervention programs and personnel to assist students. Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training on PST). Implementation of Peer Helper program and guidance from NOVA Mental Health Services | Academic Support Program | 08/08/2018 | 05/23/2019 | $49760 | Title I Schoolwide | Teachers, Counselor, Administration. Title Interventionist |

Measurable Objective 2:

collaborate to decrease the number of students who are chronic absent (15 or more days yearly) by 7% by 05/23/2019 as measured by comparing 2017-2018 end of year attendance data to end of year 2018-2019..

Strategy 1:

Increase Student Daily Attendance - Student attendance will be monitored. Identification of students who have chronic attendance issues will be addressed

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as "the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning". Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Todey (http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf)

Activity - Increase Student Daily Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate the importance of school attendance to parents by providing articles and information through newsletters, website, and parent meetings. Establish a reward system to recognize individual students, homerooms, and grade levels for reaching specific attendance goals. Involve community stakeholders to present information about attendance in the work force and how it is equally important to establish good attendance habits in school. Counselor will provide monthly lessons on importance of attendance. Establishment of tiered system of parent notifications. Implementation of Rise and Shine program to reduce student tardiness. Follow Limestone County BOE attendance policy as it relates to truant students.	Behavioral Support Program	08/08/2018	05/23/2019	$0	No Funding Required	Teachers, Administrators, Counselors, SRO, Attendance Clerk

Goal 4: Provide transition support to students transitioning grade levels and schools

Measurable Objective 1:

collaborate to provide a formal support system for all students transitioning grade levels and schools   by 05/22/2019 as measured by assuring all students have access to transitioning activities/ programs.

Strategy 1:

Transitional Programs - District and school administrators will work collaboratively to implement various transitional activities and programs to ease the transition of

students in various grade levels from one grade level to the next and to other schools such as middle school and high school.

Category: Other - Transitional Programs

Activity - Transition Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Open House before school starts, specific grade level orientation meetings, OSR PreK parent/student meeting with Kindergarten teachers, Middle school counselor visit, middle/high school orientation, middle/high school tour and orientation	Other - Student Transition Activities	08/06/2018	05/23/2019	$0	Other	School administrators , counselor, teachers

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
Tier 1	Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects. Provide explicit instruction in comprehension strategies. Provide scaffolding for all students through modeling. Use of graphic organizers the help students organize thinking to better comprehend text. Teachers will utilize the Path Blazer program.	Academic Support Program	08/08/2018	05/23/2019	$0	Teachers, Reading specialist, Adminstration
Tier 2	Students with limited experience, language skills, vocabulary knowledge or who have difficulty with comprehension will be supported in Tier 2. Teachers will provide direct instruction to build background knowledge to understand specific texts; will provide expanded opportunities to learn vocabulary through games, videos, or other activities; expand opportunities to work with text multiple times and/or related text to consolidate new vocabulary and concepts. Teachers will utilize Path Blazer program.	Academic Support Program	08/08/2018	05/23/2019	$0	Teachers, Administration, Reading Specialist
Tier 1 - Teach ARI explicit phonemic awareness and phonics lessons daily	Reading specialist will train all reading teachers in lesson study using the revised ARI modules. Reading specialist will provide follow-up training on multi-sensory strategies for reading teachers. Teachers will document explicit phonemic awareness and phonics instruction through Phonics First lesson plans in K-1. Orton-Gillingham multi-sensory lessons in Grade 2. Multi-syllabic/multi-sensory lessons in 3-5. Administrators will check lesson plans and classroom instruction weekly in all classrooms to monitor implementation. Teach morphology (Greek and Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	08/08/2018	05/23/2019	$0	Teachers, administration, reading specialist.
Math Tier 1 Activities	Utilization of the AMSTI Math kits to supplement and enhance math content and standards. Utilization of math journals to document performance based task. Teachers will implement Number Talks and Investigations curriculum. Teachers will administer the Performance Series test in Fall, Winter, and Spring to identify strengths and weaknesses of students.	Academic Support Program	08/08/2018	05/23/2019	$0	Administrators, Teacher

Tier 2 - Tiered instruction taught daily, based on progress monitoring data	Reading Specialist will collaborate with teachers to identify the need for tiered instruction for each student based on data. Reading Specialist will meet with teachers to determine appropriate instruction for use in Tier 2 intervention. Teachers will document daily Tier 2 intervention for students including topic and materials used. Administrators will check lesson plans and monitor classroom instruction. Student progress will be evaluated in monthly data meetings.	Academic Support Program	08/08/2018	05/23/2019	$0	Administrators, Reading Specialist, Teachers,
Math Tier 3 Activities	Teachers will use suggested learning objectives from Performance Series benchmark tests to develop instruction targeting deficient skill sets among individual students. Documentation of small group lesson plans.	Academic Support Program	08/08/2018	05/23/2019	$0	Teachers, Administrators
Tier 2 - Reading Comprehension	Small group instruction based on individual student needs to increase proficiency with answering Depth of Knowledge questions and constructed response. Small group instruction in grade level sight word vocabulary and morphology.	Academic Support Program	08/08/2017	05/23/2018	$0	Administration, Teachers, Reading Specialist
Tier 3 - Students needing Tier 3 instruction will be provided daily intervention with an appropriate SBRR program	Reading specialist will revisit intervention program training with appropriate teachers. Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored. Progress reports will be sent home on students served on PST. PST will determine next steps as needed for individual students.	Academic Support Program	08/08/2018	05/23/2019	$0	Reading specialist, Teachers, Administration
Increase Student Daily Attendance	Communicate the importance of school attendance to parents by providing articles and information through newsletters, website, and parent meetings. Establish a reward system to recognize individual students, homerooms, and grade levels for reaching specific attendance goals. Involve community stakeholders to present information about attendance in the work force and how it is equally important to establish good attendance habits in school. Counselor will provide monthly lessons on importance of attendance. Establishment of tiered system of parent notifications. Implementation of Rise and Shine program to reduce student tardiness. Follow Limestone County BOE attendance policy as it relates to truant students.	Behavioral Support Program	08/08/2018	05/23/2019	$0	Teachers, Administrators, Counselors, SRO, Attendance Clerk
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Transition Activities	Open House before school starts, specific grade level orientation meetings, OSR PreK parent/student meeting with Kindergarten teachers, Middle school counselor visit, middle/high school orientation, middle/high school tour and orientation	Other - Student Transition Activities	08/06/2018	05/23/2019	$0	School administrators, counselor, teachers
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TIer 3 - Reading Comprehension	Use of SPIRE, Rewards, Sound Sensible in small group instruction with interventionist.	Academic Support Program	08/08/2018	05/23/2019	$49706	Interventionist, Teachers, Administration, Reading Specialist
Learning Support	Reading Specialist and Reading Intervention (Title 1) will hold 30-minute sessions for students that have been screened for dyslexia tendencies. Establishment of Student Support Teams among grade levels to address specific student needs before referring to PST. Use of Title interventionist to support struggling students. Through Title 1 Parental Involvement, offer and conduct classes for parents on learning strategies of core content. Establish school-based learning support teams. Provide additional academic support through intervention programs and personnel to assist students. Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training on PST). Implementation of Peer Helper program and guidance from NOVA Mental Health Services	Academic Support Program	08/08/2018	05/23/2019	$49760	Teachers, Counselor, Administration. Title Interventionist
Tier 3 - Additinal hiring of reading interventionist	Through the use of Title I funds we will hire (3) reading intervention teachers to work with students using SPIRE, Sounds Sensible, Rewards	Academic Support Program	08/08/2018	05/23/2019	$49706	Teachers, Interventionist, Administration, Reading specialist
Tier 1 - Reading Comprehension	Reading teachers will provide explicit instruction in comprehension and vocabulary strategies. Collaborate with content teachers on specific strategies to provide opportunities for students to use specific strategies throughout the day. Document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor evidence of instruction. Teachers will use Comprehension Toolkit.	Academic Support Program	08/08/2018	05/23/2019	$1000	Teachers, Administrators, Instructional Coach
Tier 3	Students significantly below grade level will receive intensive intervention support using approved programs such as Sounds Sensible, SPIRE, and/or Rewards to increase reading proficiency	Academic Support Program	08/08/2018	05/23/2019	$49760	Teachers, Administration, Reading Specialist, Interventionist

Math Tier 2 Activities	Use of Achievement Series pretest to determine flexible groupings based on student needs. Utilization of small group interventions during math block. Purchase and utilize software programs such as Ten Marks, Moby Max, Freckle, Path Blazer, and Front Row for extra practice and remediation. Small group activities coinciding with Investigations series.	Academic Support Program	08/08/2018	05/23/2019	$1000	Teachers, Administration
			Total		$200932	

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 following surveys were administered in April, 2018: Title 1 Parent Survey, Student Inventory Survey, Student Climate and Culture Survey, Student Engagement Survey, Teacher Inventory, Teacher Climate and Culture Survey, and Staff Climate and Culture Survey. Links to the surveys were provided by the district. The vast majority of the student, faculty, and staff surveys were completed at school. A link was placed on the school's website for parents. We also allowed parents to take the survey when visiting the school and at events held after school.	Survey Summary 18/19 Climate/Culture Staff Survey Climate-Culture Teacher Survey Teacher Inventory student engagement Title 1 Parent student inventory climate-culture student

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

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

Areas of Notable Achievement

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

Parent expressed a high degree of satisfaction with the faculty as it relates to teachers are encouraging and interested in their children and their academic progress. Parents feel encouraged to take an active role in their child's education. Students indicated high scores in overall attitude toward teachers in providing support and providing challenging lessons. Faculty and staff indicated high satisfaction rates in clear direction and purpose with a high satisfaction of students learning.

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

The area that is consistent with past surveys is the level of satisfaction that stakeholders feel that they are in integral part of the process and success of our school. Parents and students feel that they are encouraged to become active participants in the education of their children. The school, and its staff, are open and cooperative in developing the relationships needed for their children and the school to succeed in accomplishing its goals.

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

These findings are consistent with the student surveys and faculty surveys. Students feel that teachers are honest and provide opportunities for them to be successful. Students feel that teachers convey a sense of importance to learning. Faculty surveys project a sense of accomplishment in preparing their students and to meet individual needs of students.

Areas in Need of Improvement

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

Surveys indicate that we need to do a better job of communicating certain programs and activities throughout the school year. Another area of low satisfaction among parents and students was the lack of after-school opportunities and activities. There were several low marks related to the after-school activities available to students.

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

Although we have made progress toward parental involvement in certain areas there are still some areas that continue to receive low marks from parents and students. One of the primary areas is the sharing of informational data that is used to improve academic performance.

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

As a school, we will work to form a strong home-school connection through a variety of methods such as forming a strong PTO, providing opportunities during the school day for parent volunteers to work alongside teachers, and conducting curriculum/instructional nights for parents to attend in order to know about instruction and how to help their child with school work. Through our Title I Parental Involvement Plan we will be provide several after school events throughout the year to attract and increase the comfort level of parents for being involved at school.

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

These findings are consistent throughout all the surveys. While we have made progress in improving some relations, there are several areas we need to look at to expand opportunities, create a more flexible schedule, and consider after-school opportunities through the use of student clubs and organizations that will enhance our ability to reach out to the community.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   3.5
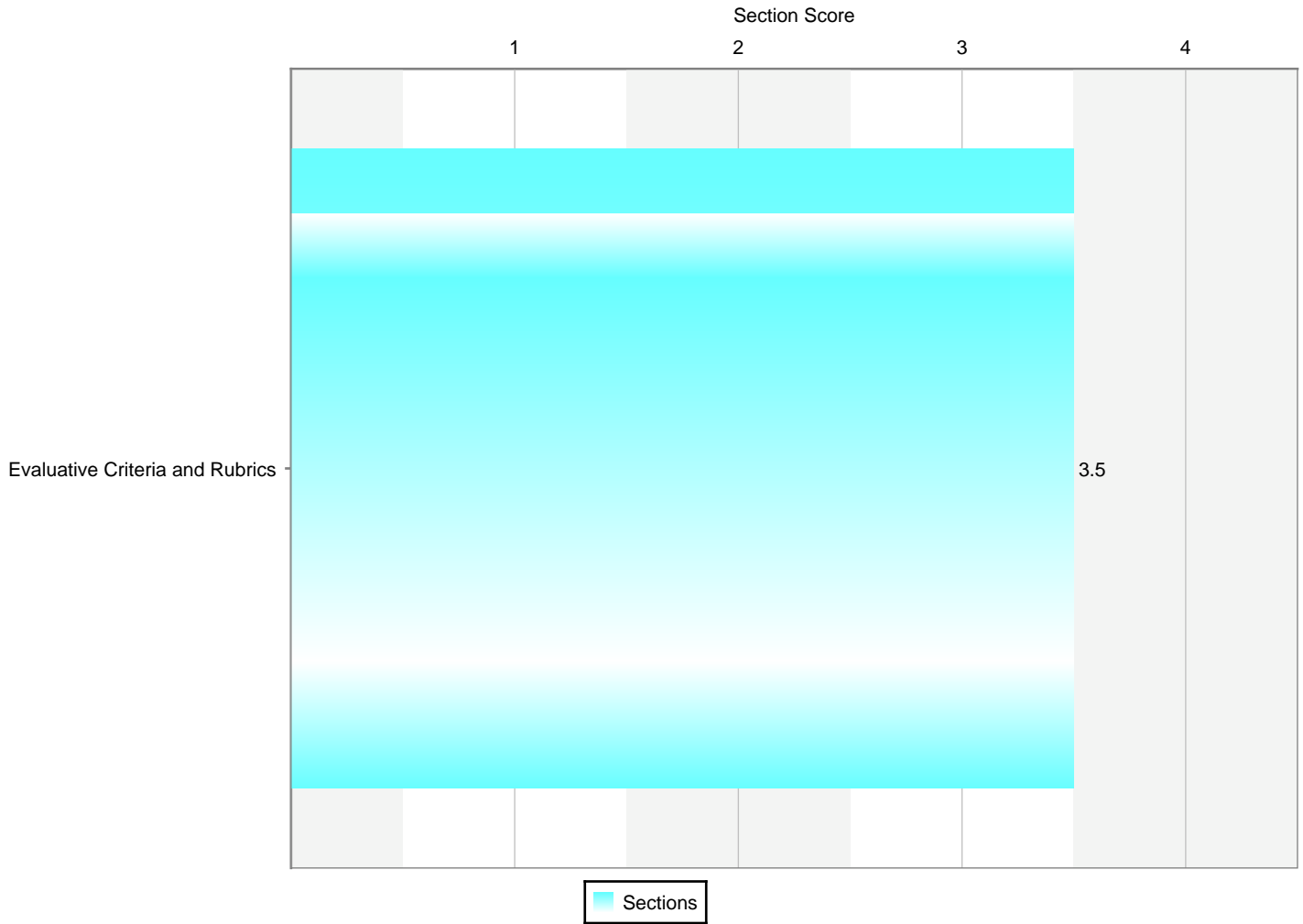
Sections

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The Leadership Team convened in July, 2018 and again in August, 2018 to review and analyze data from a variety of sources. Data reviewed in the planning process included DIBELS, Scantron testing, discipline, attendance, PST referrals, AAA, EL, and AdvancEd surveys. During these initial meetings, preliminary strengths and weaknesses were identified and presents to grade levels for collaborative planning and utilized during data meetings.

What were the results of the comprehensive needs assessment?

DIBELS data indicated that as a school (K-5) we ended 2017-2018 at 66% benchmark. Students in grades K-3 ended 2017-2018 at 63% benchmark. This is a drop from the previous school year of 76%.

On the Scantron, National Percentile Rankings (NPR) were made midyear, but not maintained for end-of-year testing. Our students are not where we would like them to be in terms of the NPR as all grade levels are below the 50th percentile in both reading and math.

On the Scantron Math, 38% of our students met their annual target goal and 45% met their annual target goal in reading. Reading Gains analysis data shows 36% of our students made one year's growth in reading. Math gains analysis shows 30% of our students made one year's growth.

Attendance data indicates 19% of our student population as chronic absent (15 or more days of school).

What conclusions were drawn from the results?

Reading will be a priority focus for 2018-2019. Our goal is to achieve the 80% Core, 15% Strategic, and 5% Intensive on the DIBELS NEXT. Emphasis will be placed on small group and tiered instruction. We need to implement instruction on comprehension, fluency, and vocabulary. We will also place an emphasis on increasing the volume of reading through various programs to encourage reading.

Scantron scores indicate a weakness in reading and math. We will be implementing Path Blazer as a tool to help develop individual learning paths and use for remediation to help students prepare for the Scantron. Teachers will use the achievement series to develop instructional paths for students.

We are concerned and teachers are working with our reading specialist to improve instruction. Teachers have participated in two book studies this year as well which has informed instruction and helped with collaboration. Our teachers have worked with AMSTI instructors. AMSTI has been in our classrooms repeatedly throughout the year helping with implementation in math.

We plan on targeting students who are below average as soon as we begin school. Teachers will be supplied with a list of below average students in their class. Suggested learning objectives will be provided as these are the learning objectives students are closest to making to close achievement gaps. PST student plans will be updated and ready for teacher at the beginning of school so they can begin implementing

the plan immediately. We will provide collaborative planning days for our teachers to work on common assessments/lessons. Instructional Rounds will be used as well to allow teachers to see other classrooms where student engagement is occurring, and help plan for improvement where engagement is lacking. Administrators will also use the ELEOT observation tool to provide immediate instructional feedback to teachers.

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

Cedar Hill is an ARI school and actively implements Best Practices strategies. We are currently completing Year 2 and OGAP training in math and science. We will continue to use the Scantron Performance Series an DIBELS NEXT data to drive instruction while individualizing instruction through the use of progress monitoring.

We continue to experience steady growth. For the 2018-2019 school year we are at approximately 630 students in PreK - 5. We continue to support an active Head Start program and promote an active PTO with emphasis on family engagement.

Our students benefit from a robust physical education program. Students are exposed to the Arts by attending art and music classes.

Technology continues to provide us with a viable means of instruction to connect to today's learner. We continue to provide technological services above and beyond most schools.

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

School goals and objectives were determined by the results of reviews of assessment data from 2017-2018 during Leadership Team meetings, data meetings, faculty grade level meetings, surveys, and informal conversations with faculty and staff.

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

The goals were determined after an analysis of student data from multiple sources: Scantron, DIBELS Next, Star Early Literacy, attendance, discipline, progress monitoring, ELL Access, progress reports, and informal input from teachers.

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

All students are entitled to and receive the care, rights, and opportunities that will enhance their educational experience.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Increase student proficiency in the core academic subject of math

Measurable Objective 1:

collaborate to increase the number of students who demonstrate at least one year's growth in Scantron Math by 5% and increase by 5% the number of students from average low to average high   by 05/23/2019 as measured by comparing 2017-2018 Scantron Math results with 2018-2019 end of year results. .

Strategy1:

Increase student fluency in math facts - Through the explicit instruction of mathematical practices teachers will utilize AMSTI, Investigations, math journals, and Number Talks during instruction. Available software programs such as Ten Marks,Moby Max, Front Row, Freckle, Path Blazer, etc., will be utilized along with small group instruction for remediation. Small group interventions will be utilized during the math block.

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

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html)

Activity - Math Tier 1 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of the AMSTI Math kits to supplement and enhance math content and standards. Utilization of math journals to document performance based task. Teachers will implement Number Talks and Investigations curriculum. Teachers will administer the Performance Series test in Fall, Winter, and Spring to identify strengths and weaknesses of students.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Administrators, Teacher

Activity - Math Tier 2 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Achievement Series pretest to determine flexible groupings based on student needs. Utilization of small group interventions during math block. Purchase and utilize software programs such as Ten Marks, Moby Max, Freckle, Path Blazer, and Front Row for extra practice and remediation. Small group activities coinciding with Investigations series.	Academic Support Program	08/08/2018	05/23/2019	$1000 - Title I Schoolwide	Teachers, Administration

Activity - Math Tier 3 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use suggested learning objectives from Performance Series benchmark tests to develop instruction targeting deficient skill sets among individual students. Documentation of small group lesson plans.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, Administrators

Goal 2:

Provide a system of learning supports that reduces the effects of barriers to student achievement

Measurable Objective 1:

collaborate to decrease the number of students who are chronic absent (15 or more days yearly) by 7% by 05/23/2019 as measured by comparing 2017-2018 end of year attendance data to end of year 2018-2019..

Strategy1:

Increase Student Daily Attendance - Student attendance will be monitored. Identification of students who have chronic attendance issues will be addressed

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as "the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning". Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Todey (http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf)

Activity - Increase Student Daily Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communicate the importance of school attendance to parents by providing articles and information through newsletters, website, and parent meetings. Establish a reward system to recognize individual students, homerooms, and grade levels for reaching specific attendance goals. Involve community stakeholders to present information about attendance in the work force and how it is equally important to establish good attendance habits in school. Counselor will provide monthly lessons on importance of attendance. Establishment of tiered system of parent notifications. Implementation of Rise and Shine program to reduce student tardiness. Follow Limestone County BOE attendance policy as it relates to truant students.	Behavioral Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, Administrators, Counselors, SRO, Attendance Clerk

Measurable Objective 2:

collaborate to reduce the number of students carried over by the Problem Solving Team by 5% by 05/23/2019 as measured by comparing the number of students at the end of 2017-2018 .

Strategy1:

Reduction of PST referrals - Efforts will focus on reducing the number of students carried over by the PST from year to year and decreasing the number of student referrals during the year. .

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as "the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning". Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Todey (http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf)

Activity - Learning Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist and Reading Intervention (Title 1) will hold 30-minute sessions for students that have been screened for dyslexia tendencies. Establishment of Student Support Teams among grade levels to address specific student needs before referring to PST. Use of Title interventionist to support struggling students. Through Title 1 Parental Involvement, offer and conduct classes for parents on learning strategies of core content. Establish school-based learning support teams. Provide additional academic support through intervention programs and personnel to assist students. Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training on PST). Implementation of Peer Helper program and guidance from NOVA Mental Health Services	Academic Support Program	08/08/2018	05/23/2019	$49760 - Title I Schoolwide	Teachers, Counselor, Administration. Title Interventionist

Goal 3:

Increase student proficiency in the core academic subject of reading.

Measurable Objective 1:

increase student growth of students reaching benchmark on DIBELS Next (K-3) by 10% by 05/23/2019 as measured by comparing DIBELS end of year for 2017-2018 with end of year data from 2018-2019..

Strategy1:

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of phonemic awareness, phonics, sight words, and fluency.

Category: Develop/Implement Learning Supports

Research Cited:

Research

Sounds Sensible's instructional design and instructional content align with the findings of the National Reading Panel (2000) and tenets of Reading First. It is explicit and systematic in its instruction of phonological awareness, phonemic awareness and beginning sound/symbol correspondence (phonics). Phonological awareness is initially introduced at the sentence level then moves along the hierarchy to words, syllables and phonemes. Each sound/symbol correspondence is explicitly taught, practiced and then reviewed during the next lesson when one more sound/symbol is introduced. Sounds Sensible focuses on the single consonants and short vowel "a." The sequence of introduction is logical and based on minimal pairs (sounds that are made in the mouth in the same place and manner, but differ on voicing) with the exception of digraphs. Digraphs are not introduced in the Sounds Sensible program; they are introduced in the S.P.I.R.E. program at level 1 with the remaining short vowel sounds. Sounds Sensible is a beginning phonics program and does not include all of the approximately 44 speech sounds and their corresponding grapheme(s). However, multiple practice opportunities are built into the program to allow for mastery of the targeted skills. Florida Center for Reading Research. http://concordspedpac.org/articles/SPIRE-Sounds-Sensible.pdf

Activity - Tier 3 - Students needing Tier 3 instruction will be provided daily intervention with an appropriate SBRR program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will revisit intervention program training with appropriate teachers. Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored. Progress reports will be sent home on students served on PST. PST will determine next steps as needed for individual students.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Reading specialist, Teachers, Administration

Activity - Tier 3 - Additinal hiring of reading interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of Title I funds we will hire (3) reading intervention teachers to work with students using SPIRE, Sounds Sensible, Rewards	Academic Support Program	08/08/2018	05/23/2019	$49706 - Title I Schoolwide	Teachers, Interventionist, Administration, Reading specialist

Activity - Tier 1 - Teach ARI explicit phonemic awareness and phonics lessons daily	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will train all reading teachers in lesson study using the revised ARI modules. Reading specialist will provide follow-up training on multi-sensory strategies for reading teachers. Teachers will document explicit phonemic awareness and phonics instruction through Phonics First lesson plans in K-1. Orton-Gillingham multi-sensory lessons in Grade 2. Multi-syllabic/multi-sensory lessons in 3-5. Administrators will check lesson plans and classroom instruction weekly in all classrooms to monitor implementation. Teach morphology (Greek and Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, administration, reading specialist.

Activity - Tier 2 - Tiered instruction taught daily, based on progress monitoring data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will collaborate with teachers to identify the need for tiered instruction for each student based on data. Reading Specialist will meet with teachers to determine appropriate instruction for use in Tier 2 intervention. Teachers will document daily Tier 2 intervention for students including topic and materials used. Administrators will check lesson plans and monitor classroom instruction. Student progress will be evaluated in monthly data meetings.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Administrators, Reading Specialist, Teachers,

Strategy2:

Improve Reading Comprehension - Improve vocabulary and reading comprehension through read-alouds with think-alouds, and explicit

instruction in comprehension and vocabulary strategies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with limited experience, language skills, vocabulary knowledge or who have difficulty with comprehension will be supported in Tier 2. Teachers will provide direct instruction to build background knowledge to understand specific texts; will provide expanded opportunities to learn vocabulary through games, videos, or other activities; expand opportunities to work with text multiple times and/or related text to consolidate new vocabulary and concepts. Teachers will utilize Path Blazer program.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, Administration, Reading Specialist

Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students significantly below grade level will receive intensive intervention support using approved programs such as Sounds Sensible, SPIRE, and/or Rewards to increase reading proficiency	Academic Support Program	08/08/2018	05/23/2019	$49760 - Title I Schoolwide	Teachers, Administration, Reading Specialist, Interventionist

Activity - Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects. Provide explicit instruction in comprehension strategies. Provide scaffolding for all students through modeling. Use of graphic organizers the help students organize thinking to better comprehend text. Teachers will utilize the Path Blazer program.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, Reading specialist, Adminstration

Measurable Objective 2:

collaborate to increase the percentage of students who improve of Scantron Reading by at least one year's growth by 5% and increase the number of students from Quartile 2 to Quartile 3 by 5% by by 05/23/2019 as measured by comparing 2017-2018 Performance Reading data with 2018-2019..

Strategy1:

Reading Comprehension - Students will learn specific comprehension and vocabulary strategies for non-fiction text which will be practiced in all content areas.

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

Research Cited: W. R. Daggett of the International Center for Leadership in Education (2005) asserts that secondary schools can no longer afford to teach only a discrete set of facts, but instead must teach students how to think. It is insufficient to teach students how to do things by rote; now schools must teach people how to do things with deeper levels of understanding. He recommends that school work that most benefits students is that which revolves around high levels of cognitive knowledge applied to real-world situations, that is academic rigor applied in open-ended relevant and unpredictable ways. Daggett advises educators to use the Rigor/Relevance Framework to move beyond the what of curriculum to the how of instruction. Students will learn more and work harder if the content is related to something they already know something about and are interested in, he contends. Rigor and Relevance Handbook (p. 2), International Center for Leadership in Education (2002). (http://files.eric.ed.gov/fulltext/ED492963.pdf(http://files.eric.ed.gov/fulltext/ED492963.pdf)

Activity - Tier 1 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide explicit instruction in comprehension and vocabulary strategies. Collaborate with content teachers on specific strategies to provide opportunities for students to use specific strategies throughout the day. Document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor evidence of instruction. Teachers will use Comprehension Toolkit.	Academic Support Program	08/08/2018	05/23/2019	$1000 - Title I Schoolwide	Teachers, Administrators, Instructional Coach

Activity - Tier 2 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction based on individual student needs to increase proficiency with answering Depth of Knowledge questions and constructed response. Small group instruction in grade level sight word vocabulary and morphology.	Academic Support Program	08/08/2017	05/23/2018	$0 - No Funding Required	Administration, Teachers, Reading Specialist

Activity - Tier 3 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of SPIRE, Rewards, Sound Sensible in small group instruction with interventionist.	Academic Support Program	08/08/2018	05/23/2019	$49706 - Title I Schoolwide	Interventionist, Teachers, Administration, Reading Specialist

Goal 4:

Provide transition support to students transitioning grade levels and schools

Measurable Objective 1:

collaborate to provide a formal support system for all students transitioning grade levels and schools   by 05/22/2019 as measured by assuring all students have access to transitioning activities/ programs.

Strategy1:

Transitional Programs - District and school administrators will work collaboratively to implement various transitional activities and programs to ease the transition of students in various grade levels from one grade level to the next and to other schools such as middle school and high school.

Category: Other - Transitional Programs

Research Cited:

Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open House before school starts, specific grade level orientation meetings, OSR PreK parent/student meeting with Kindergarten teachers, Middle school counselor visit, middle/high school orientation, middle/high school tour and orientation	Other - Student Transition Activities	08/06/2018	05/23/2019	$0 - Other	School administrators, counselor, teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Increase student proficiency in the core academic subject of math

Measurable Objective 1:

collaborate to increase the number of students who demonstrate at least one year's growth in Scantron Math by 5% and increase by 5% the number of students from average low to average high   by 05/23/2019 as measured by comparing 2017-2018 Scantron Math results with 2018-2019 end of year results. .

Strategy1:

Increase student fluency in math facts - Through the explicit instruction of mathematical practices teachers will utilize AMSTI, Investigations, math journals, and Number Talks during instruction. Available software programs such as Ten Marks,Moby Max, Front Row, Freckle, Path Blazer, etc., will be utilized along with small group instruction for remediation. Small group interventions will be utilized during the math block.

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

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html)

Activity - Math Tier 1 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of the AMSTI Math kits to supplement and enhance math content and standards. Utilization of math journals to document performance based task. Teachers will implement Number Talks and Investigations curriculum. Teachers will administer the Performance Series test in Fall, Winter, and Spring to identify strengths and weaknesses of students.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Administrators, Teacher

Activity - Math Tier 3 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use suggested learning objectives from Performance Series benchmark tests to develop instruction targeting deficient skill sets among individual students. Documentation of small group lesson plans.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, Administrators

Activity - Math Tier 2 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Achievement Series pretest to determine flexible groupings based on student needs. Utilization of small group interventions during math block. Purchase and utilize software programs such as Ten Marks, Moby Max, Freckle, Path Blazer, and Front Row for extra practice and remediation. Small group activities coinciding with Investigations series.	Academic Support Program	08/08/2018	05/23/2019	$1000 - Title I Schoolwide	Teachers, Administration

Goal 2:

Increase student proficiency in the core academic subject of reading.

Measurable Objective 1:

increase student growth of students reaching benchmark on DIBELS Next (K-3) by 10% by 05/23/2019 as measured by comparing DIBELS end of year for 2017-2018 with end of year data from 2018-2019..

Strategy1:

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of phonemic awareness, phonics, sight words, and fluency.

Category: Develop/Implement Learning Supports

Research Cited:

Research

Sounds Sensible's instructional design and instructional content align with the findings of the National Reading Panel (2000) and tenets of Reading First. It is explicit and systematic in its instruction of phonological awareness, phonemic awareness and beginning sound/symbol correspondence (phonics). Phonological awareness is initially introduced at the sentence level then moves along the hierarchy to words, syllables and phonemes. Each sound/symbol correspondence is explicitly taught, practiced and then reviewed during the next lesson when one more sound/symbol is introduced. Sounds Sensible focuses on the single consonants and short vowel "a." The sequence of introduction is logical and based on minimal pairs (sounds that are made in the mouth in the same place and manner, but differ on voicing) with the exception of digraphs. Digraphs are not introduced in the Sounds Sensible program; they are introduced in the S.P.I.R.E. program at level 1 with the remaining short vowel sounds. Sounds Sensible is a beginning phonics program and does not include all of the approximately 44 speech sounds and their corresponding grapheme(s). However, multiple practice opportunities are built into the program to allow for mastery of the targeted skills. Florida Center for Reading Research. http://concordspedpac.org/articles/SPIRE-Sounds-Sensible.pdf

Activity - Tier 1 - Teach ARI explicit phonemic awareness and phonics lessons daily	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will train all reading teachers in lesson study using the revised ARI modules. Reading specialist will provide follow-up training on multi-sensory strategies for reading teachers. Teachers will document explicit phonemic awareness and phonics instruction through Phonics First lesson plans in K-1. Orton-Gillingham multi-sensory lessons in Grade 2. Multi-syllabic/multi-sensory lessons in 3-5. Administrators will check lesson plans and classroom instruction weekly in all classrooms to monitor implementation. Teach morphology (Greek and Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, administration, reading specialist.

Activity - Tier 3 - Students needing Tier 3 instruction will be provided daily intervention with an appropriate SBRR program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will revisit intervention program training with appropriate teachers. Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored. Progress reports will be sent home on students served on PST. PST will determine next steps as needed for individual students.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Reading specialist, Teachers, Administration

Activity - Tier 2 - Tiered instruction taught daily, based on progress monitoring data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will collaborate with teachers to identify the need for tiered instruction for each student based on data. Reading Specialist will meet with teachers to determine appropriate instruction for use in Tier 2 intervention. Teachers will document daily Tier 2 intervention for students including topic and materials used. Administrators will check lesson plans and monitor classroom instruction. Student progress will be evaluated in monthly data meetings.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Administrators, Reading Specialist, Teachers,

Activity - Tier 3 - Additinal hiring of reading interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of Title I funds we will hire (3) reading intervention teachers to work with students using SPIRE, Sounds Sensible, Rewards	Academic Support Program	08/08/2018	05/23/2019	$49706 - Title I Schoolwide	Teachers, Interventionist, Administration, Reading specialist

Strategy2:

Improve Reading Comprehension - Improve vocabulary and reading comprehension through read-alouds with think-alouds, and explicit

instruction in comprehension and vocabulary strategies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects. Provide explicit instruction in comprehension strategies. Provide scaffolding for all students through modeling. Use of graphic organizers the help students organize thinking to better comprehend text. Teachers will utilize the Path Blazer program.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, Reading specialist, Adminstration

Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students significantly below grade level will receive intensive intervention support using approved programs such as Sounds Sensible, SPIRE, and/or Rewards to increase reading proficiency	Academic Support Program	08/08/2018	05/23/2019	$49760 - Title I Schoolwide	Teachers, Administration, Reading Specialist, Interventionist

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with limited experience, language skills, vocabulary knowledge or who have difficulty with comprehension will be supported in Tier 2. Teachers will provide direct instruction to build background knowledge to understand specific texts; will provide expanded opportunities to learn vocabulary through games, videos, or other activities; expand opportunities to work with text multiple times and/or related text to consolidate new vocabulary and concepts. Teachers will utilize Path Blazer program.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, Administration, Reading Specialist

Measurable Objective 2:

collaborate to increase the percentage of students who improve of Scantron Reading by at least one year's growth by 5% and increase the number of students from Quartile 2 to Quartile 3 by 5% by by 05/23/2019 as measured by comparing 2017-2018 Performance Reading data with 2018-2019..

Strategy1:

Reading Comprehension - Students will learn specific comprehension and vocabulary strategies for non-fiction text which will be practiced in all content areas.

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

Research Cited: W. R. Daggett of the International Center for Leadership in Education (2005) asserts that secondary schools can no longer afford to teach only a discrete set of facts, but instead must teach students how to think. It is insufficient to teach students how to do things by rote; now schools must teach people how to do things with deeper levels of understanding. He recommends that school work that most benefits students is that which revolves around high levels of cognitive knowledge applied to real-world situations, that is academic rigor applied in open-ended relevant and unpredictable ways. Daggett advises educators to use the Rigor/Relevance Framework to move beyond the what of curriculum to the how of instruction. Students will learn more and work harder if the content is related to something they already know something about and are interested in, he contends. Rigor and Relevance Handbook (p. 2), International Center for Leadership in Education (2002). (http://files.eric.ed.gov/fulltext/ED492963.pdf(http://files.eric.ed.gov/fulltext/ED492963.pdf)

Activity - Tier 2 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction based on individual student needs to increase proficiency with answering Depth of Knowledge questions and constructed response. Small group instruction in grade level sight word vocabulary and morphology.	Academic Support Program	08/08/2017	05/23/2018	$0 - No Funding Required	Administration, Teachers, Reading Specialist

Activity - Tier 1 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide explicit instruction in comprehension and vocabulary strategies. Collaborate with content teachers on specific strategies to provide opportunities for students to use specific strategies throughout the day. Document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor evidence of instruction. Teachers will use Comprehension Toolkit.	Academic Support Program	08/08/2018	05/23/2019	$1000 - Title I Schoolwide	Teachers, Administrators, Instructional Coach

Activity - TIer 3 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of SPIRE, Rewards, Sound Sensible in small group instruction with interventionist.	Academic Support Program	08/08/2018	05/23/2019	$49706 - Title I Schoolwide	Interventionist, Teachers, Administration, Reading Specialist

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Provide a system of learning supports that reduces the effects of barriers to student achievement

Measurable Objective 1:

collaborate to decrease the number of students who are chronic absent (15 or more days yearly) by 7% by 05/23/2019 as measured by comparing 2017-2018 end of year attendance data to end of year 2018-2019..

Strategy1:

Increase Student Daily Attendance - Student attendance will be monitored. Identification of students who have chronic attendance issues will be addressed

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as "the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning". Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Todey (http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf)

Activity - Increase Student Daily Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communicate the importance of school attendance to parents by providing articles and information through newsletters, website, and parent meetings. Establish a reward system to recognize individual students, homerooms, and grade levels for reaching specific attendance goals. Involve community stakeholders to present information about attendance in the work force and how it is equally important to establish good attendance habits in school. Counselor will provide monthly lessons on importance of attendance. Establishment of tiered system of parent notifications. Implementation of Rise and Shine program to reduce student tardiness. Follow Limestone County BOE attendance policy as it relates to truant students.	Behavioral Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, Administrators, Counselors, SRO, Attendance Clerk

Measurable Objective 2:

collaborate to reduce the number of students carried over by the Problem Solving Team by 5% by 05/23/2019 as measured by comparing the number of students at the end of 2017-2018 .

Strategy1:

Reduction of PST referrals - Efforts will focus on reducing the number of students carried over by the PST from year to year and decreasing the number of student referrals during the year. .

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as "the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning". Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school

programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Todey (http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf)

Activity - Learning Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist and Reading Intervention (Title 1) will hold 30-minute sessions for students that have been screened for dyslexia tendencies. Establishment of Student Support Teams among grade levels to address specific student needs before referring to PST. Use of Title interventionist to support struggling students. Through Title 1 Parental Involvement, offer and conduct classes for parents on learning strategies of core content. Establish school-based learning support teams. Provide additional academic support through intervention programs and personnel to assist students. Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training on PST). Implementation of Peer Helper program and guidance from NOVA Mental Health Services	Academic Support Program	08/08/2018	05/23/2019	$49760 - Title I Schoolwide	Teachers, Counselor, Administration. Title Interventionist

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

Goal 1:
Increase student proficiency in the core academic subject of math

Measurable Objective 1:
collaborate to increase the number of students who demonstrate at least one year's growth in Scantron Math by 5% and increase by 5% the number of students from average low to average high   by 05/23/2019 as measured by comparing 2017-2018 Scantron Math results with 2018-2019 end of year results. .

Strategy1:
Increase student fluency in math facts - Through the explicit instruction of mathematical practices teachers will utilize AMSTI, Investigations, math journals, and Number Talks during instruction. Available software programs such as Ten Marks,Moby Max, Front Row, Freckle, Path Blazer, etc., will be utilized along with small group instruction for remediation. Small group interventions will be utilized during the math block.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is

used (Hamilton et al., 2009). (http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html)

Activity - Math Tier 3 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use suggested learning objectives from Performance Series benchmark tests to develop instruction targeting deficient skill sets among individual students. Documentation of small group lesson plans.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, Administrators

Activity - Math Tier 2 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Achievement Series pretest to determine flexible groupings based on student needs. Utilization of small group interventions during math block. Purchase and utilize software programs such as Ten Marks, Moby Max, Freckle, Path Blazer, and Front Row for extra practice and remediation. Small group activities coinciding with Investigations series.	Academic Support Program	08/08/2018	05/23/2019	$1000 - Title I Schoolwide	Teachers, Administration

Activity - Math Tier 1 Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilization of the AMSTI Math kits to supplement and enhance math content and standards. Utilization of math journals to document performance based task. Teachers will implement Number Talks and Investigations curriculum. Teachers will administer the Performance Series test in Fall, Winter, and Spring to identify strengths and weaknesses of students.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Administrators, Teacher

Goal 2:

Provide a system of learning supports that reduces the effects of barriers to student achievement

Measurable Objective 1:

collaborate to reduce the number of students carried over by the Problem Solving Team by 5% by 05/23/2019 as measured by comparing the number of students at the end of 2017-2018 .

Strategy1:

Reduction of PST referrals - Efforts will focus on reducing the number of students carried over by the PST from year to year and decreasing the number of student referrals during the year. .

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as "the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning". Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch

programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Todey (http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf)

Activity - Learning Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist and Reading Intervention (Title 1) will hold 30-minute sessions for students that have been screened for dyslexia tendencies. Establishment of Student Support Teams among grade levels to address specific student needs before referring to PST. Use of Title interventionist to support struggling students. Through Title 1 Parental Involvement, offer and conduct classes for parents on learning strategies of core content. Establish school-based learning support teams. Provide additional academic support through intervention programs and personnel to assist students. Provide training to school staff to better serve the needs of students (PLC's, book studies on poverty, training on PST). Implementation of Peer Helper program and guidance from NOVA Mental Health Services	Academic Support Program	08/08/2018	05/23/2019	$49760 - Title I Schoolwide	Teachers, Counselor, Administration. Title Interventionist

Measurable Objective 2:

collaborate to decrease the number of students who are chronic absent (15 or more days yearly) by 7% by 05/23/2019 as measured by comparing 2017-2018 end of year attendance data to end of year 2018-2019..

Strategy1:

Increase Student Daily Attendance - Student attendance will be monitored. Identification of students who have chronic attendance issues will be addressed

Category: Develop/Implement Learning Supports

Research Cited: Dr. Howard Adelman and Dr. Linda Taylor from the Center for Mental Health in Schools at UCLA define learning supports as "the many programs, services, practices, and strategies that are already in place in schools that are, by their very nature, designed to support student learning". Everyday activities designed to support learning occur as a matter of routine in most schools. Breakfast and lunch programs, nursing services, guidance and counseling programs, anti-bullying and violence efforts, substance abuse prevention, after school programs, family involvement efforts, mental health services, social events, experiential programs, are all designed to overcome barriers or enhance the learning experience. Providing Learning Supports through School/Community Collaborations by Jane Todey (http://www.narmh.org/publications/notes/narmhnotes_fall2009.pdf)

Activity - Increase Student Daily Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communicate the importance of school attendance to parents by providing articles and information through newsletters, website, and parent meetings. Establish a reward system to recognize individual students, homerooms, and grade levels for reaching specific attendance goals. Involve community stakeholders to present information about attendance in the work force and how it is equally important to establish good attendance habits in school. Counselor will provide monthly lessons on importance of attendance. Establishment of tiered system of parent notifications. Implementation of Rise and Shine program to reduce student tardiness. Follow Limestone County BOE attendance policy as it relates to truant students.	Behavioral Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, Administrators, Counselors, SRO, Attendance Clerk

Goal 3:

Increase student proficiency in the core academic subject of reading.

Measurable Objective 1:

increase student growth of students reaching benchmark on DIBELS Next (K-3) by 10% by 05/23/2019 as measured by comparing DIBELS end of year for 2017-2018 with end of year data from 2018-2019..

Strategy1:

Improve student proficiency in reading - Improve reading through a focus on foundational reading, including the explicit instruction of phonemic awareness, phonics, sight words, and fluency.

Category: Develop/Implement Learning Supports

Research Cited:

Research

Sounds Sensible's instructional design and instructional content align with the findings of the National Reading Panel (2000) and tenets of Reading First. It is explicit and systematic in its instruction of phonological awareness, phonemic awareness and beginning sound/symbol correspondence (phonics). Phonological awareness is initially introduced at the sentence level then moves along the hierarchy to words, syllables and phonemes. Each sound/symbol correspondence is explicitly taught, practiced and then reviewed during the next lesson when one more sound/symbol is introduced. Sounds Sensible focuses on the single consonants and short vowel "a." The sequence of introduction is logical and based on minimal pairs (sounds that are made in the mouth in the same place and manner, but differ on voicing) with the exception of digraphs. Digraphs are not introduced in the Sounds Sensible program; they are introduced in the S.P.I.R.E. program at level 1 with the remaining short vowel sounds. Sounds Sensible is a beginning phonics program and does not include all of the approximately 44 speech sounds and their corresponding grapheme(s). However, multiple practice opportunities are built into the program to allow for mastery of the targeted skills. Florida Center for Reading Research. http://concordspedpac.org/articles/SPIRE-Sounds-Sensible.pdf

Activity - Tier 1 - Teach ARI explicit phonemic awareness and phonics lessons daily	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will train all reading teachers in lesson study using the revised ARI modules. Reading specialist will provide follow-up training on multi-sensory strategies for reading teachers. Teachers will document explicit phonemic awareness and phonics instruction through Phonics First lesson plans in K-1. Orton-Gillingham multi-sensory lessons in Grade 2. Multi-syllabic/multi-sensory lessons in 3-5. Administrators will check lesson plans and classroom instruction weekly in all classrooms to monitor implementation. Teach morphology (Greek and Latin roots) and sight words based on the system K-5 continuum.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, administration, reading specialist.

Activity - Tier 2 - Tiered instruction taught daily, based on progress monitoring data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will collaborate with teachers to identify the need for tiered instruction for each student based on data. Reading Specialist will meet with teachers to determine appropriate instruction for use in Tier 2 intervention. Teachers will document daily Tier 2 intervention for students including topic and materials used. Administrators will check lesson plans and monitor classroom instruction. Student progress will be evaluated in monthly data meetings.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Administrators, Reading Specialist, Teachers,

Activity - Tier 3 - Additinal hiring of reading interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of Title I funds we will hire (3) reading intervention teachers to work with students using SPIRE, Sounds Sensible, Rewards	Academic Support Program	08/08/2018	05/23/2019	$49706 - Title I Schoolwide	Teachers, Interventionist, Administration, Reading specialist

Activity - Tier 3 - Students needing Tier 3 instruction will be provided daily intervention with an appropriate SBRR program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will revisit intervention program training with appropriate teachers. Intervention will be conducted on a daily basis and monitored monthly during data meetings. Documentation of intervention will be kept by teachers and monitored. Progress reports will be sent home on students served on PST. PST will determine next steps as needed for individual students.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Reading specialist, Teachers, Administration

Strategy2:

Improve Reading Comprehension - Improve vocabulary and reading comprehension through read-alouds with think-alouds, and explicit

instruction in comprehension and vocabulary strategies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with limited experience, language skills, vocabulary knowledge or who have difficulty with comprehension will be supported in Tier 2. Teachers will provide direct instruction to build background knowledge to understand specific texts; will provide expanded opportunities to learn vocabulary through games, videos, or other activities; expand opportunities to work with text multiple times and/or related text to consolidate new vocabulary and concepts. Teachers will utilize Path Blazer program.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, Administration, Reading Specialist

Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students significantly below grade level will receive intensive intervention support using approved programs such as Sounds Sensible, SPIRE, and/or Rewards to increase reading proficiency	Academic Support Program	08/08/2018	05/23/2019	$49760 - Title I Schoolwide	Teachers, Administration, Reading Specialist, Interventionist

Activity - Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects. Provide explicit instruction in comprehension strategies. Provide scaffolding for all students through modeling. Use of graphic organizers the help students organize thinking to better comprehend text. Teachers will utilize the Path Blazer program.	Academic Support Program	08/08/2018	05/23/2019	$0 - No Funding Required	Teachers, Reading specialist, Adminstration

Measurable Objective 2:

collaborate to increase the percentage of students who improve of Scantron Reading by at least one year's growth by 5% and increase the number of students from Quartile 2 to Quartile 3 by 5% by by 05/23/2019 as measured by comparing 2017-2018 Performance Reading data with 2018-2019..

Strategy1:

Reading Comprehension - Students will learn specific comprehension and vocabulary strategies for non-fiction text which will be practiced in all content areas.

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

Research Cited: W. R. Daggett of the International Center for Leadership in Education (2005) asserts that secondary schools can no longer afford to teach only a discrete set of facts, but instead must teach students how to think. It is insufficient to teach students how to do things by rote; now schools must teach people how to do things with deeper levels of understanding. He recommends that school work that most benefits students is that which revolves around high levels of cognitive knowledge applied to real-world situations, that is academic rigor applied in open-ended relevant and unpredictable ways. Daggett advises educators to use the Rigor/Relevance Framework to move beyond the what of curriculum to the how of instruction. Students will learn more and work harder if the content is related to something they already know something about and are interested in, he contends. Rigor and Relevance Handbook (p. 2), International Center for Leadership in Education (2002). (http://files.eric.ed.gov/fulltext/ED492963.pdf(http://files.eric.ed.gov/fulltext/ED492963.pdf)

Activity - Tier 2 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction based on individual student needs to increase proficiency with answering Depth of Knowledge questions and constructed response. Small group instruction in grade level sight word vocabulary and morphology.	Academic Support Program	08/08/2017	05/23/2018	$0 - No Funding Required	Administration, Teachers, Reading Specialist

Activity - TIer 3 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of SPIRE, Rewards, Sound Sensible in small group instruction with interventionist.	Academic Support Program	08/08/2018	05/23/2019	$49706 - Title I Schoolwide	Interventionist, Teachers, Administration, Reading Specialist

Activity - Tier 1 - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide explicit instruction in comprehension and vocabulary strategies. Collaborate with content teachers on specific strategies to provide opportunities for students to use specific strategies throughout the day. Document strategies in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor evidence of instruction. Teachers will use Comprehension Toolkit.	Academic Support Program	08/08/2018	05/23/2019	$1000 - Title I Schoolwide	Teachers, Administrators, Instructional Coach

Goal 4:

Provide transition support to students transitioning grade levels and schools

Measurable Objective 1:

collaborate to provide a formal support system for all students transitioning grade levels and schools   by 05/22/2019 as measured by assuring all students have access to transitioning activities/ programs.

Strategy1:

Transitional Programs - District and school administrators will work collaboratively to implement various transitional activities and programs to ease the transition of students in various grade levels from one grade level to the next and to other schools such as middle school and high school.

Category: Other - Transitional Programs

Research Cited:

Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open House before school starts, specific grade level orientation meetings, OSR PreK parent/student meeting with Kindergarten teachers, Middle school counselor visit, middle/high school orientation, middle/high school tour and orientation	Other - Student Transition Activities	08/06/2018	05/23/2019	$0 - Other	School administrators, counselor, teachers

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

School correspondence is made available in language parents understand if needed. Interpreters are scheduled to attend conferences with parents during parent-teacher conferences if requested. All printed materials are translated and printed in the parent's native language if known beforehand. Working with the ELL teacher we are able to identify the individual needs of the families.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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	All paraprofessionals have met the state requirements.	

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes	All instructional staff at Cedar Hill are certified as "Highly Qualified."	

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

All staffing begins with a review of applicants utilizing the Search Soft - Teach in Alabama website. The website allows for searches from applicants from across the nation. Only applicants that meet certification and highly qualified status are selected for consideration. Selected candidates are interviewed by the local school. The principal, or an interview committee, is utilized to interview prospective applicants. Selected individuals are then submitted to Human Resources to seek Superintendent request to add to board agenda.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

Teacher turnover is less than 1%. During the past year, we lost one Kindergarten teacher due to relocation.

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

All teachers are highly qualified. Approximately 60% have a Master's Degree. We have one teacher with an Ed.S.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

We will follow the guidelines as it relates to the Limestone County Board of Education hiring policies.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Data during data meetings and results from testing on DIBELS NEXT and Scantron Performance Series dictates professional learning opportunities that are offered. Several activities have been utilized. Training on Sounds Sensible, SPIRE, REWARDS, Orton-Gillingham multi-sensory lessons and Phonics First are PD opportunities we have implemented. We currently are proceeding in AMSTI Math and Science with OGAP. Several of our staff have been trained in Number Talks. All teachers have received training in the revised ARI modules.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Sounds Sensible, Phonics First, AMSTI, ARI foundational reading modules, SPIRE, Rewards, Orton-Gillingham multi-sensory, Pathblazer, Wonders Reading, Renaissance (AR360 and Star 360) Edgenuity

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

Cedar Hill Elementary participates in the District's mentoring program. New teachers are placed with the mentor who works to assure that the new teacher gets off to positive start. Monthly meetings are conducted between the new teacher and mentor. The mentor maintains documentation and reviews with the District's Mentoring Coordinator. New teachers also attend New Teacher Academy at the beginning of the school year.

Describe how all professional development is "sustained and ongoing."

Many strategies are employed to identify professional development needs at Cedar Hill Elementary. The school faculty plays a role in identifying professional development needs and the school administrator works with district level administrators to ensure that all professional development is aligned with the district's strategic plan. Professional development opportunities are designed to maximize time and expenditures. All professional development must be high-quality and classroom focused in order to have a lasting impact on student and teacher performance. Funding from the district is provided to each school, regardless of whether the state allocates fund or not, to focus on professional growth of teachers that will impact student achievement. The district has built in 1/2 day and full day professional development to allow for it to ongoing and embedded.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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 and/or high school to college/work force.

Goal 1:

Provide transition support to students transitioning grade levels and schools

Measurable Objective 1:

collaborate to provide a formal support system for all students transitioning grade levels and schools   by 05/22/2019 as measured by assuring all students have access to transitioning activities/ programs.

Strategy1:

Transitional Programs - District and school administrators will work collaboratively to implement various transitional activities and programs to ease the transition of students in various grade levels from one grade level to the next and to other schools such as middle school and high school.

Category: Other - Transitional Programs

Research Cited:

Activity - Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open House before school starts, specific grade level orientation meetings, OSR PreK parent/student meeting with Kindergarten teachers, Middle school counselor visit, middle/high school orientation, middle/high school tour and orientation	Other - Student Transition Activities	08/06/2018	05/23/2019	$0 - Other	School administrators, counselor, teachers

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

We meet at the beginning of year for teachers to analyze data from Scantron and DIBELS for their incoming students to identify strengths and weaknesses of individual students. We also use this data to determine class placement over the summer. During this initial meeting, teachers will have the opportunity to review the previous year's data to see patterns in specific skill areas. These findings allow teachers to make decisions about their instructional techniques.

We conduct regular data meetings. During these data meetings, we analyze and interpret data that has potential to maximize instructional practices and student achievement. Teachers are encouraged to offed solutions on instructional strategies and to collaborative plan instruction based on the findings.

Teachers are trained to interpret Scantron results and create reports that are beneficial to their instruction. Teachers have a common planning time to allow for grade-level planning. Teachers serve on various district-wide and school-wide committees. Our district has provided professional days throughout the school year in which teachers can receive professional development, can plan collaborative with other schools, and conduct vertical planning sessions.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

We have developed a strategic plan for identifying students experiencing difficulty mastering state standards. Student data is analyzed from multiple assessments given throughout the year to determine students experiencing difficulty in mastering standards. Renaissance Star Early Literacy is given three times a year to students in K-1. Scantron Math and Reading are administered to students in grade 2-5 to determine students needs in math and reading. DIBELS NEXT universal screener is given three times per year to determine students in need of support in the area of reading in grades K-3. Teachers may also use Achievement Series pretest and posttest relative to standards taught in classroom units to determine areas in need of support. Teachers monitor student performance each week to adjust instruction and seek additional support as needed. Students consistently not meeting goals are referred to the SST (student support team) for additional support. This team consists of grade level teachers, which determine strategies that might benefit and support learning for struggling students. Monthly data meetings with grade levels are conducted to review the data and make instructional modifications based on the needs of the students as identified by the data.

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?

Teachers adjust instruction regularly to meet the demands of increased rigor in math and reading. Students with the greatest needs of additional support to master the achievement assessment standards at an advanced or proficient level receive additional instructional support (Tier II and III) from the classroom teacher, Title interventionist, or Instructional Coach. Throughout the school year students are identified through benchmark assessments. Once baseline data is determined, students considered in need of strategic or intensive intervention are identified. Our identified students receive customized instruction with our classroom teachers and Title 1 intervention specialists in a one-on-one or small group setting. These students are progress monitored weekly or bi-weekly to assess growth toward proficiency of the standards. If it is determined that the interventions have been successful and the student reaches benchmark, then that student is released from additional supports. If it is determined that the student is not making progress, a referral is made to our problem solving team (PST team). This team consists of the school counselor, reading coach, general education teacher, and administrator. The PST team looks at strategies already implemented, then determines new goals based on current and relevant data such as, assessments, classroom performance, and suggested learning objectives from Performance Series data. An intervention plan is written and implemented for eight weeks with monitoring done periodically throughout .

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.

Some teachers offer to stay beyond the school day to offer support and guidance to students needing additional learning opportunities. The reading coach offers a "Parent University" for parents to learn a variety of techniques to help their child achieve academic success. There is also a parent resource center available for parent use. We also offer special events throughout the year such as "Polar Express" (literacy)

and a Math Night to encourage and expose parents to the curriculum. We work closely with local day care centers and the local Boys and Girls Club to provide opportunities for instructional support.

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.

Cedar Hill Elementary provides many opportunities to help all students work through challenges they may face. At this time we do not have students who are migrant. Each new student receives a Home Language Survey, which is available in Spanish as well as English. If the survey indicates a language other than English, the student will be evaluated for ELL programs. The parents will be notified, in their home language, that his/her child may qualify for ELL services and that further testing will be necessary. After receiving a signed parental permission to test, the student's English Proficiency will be evaluated using the ACCESS screener. This process is completed in a timely manner. Parents will be notified of results and the qualifying status for the ELL program. The parents will be invited to attend the ELL Committee Placement Meeting, at which time, a recommendation based on the ACCESS results and teacher input, will be made as to whether a student will be placed in the program and what type of services might best meet the needs of the student. All notices of parent meetings are sent to non-English speaking parents in a language that they can understand. Individual academic assessments and interpretation of those results will be interpreted for parents in a language they can understand through the assistance of our ELL specialist and translators available through the Limestone County School System.

Students who are identified as homeless, and/or, in some cases, neglected/delinquent/disadvantaged situations will be immediately enrolled in school despite their unstable housing situation and despite their inability to produce documents ordinarily required of students who have permanent residence. They will receive assistance in procuring school records, and will be allowed to stay in the school they attended when they became homeless or the school in which they were last enrolled. They will receive free school nutrition and may receive referrals to medical, mental health, dental and other appropriate services. They may also receive assistance in acquiring school supplies, standard dress, backpacks, and other provisions needed to succeed in school.

Evaluations for special education services are conducted through a referral process. If the eligibility process reveals a true referral, notices are sent to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic,developmental and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Cedar Hill Elementary special education students have access to a variety of educational programs and services available to non-disabled children. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

Economically disadvantaged students are identified through the applications for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced lunch during the school day. Such students will have equal access to all programs and services available.

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

N/A Cedar Hill is an elementary school.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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.

State of Alabama School Foundation Program funds are allocated based on student enrollment. All Foundation allocated units are located at the school. Title funds are used to pay for interventionist teachers, supplement technology, purchase of material and supplies, and provide professional development opportunities for teachers and other staff. General funds from the district level contribute to the overall instructional program at the school.

A Title 1 Schoolwide program is a method of delivering Title 1 services in eligible schools. It allows the schools to address the educational needs of children living in impoverished communities with comprehensive strategies for improving the entire school so every student achieves high levels of academic proficiency. Schoolwide programs have great latitude to determine how to organize their operations and allocate the multiple funding sources available to the. Schoolwide programs can use all allocated funds to increase the amount and quality of learning time. In this way, we can embrace a high-quality curriculum, according to a comprehensive plan that ensures all children meet the state's challenging academic standards. Schoolwide programs serve all children in a school. All staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. This purpose is achieved through high level:
- High quality instruction
- Comprehensive reform strategies and methods that are based on the use of scientifically based research
- Strategies and methods to improve teacher quality and professional development
- Consolidated use of funds

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, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

The school coordinates and integrates funds from the Child Nutrition Program to provide breakfast and lunch to students daily. Beginning, in 2017-2018 we are part of a grant to provide Breakfast in the Classroom free to all students regardless of their paying status. Students are offered to apply for free/reduced lunch and applications are processed at the Central Office.
Our school received a grant in 2015-2016, from the Alabama Office of School Readiness to begin a Pre-K program. We are currently in our fourth year of this program.

Working with Community Action Partnership of North Alabama, we are in our fourthyear of providing a federal funded Head Start program for economically disadvantaged families.

District funds are used primarily for professional development, materials and supplies, and maintaining a safe school.

Component 10: Evaluation (Sec.1114(b)(3)):

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

Data drives the behavior of all faculty. Moreover, data provides a transparent picture of the school's programs effectiveness. Faculty are involved in the process of periodically reflecting on data through the use of monthly data meetings. Title 1 program evaluations are completed each year.

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?

Faculty intentionally analyze the state's annual assessment data to identify any increases, decreases, and trends as they relate to all students and each disaggregated subgroup. Teachers meet at the beginning of the year to review incoming students' Scantron and DIBELS results from the previous year to address weaknesses of individual students and specific skill sets. Data from their previous year's students is also analyzed to see if their is a deficiency in a particular skill that was common throughout the population that may have been directly impacted by an instructional method that was used.

We carry out this effort because we desire for all students to be successful, and we reflect on our school wide programs success as it relatesto that core belief. We identify subgroup gains and proficiency levels as they relate to the ACIP objectives

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?

Although success may often be measured in the totality of statistics of the whole group or subgroup, effectiveness of a program must be reflected in the eyes of each student. Through student engaged assessment we strive to lead all students to progress in their learning. Unfortunately, in some cases great gains are made without an individual student achieving proficiency. Moving all students forward in a growth model is the greatest measure of a school wide program's success.

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?

Monthly data meetings, instructional rounds, and the use of the ELEOT observation tool provide frequent formative data that allows for reflection and evaluation of current practices. Data meetings are held to discuss findings and analyze data and assess relevance of instructional practices as they relate to student growth. Scantron Reading and Math tests are administered in the Fall, Winter, and Spring to students in grades 2-5. Renaissance/STAR early literacy will be administered to students in grades K-1 during the same time periods. DIBELS testing is also conducted during the Fall, Winter, and Spring for students in grades K-3. In additions to the DIBELS testing, all grade levels progress monitor their students at regular intervals to determine the effectiveness of reading program. At midyear, we will review all available data to inform and guide our next steps

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	38.81

Provide the number of classroom teachers.

38.81

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2260065.0

Total   2,260,065.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	0.0

Total   0.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total   0.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	0.0

Total   0.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	0.0

Total   0.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total 0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	12693.0

Total 12,693.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3808.0

Total   3,808.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.2

Provide the number of EL Teachers.

.20

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total 0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	22681.0

Total   22,681.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	4068.0

Total   4,068.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	71768.0

Provide a brief explanation and breakdown of expenses.

3 Reading Interventionist Teachers - $49,706.00

Technology - $11,000.00

Computer Maintenance - $1,300.00

Materials and Supplies - $8,762.00

Professional Development - $1,000.00

Parent and Family Engagement - $1,675.33

We will use $49,706.00 of Title funds to hire 3 Reading Interventionist teachers to provide specific Tier 3 instruction to struggling readers. The breakdown will be 1 interventionist targeting grade K-1 students; 1 interventionist targeting grade 2-3 students; 1 interventionist targeting grade 4-5 students.

Technology Funds ($11,000.00) will be used to replace existing equipment such as Smartboard and Prometheans that no longer work. We will also be purchasing Chromebooks and a charging cart for our 4th grade. These students do not have the laptops with the one-to-one initiative presently no longer a viable option for our district. We will also purchase additional iPads and laptops as the need presents itself.

We have also included a line item ($1,300.00) to address computer maintenance fees that we will encounter on an annual basis to provide imaging and updating services that must be done on the Apple devices we presently have in school.

Materials and Supplies Funds ($8,762.00) will be used to purchase copier paper and instructional items for classrooms.

Professional Development Funds ($1,000.00) will be used to send teachers to specific trainings as our needs are indicated from data analysis. Trainings must be research-based and proven to be effective in addressing academic needs of students. Emphasis will be on addressing our present need in the core area subject of reading.

Parent and Family Engagement Funds ($1,675.33) will be used to provide opportunities for parents to attend various planned activities/meetings throughout the year. We will use some of these funds to supplement our cost to promote planned activities in an attempt to encourage people to attend. We will also be printing various materials about curriculum issues and instructional strategies to present these to parents when they attend meetings. These items are intended to provide information to parents that they can use to help their children at home. We will also use a portion of this line item to enhance and provide more materials to our Parent Resource Center.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Title II funds are pooled at the District level and used to offset cost of district initiatives,

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

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.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

Parent and Family Engagement

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. (Sec. 1116(c)(1))

Cedar Hill Elementary will provide a presentation at two annual meetings in September, 2018. To provide our parents flexibility to attend one of the two meetings, we will offer one meeting in the evening and the other during normal school hours with emphasis toward the morning. Parents will be informed through email, School Messenger, Twitter, social media such as Facebook, school website, notes home, announcement postings at office and high traffic areas for parents, and other media resources. We will also place the announcement on the school's marquee. During the annual meeting, we will utilize a PPT presentation provided by the Alabama State Department of Education to educate parents of aspects of the Title 1 program with emphasis on parental rights.

The purpose of the annual meeting of TITLE 1 students is: 1) informing parents of the school's participation; 2) explain the requirements of TITLE 1; 3) explaining the rights of parents to be involved.

The topics covered are: 1) what does it mean to be a TITLE 1 school; 2) what is the 1% set aside for parental involvement; 3) what is the LEA parental involvement plan; 4) what is the ACIP; 5) what is the school-parent compact; 6) Parent Right-To-Know requesting qualification of a child's teacher; 7) how a parent is notified if not taught by a highly-qualified teacher; 8) how the evaluation of the parental involvement plan is evaluated; 9) how parents can participate in the things talked about

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

Cedar Hill Elementary meetings will be offered in the evening to accommodate parents' schedules. In addition, a variety of parenting workshops will be offered monthly throughout the year. Additional opportunities for parents to be involved at night will take place throughout the year in the form of Open House and other parent meetings/events. Parents are encouraged to serve on Title 1 committees and on the school's leadership team. All Title 1 parents are surveyed annually as well. Our parent advisory committee will meet annually to evaluate the parent involvement plan and discuss improvements to the Title 1 Program, as well as the allocation of parent involvement funds. Use of these funds includes, parenting pamphlets and copies for parent communications. These funds also cover the cost of postage for parent letters and the printing of communicative materials to help keep parents informed and educated about our school as well as parenting resources. Communication is emphasized through parent/teacher conferences, progress reports, report cards, and INOW home access. Weekly communication is maintained through weekly folders, newsletters, student planners, Moodle, email, phone, Remind, Class DOJO and Twitter. Translators are provided as necessary for parents of EL students.

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. (Sec. 1116(c)(4)(A)(B)(C))

Cedar Hill Elementary provides parents information in a timely manner using multiple formats. All students have binders is which information concerning class and school functions, graded papers, lunch menus, and newsletters. Student handbooks are made available to parents at the beginning of the year. A digital copy of the handbook is readily available for reference throughout the year on the district and school websites. Academic progress is monitored with Progress Reports that go out to parents during the 4th week of each 9-week grading period. Parents may obtain a Chalkable iNow account so they can monitor grades and attendance. Details of the curriculum are shared through parent-teacher conferences, annual meetings, special promotional events such as those conducted by PTO. All information is shared in the language that the primary guardian understands. We also use various forms of social media (Twitter, Facebook, Remind, DOJO) to communicate curriculum and expectations.

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). (Sec.1116(d))

Cedar Hill Elementary provides grade specific School-Parent Compacts. Each compact has a component for the teacher, student, and parent. The compact was developed by teachers and our school's Parent Advisory Committee and is updated annually. During the month of August, all parents are sent a new copy of the new compact for all parties to sign. We strive for 100% compliance in returned forms. Compacts remain in the teacher's classroom and are utilized during parent/teacher and student/teacher conferences.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parents that in disagreement with the ACIP will state their position to the administration, TITLE 1 committee, and Leadership Team. If no amicable solution is reached, the parent may state their dissatisfaction, in writing, to the school principal. The principal will attach the statement (issue) to the ACIP and present it to the Federal Programs Director. The LEA parent liaison will contact the parent for further information if necessary. The Federal Programs Director will review all steps in the process and make a determination based on the best interest of the student. The parent will be contacted by the Federal Programs Director and notified of the decision reached. Outcome will be provided in writing as well as by phone call and/or conference.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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)

Cedar Hill Elementary will conduct (2) annual TITLE meetings during the months of August or September. During this meeting, information is presented about the TITLE program, the school's participation, curriculum, and academic assessments. Parents are encouraged to participate in Open House at the beginning of school, attend various functions hosted by the school, and maintain a consistent method of communication with their teacher throughout the year. Parents are encouraged to obtain a Chalkable iNOw account and use their child's information binder as a form of communication in regards to academic and behavior.

We have established a parent resource center that parents can check out items to help their child at home. There are several activitiy programs and books that they can use to assist at home. We invite parents to attend workshops that we conduct throughout the year. These meetings are general help in the evening hours to encourage parents to attend.

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 ESSA Sec. 1116, 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)

Over the past few years, math has been a focus for parents due to changes in standards. We will continue to offer parents workshops and instructions in the area of math through the efforts of our teachers as well as consultation with AMSTI specialists. Math workshops and materials will be provided to support parents in understanding the math strategies that are being presented in the classroom. However, we will also provide trainings in the area of reading throughout the year. Our instructional Coach, offers Parent University monthly to build parental support and offer strategies to parents to help their children become more fluent readers. Trainings for parents will occur in both content areas, as needed. These will be offered both during the school day and at night to accommodate a variety of parent schedules. We have added a parent resource center in which parents may check out books, games, and other instructional activities to supplement at home those skills being taught in the classroom.

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 ESSA Sec 1116, 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)

It is an expectation that all faculty and staff provide a welcoming atmosphere for parents and other stakeholders. Parents are invited to attend parent-teacher conferences, visit classrooms, and volunteer to assist in the delivery of instruction. We provide this opportunity to become actively engaged through our RSVP program that provides volunteers to specific classrooms based on teacher request. Parents are invited to become active participants in the school's PTO and to participate in this organizations events they conduct at school. Parents are encouraged to attend school related events such as book fairs, open house, and selected events such as parent workshops. Parents are encouraged to obtain materials from our resource center and from our reading specialist.

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 ESSA Sec. 1116, 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)

Parent-teacher conferences and other meetings are conducted during a reasonable time that allows for the parent to attend. These meetings are sometimes held before and after regular school hours. All communications are delivered in a language that is understandable by the parent. This would include the use of interpreters for meetings.

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 ESSA Sec. 1116, 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)

Cedar Hill coordinates its parental involvement for all parents. An open house is held each year to welcome students and parents back to school and to meet teachers. Several grade levels hold orientations at the beginning of school to discuss specific grade level expectations. Kindergarten will meet with OSR/PREK for incoming Kindergarten students is an example. Digital educational materials and resources are provided by our media specialist and assistance is offered in accessing the sites. Parents are also encouraged to take advantage of our resource center and other materials from teachers and staff. Parents are encouraged to obtain a Chalkable/iNow account to track progress. Parents are encouraged to join their teacher's Remind and Class DOJO accounts to receive timely information regarding assignments and events.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Cedar Hill currently has students who are fluent in Spanish and English. However, parents of these students are not fluent in English. Therefore, all notices of parent meetings, announcements, special events, etc., are communicated to the parents in a language that is understandable to them. We provide interpreters to parents during meetings. Cedar Hill is a handicapped accessible school with no restrictions that would limit or prevent someone visiting our school who is disabled. All areas of the building are accessible.