ACIP

Big Sandy Elementary

Tuscaloosa County Schools

Ms. Glynis Rhodes, Principal
11950 Upper Hull Rd
Moundville, AL 35474-6371

TABLE OF CONTENTS

Executive Summary

Introduction 2

Description of the School 3

School's Purpose 4

Notable Achievements and Areas of Improvement 5

Additional Information 7

Improvement Plan Stakeholder Involvement

Introduction 9

Improvement Planning Process 10

Student Performance Diagnostic

Introduction 13

Student Performance Data 14

Evaluative Criteria and Rubrics 15

Areas of Notable Achievement 16

Areas in Need of Improvement 18

Report Summary 20

ACIP Assurances

Introduction 22

ACIP Assurances 23

ACIP Assurances

Introduction 25

ACIP Assurances 26

2015 Instruction

Overview 28

Goals Summary 29

Goal 1: Engage and empower all students through high quality instruction aligned with College and Career Ready Standards in all content areas. 30

Activity Summary by Funding Source 34

Student Growth 2015

Overview 37

Goals Summary 38

Goal 1: Promote student growth and parent involvement through system support services. 39

Activity Summary by Funding Source 41

Teacher Support 2015

Overview 43

Goals Summary 44

Goal 1: Prepare and support teachers and leaders to produce graduates who are College and Career Ready. 45

Activity Summary by Funding Source 46

Technology 2015

Overview 48

Goals Summary 49

Goal 1: Provide digital tools, experiences, and resources to support instruction. 50

Activity Summary by Funding Source 52

Stakeholder Feedback Diagnostic

Introduction 55

Stakeholder Feedback Data 56

Evaluative Criteria and Rubrics 57

Areas of Notable Achievement 58

Areas in Need of Improvement 60

Report Summary 62

Executive Summary

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Introduction

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

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

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Description of the School

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

Big Sandy Elementary opened in August, 2013 with 368 students in grades K-5. The school was built to ease overcrowding of the community's K-2 and 3-5 schools. Teachers and support staff came from the two schools to form the new staff of Big Sandy Elementary.

Current enrollment is 335 students, making up 16 regular education classrooms, with 47% receiving free or reduced lunch. 64% of the students are white, 35% are black, and 1% are of other ethnic groups. Big Sandy Elementary enjoys the support of the community members, many of whom attended the original Big Sandy Elementary that was located in the community 55 years ago.

The faculty, staff, and stakeholders of Big Sandy Elementary are committed to creating and maintaining a warm, friendly, and caring environment that will enable students to thrive and accomplish great things. High expectations for both academics and behavior, as well as good communication with students and stakeholders, will produce great students who do great things.

The original Big Sandy Elementary was opened in 1909 and closed in 1959. On August 7, 1908, the state of Alabama purchased approximately one acre of land for the purpose of building Big Sandy School for $5.00. The school served twelve grades with one teacher who also acted as the principal. The school closed in May, 1959 to consolidate with Taylorville's community school into the new Englewood Elementary School.

The area where the current Big Sandy Elementary school is located used to be cotton fields and sits on Upper Hull Road. In the past the area was known as "The Hulls". Around 1835, Henry Hull purchased 2000 acres of land and named it Hull Plantation. He planted cotton and corn fields on his land. In 1871, the Hull Railroad Station was built and Henry Hull shipped his cotton and corn by rail. The area still proudly bears the Hull name with Upper Hull and Lower Hull Roads.

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School's Purpose

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

Through rigorous and engaging instruction, and in an environment that fosters excellence, Big Sandy Elementary will prepare students to be college and career ready. By providing a safe and happy environment, we will promote student leadership and responsibility as we educate today's children to become tomorrow's leaders.

A new character education program was implemented this year in an effort to "Grow Great Leaders." A school-wide plan will enable students to develop outstanding character, which in turn will produce great leaders for tomorrow. A positive behavior plan is also in place school-wide that puts the emphasis on positive behavior instead of focusing on the negative.

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Notable Achievements and Areas of Improvement

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

Overall, Big Sandy Elementary increased 13% in Math on the ACT Aspire. Scoring 48% ready in math in 2014, to scoring 61% ready in math in 2015. All three grades scored on the readiness level in math in just our second year opening.

In DIBELS testing, Kindergarten made a 24% gain in Nonsense Word Fluency-Whole Words Read in the spring 2015 benchmark. Scoring 56% students benchmarking in 2014, and scoring 80% students benchmarking in 2015.

In Reading on the ACT Aspire, 5th grade made the biggest improvements in our National Percentile Ranking average (+9%), in Key Ideas and Details (+2%), and in the number of students in the Ready scale (+10%). Fifth grade continues to do exceedingly well in the area of Craft and Structure on the Reading ACT Aspire.

In Math on the ACT Aspire 3rd, 4th, and 5th grade made improvements across all areas of math in spring 2015. Scaled scores in math increased by 1-2%, national percentile rankings increased from 8-20%, and 4-20% increase in the percentage of students on the Ready scale. We saw high growth in the areas of Numbers and Operations in Base 10, Geometry, and Measurement and Data.

In DIBELs kindergarten letter naming fluency (+4%) and nonsense word fluency-whole words read (+24%) increased. In first grade oral reading fluency increased by 5%. In second grade, oral reading fluency (+5%) and accuracy (+13%) increased.

On the ACT Aspire Reading, fifth grade black students (+32%) and female students (+22%) showed the highest increases in performance.

On the ACT Aspire Math, fourth grade white students (+20%) and male students (+26%) showed increases in performance. On the ACT Aspire Math, fifth grade black students (+35%) and female students (+27%) showed increases in performance. On the ACT Aspire Science, fifth grade white students (62%) and female students (63%) had the highest performance.

On the ACT Aspire Reading, third grade dropped significantly in reading in the areas of Integration of Knowledge and ideas (-21%) and the percent of students on the Ready scale (-10%). Third grade had decreases in every category in reading.

On the ACT Aspire Reading, Big Sandy dropped 1% on the Ready Scale as a school average.

On the ACT Aspire Reading, fourth grade dropped in the areas of Key Ideas and Details (-7%), Integration of Knowledge and Ideas (-4%), and in the percentage of students who are on the Ready scale (-3%).

On the ACT Aspire Reading, fifth grade decreased in the area of Integration of Knowledge and Ideas (-7%).

On the ACT Aspire Math, third grade had a slight decrease in Numbers and Operations in Base 10 (-2%) and Operations and Algebraic Thinking (-2%). On the ACT Aspire Math, fourth grade had a slight decrease in Operations and Algebraic Thinking (-3%).

In DIBELS, our nonsense word fluency-correct letter sounds decreased in kindergarten (-9%). In first grade, nonsense word fluency-whole

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words read decreased (-1%).

On the ACT Aspire Reading, black students in third and fourth grade showed a decrease between 21-24%. Female students decreased between 3-12% in third and fourth grade, and male students in third grade decreased 21%.

On the ACT Aspire Math, third grade black students decreased 12%. Third grade male students declined 10%.

Big Sandy Elementary is striving to improve in the areas of reading, math, and fluency. English Language Arts and Math standards based lessons are planned explicitly in grade level professional learning communities. Teachers create common formative assessments and plans of action for students who need intervention.

As indicated by our ACT Aspire Reading scores, we have a deficit in third grade reading. Our school has begun to teach reading based on the Alabama CCRS through the Read Side by Side program, in grades 3-5, which allows students to learn comprehension in an authentic manner. This program provides explicit comprehension strategies through extensive questioning, in-depth comprehension, and structured writing in a Reader's Notebook. The Read Side by Side program is engaging to all students: male, female, black and white.

As indicated by our ACT Aspire Math scores, we have already begun to improve in the area of math. Through the use of common formative assessments and quick intervention, our students have shown great gains in our national percentile ranking average and the percentage of students on the Ready scale. We will continue to meet in grade level professional learning communities to ensure no student is left behind. Big Sandy will continue to use the Go Math curriculum and supplement with additional resources to meet CCRS Math standards.

As indicated by our DIBELS Benchmark data, we have made gains in six out of eight areas in kindergarten, first and second grade. Big Sandy Elementary will implement the Saxon Phonics program this year to improve phonics acquisition and fluency rates. We will continue to meet in grade level professional learning communities to design common formative assessments and specific intervention to meet the needs of our students.

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Additional Information

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

Big Sandy Elementary strives to encourage and maintain positive parent and community relationships. Parents receive a school bulletin twice a month highlighting school events and ways to get involved or help the school. Through the support of local churches and community members who give to the "Children in Need" fund, school supplies and snacks, as well as funding for field trips, are provided for those students who can not afford them. Big Sandy Elementary is also very fortunate to have the support of two local businesses who serve as our Adopt-a-School partners. Chick-fil-A and Tiger Rock Martial Arts provide student awards and recognition for perfect attendance and good character. They participate in Career Day and classroom activities that promote and recognize student achievement. Big Sandy Elementary also works closely with Hillcrest High School students who serve as volunteers in our classrooms throughout the year;

Big Sandy Elementary's Parent Teacher Organization is very instrumental in helping improve student achievement and provide opportunities for students to learn, grown, and achieve. They fund an art and music teacher, as well as provide money for the purchase of classroom materials that directly benefit the students.

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Improvement Plan Stakeholder Involvement

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Introduction

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

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Improvement Planning Process

Improvement Planning Process

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

Planning for the 2015-2016 school year began in the spring of 2015. All teachers completed a survey that required input regarding what strategies they felt had been successful and unsuccessful in the school's first year of operation. Results were compiled and were used to guide discussions and form goals for the 2015-2016 school year. Parents have been encouraged to get involved in all aspects of the school since it's opening. A school newsletter is sent home twice a month in an effort to keep parents informed of opportunities for involvement in their child's school. Classroom newsletters are sent home regularly in an effort to keep parents informed and to promote involvement.

An Educational Leadership Team was formed prior to the beginning of school, giving a different group of school leaders than what served together last year, an opportunity to work together this year to guide the process of school improvement. A parent representative was selected and asked to serve as well. Meetings were held with our school's adopt -a- school partners in the community in an effort to come up with ideas on how best to improve student attendance and character development at Big Sandy. The school's PTO board of directors were asked to come up with ideas to encourage parent involvement in the school in an effort to increase overall student achievement. Parents, staff, and students were asked to complete surveys in Spring 2015 that would also offer ideas for school improvement. Meetings have been held monthly both as a team and within smaller groups such as grade levels and school committees.

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

The Educational Leadership Team was responsible for compiling information relevant to school improvement and using it to produce a workable and useful Continuous Improvement Plan. The Instructional Coach served as the primary data collector and was responsible for compiling all reports that would guide the development of improvement goals. The grade level and special education representatives collected input from all staff members. The school counselor met with committees that were responsible for coming up with goals dealing with student leadership and empowerment. The Problem Solving Team Chairperson brought information to the process that focused on specific needs of students and groups of students as we planned for improvement. The parent representative offered input on behalf of parents, and the PTO leadership team offered ideas as to how best to use the organization as a major tool for improving parent involvement. The administrator served as the general facilitator of the planning process. All stakeholders involved were committed to developing a plan that would indeed improve our school, thus resulting in the improvement of student achievement.

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 CIP was presented to all stakeholders prior to submission. After approval, the CIP will be posted on the school's website. Faculty and staff will have a copy and be familiar with it's contents. A copy will be housed in the main office for review at any time. Monthly meetings are scheduled for the remainder of the school year for the ELT to review the plan and make notes as needed. The plan will be seen as a working document and will be reviewed in an effort to make school improvement a continuous process.

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Student Performance Diagnostic

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Introduction

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

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		BSE School Data 2015

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Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

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Areas of Notable Achievement

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

Overall, Big Sandy Elementary increased 13% in Math on the ACT Aspire. Scoring 48% ready in math in 2014, to scoring 61% ready in math in 2015.

In DIBELS testing, Kindergarten made a 24% gain in Nonsense Word Fluency-Whole Words Read in the spring 2015 benchmark. Scoring 56% students benchmarking in 2014, and scoring 80% students benchmarking in 2015.

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

In Reading on the ACT Aspire, 5th grade made the biggest improvements in our National Percentile Ranking average (+9%), in Key Ideas and Details (+2%), and in the number of students in the Ready scale (+10%). Fifth grade continues to do exceedingly well in the area of Craft and Structure on the Reading ACT Aspire.

In Math on the ACT Aspire 3rd, 4th, and 5th grade made improvements across all areas of math in spring 2015. Scaled scores in math increased by 1-2%, national percentile rankings increased from 8-20%, and 4-20% increase in the percentage of students on the Ready scale. We saw high growth in the areas of Numbers and Operations in Base 10, Geometry, and Measurement and Data.

In DIBELs kindergarten letter naming fluency (+4%) and nonsense word fluency-whole words read (+24%) increased. In first grade oral reading fluency increased by 5%. In second grade, oral reading fluency (+5%) and accuracy (+13%) increased.

Which area(s) indicate the overall highest performance?

On the ACT Aspire, math saw the highest performance in several areas. Fourth grade increased math NPR by 21%, Number and Operations-Base 10 by 24%, and Geometry by 24%. Fifth grade increased math Operations and Algebraic Thinking by 17%, Measurement and Data by 17%, and math ready students by 20%. Fifth grade Science had the highest scaled score average at 421 and a 70% average in Interpretation of Data.

In DIBELS, kindergarten increased nonsense word fluency-whole word read by 24%, and second grade increased oral reading fluency accuracy by 13%.

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

On the ACT Aspire Reading, fifth grade black students (+32%) and female students (+22%) showed the highest increases in performance.

On the ACT Aspire Math, fourth grade white students (+20%) and male students (+26%) showed increases in performance.

On the ACT Aspire Math, fifth grade black students (+35%) and female students (+27%) showed increases in performance.

On the ACT Aspire Science, fifth grade white students (62%) and female students (63%) had the highest performance.

Between which subgroups is the achievement gap closing?

On the ACT Aspire Reading, fifth grade black and white student gaps have decreased. On the ACT Aspire Reading, third and fourth grade male and female student gaps have decreased. On the ACT Aspire Math, fourth and fifth grade black and white student gaps have decreased. On the ACT Aspire Math, third and fourth grade male and female gaps have decreased.

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

ACT Aspire Reading and Math data were consistent with Global Scholar scores from Fall 2014. Generally, students performed better in math than reading on the Global Scholar assessment.

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Areas in Need of Improvement

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

On the ACT Aspire Reading, third grade dropped significantly in reading in the areas of Integration of Knowledge and Ideas (-21%) and the percent of students on the Ready scale (-10%). Third grade decreased in every category in reading.

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

On the ACT Aspire Reading, Big Sandy dropped 1% on the Ready Scale as a school average.
On the ACT Aspire Reading, fourth grade dropped in the areas of Key Ideas and Details (-7%), Integration of Knowledge and Ideas (-4%), and in the percentage of students who are on the Ready scale (-3%).
On the ACT Aspire Reading, fifth grade decreased in the area of Integration of Knowledge and Ideas (-7%).

On the ACT Aspire Math, third grade had a slight decrease in Numbers and Operations in Base 10 (-2%) and Operations and Algebraic Thinking (-2%). On the ACT Aspire Math, fourth grade had a slight decrease in Operations and Algebraic Thinking (-3%).

In DIBELS, our nonsense word fluency-correct letter sounds decreased in kindergarten (-9%). In first grade, nonsense word fluency-whole words read decreased (-1%).

Which area(s) indicate the overall lowest performance?

On the ACT Aspire Reading, third grade dropped significantly in reading in the areas of Integration of Knowledge and Ideas (-21%) and the percent of students on the Ready scale (-10%). Third grade decreased in every category in reading. The national percent ranking average decreased 8%, Key Ideas and Details decreased 1%, Craft and Structure decreased 5%, and the Readiness Scale average decreased 1%.

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

On the ACT Aspire Reading, black students in third and fourth grade showed a decrease between 21-24%. Female students decreased between 3-12% in third and fourth grade, and male students in third grade decreased 21%.

On the ACT Aspire Math, third grade black students decreased 12%. Third grade male students declined 10%.

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Between which subgroups is the achievement gap becoming greater?

On the ACT Aspire Reading, there is a large achievement gap between third (22%) and fourth grade (32%) black and white students. Black students scored lower in third and fourth grade reading. There is a large achievement gap between fifth grade (36%) male and female students. Male students perform lower in fifth grade reading.

On the ACT Aspire Math, there is a large achievement gap between third grade (23%) black and white students. Black students performed lower in third grade math. There is a large achievement gap between fifth grade (19%) male and female students. Male students performed lower in fifth grade math.

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

Global Scholar scores from Fall 2014 were consistent with our low Reading averages on the ACT Aspire. DIBELS oral reading fluency scores, although they show growth, are low which may contribute to our low performance in reading on the ACT Aspire.

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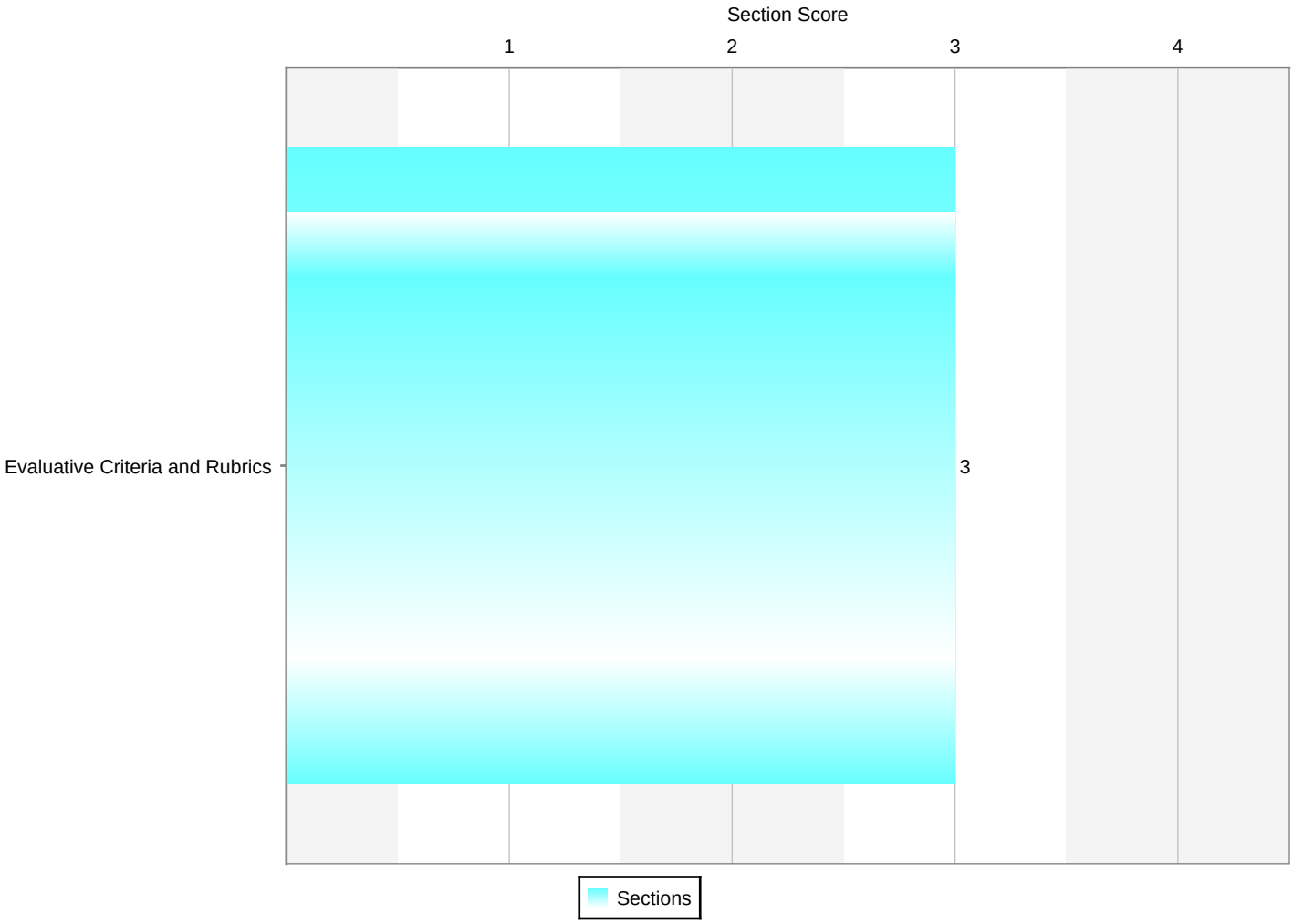
Report Summary

Scores By Section



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ACIP Assurances

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Introduction

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

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ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Glynis Rhodes, Principal Robin Blackburn, Counselor Sabrina Frost, Instructional Coach Kim Wheat, PST Chair Holly Holloway, K-2 Rep. Angie Whitehead, K-2 Rep. Karen Lindsey, 3-5 Rep. Kristie Evans, 3-5 Rep. Amanda Reece, Parent Rep.	

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		

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	Leesa Smith, School Secretary 11950 Upper Hull Rd. Moundville, AL 35474 205-342-2840	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	No	n/a	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	n/a	

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ACIP Assurances

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

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ACIP Assurances

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

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

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		Designated Employee Signature

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	No	n/a	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	n/a	

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2015 Instruction

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Overview

Plan Name

2015 Instruction

Plan Description

Reading and Math

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and empower all students through high quality instruction aligned with College and Career Ready Standards in all content areas.	Objectives: 2 Strategies: 4 Activities: 10	Academic	$43507

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Goal 1: Engage and empower all students through high quality instruction aligned with College and Career Ready Standards in all content areas.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in grade level standards in Reading by 05/26/2016 as measured by a variety of assessments that include ACT Periodic, ACT Aspire, DIBELS, and STAR.

(shared) Strategy 1:

Professional Learning Communities - Teachers will collaborate with grade level teams to design and implement common formative assessments to regularly monitor student progress. Teachers will collaborate within grade levels to develop lessons and activities to meed individual student needs. Monitoring will take place through the use of instructional rounds, classroom observations, and PLC Minutes documentation.

Research Cited: Common Formative Assessment

A Toolkit for Professional Learning Communities at Work™ by Kim Bailey and Chris Jakicic

Activity - PLC Support and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with ongoing support in professional learning communities from the Instructional Coach and Administrator.	Professional Learning	08/04/2015	05/26/2016	$0	No Funding Required	K-5 Teachers, Instructional Coach, Administration

Activity - PLC Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will be provided with an additional 40 minutes to collaborate in their Professional Learning Communities. They will be given an additional 40 minutes of planning time every 6th day to plan, analyze common formative assessment data, and discuss instructional strategies for students who need extra support, enrichment, and continued practice.	Academic Support Program	08/04/2015	05/27/2016	$0	No Funding Required	Classroom teachers, Robin Blackburn, Brett Arnold

(shared) Strategy 2:

Use of Technology - Students will be provided opportunities in the classroom and at home to reinforce reading skills. IXL and ThinkCentral use will be used by teachers to monitor progress.

Research Cited: Houghton-Mifflin Harcourt Publishing Company 2014

Empirical Education Inc. 2011

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

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Teachers will generate reports to drive instruction and monitor progress.	Technology	08/04/2015	05/26/2016	$3000	District Funding	K-5 teachers, Instructional Coach and Administration

Activity - ThinkCentral	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and home reading and math resource	Technology	08/04/2015	05/26/2016	$0	No Funding Required	K-5 teachers

Activity - Lexia Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia Learning will be used with students diagnosed with dyslexia and Tier III struggling readers.	Academic Support Program, Technology	08/04/2015	05/27/2016	$507	General Fund	Intervention teacher, Special Education teachers

Activity - A Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Plus will be used in the classroom to support students in the areas of reading and math.	Academic Support Program, Technology	10/05/2015	05/27/2016	$0	District Funding	Classroom teachers

Strategy 3:

Problem Solving Team - The Problem Solving Team will meet regularly throughout the school year to address individual student needs. Students who are not making progress in reading fluency or comprehension will be placed in Tier II or Tier III intervention. Students in Tier II or Tier III intervention will receive targeted instruction in reading fluency or comprehension. They will be progress monitored weekly to assess their current reading fluency or comprehension skills.

Research Cited: http://web.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf

Activity - PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier II or Tier III intervention will receive targeted small group reading instruction in fluency or comprehension.	Academic Support Program	08/04/2015	05/26/2016	$20000	State Funds	Classroom teacher, Holly Liles, Alicia Hollyhand, and Ali Lee

Activity - Student Advocate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with three or more absences and/or students in Tier II or Tier III will receive an adult advocate. The assigned adult advocate will be school personnel who will form a relationship with the student and encourage them throughout the school year.	Other - Student Support Program	08/04/2015	05/27/2016	$0	No Funding Required	Certified and Classified Staff

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Measurable Objective 2:

80% of All Students will demonstrate a proficiency in grade level standards in Mathematics by 05/26/2016 as measured by a variety of assessments that include ACT Periodic, ACT Aspire, and Go Math..

(shared) Strategy 1:

Professional Learning Communities - Teachers will collaborate with grade level teams to design and implement common formative assessments to regularly monitor student progress. Teachers will collaborate within grade levels to develop lessons and activities to meed individual student needs. Monitoring will take place through the use of instructional rounds, classroom observations, and PLC Minutes documentation.

Research Cited: Common Formative Assessment

A Toolkit for Professional Learning Communities at Work™ by Kim Bailey and Chris Jakicic

Activity - PLC Support and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with ongoing support in professional learning communities from the Instructional Coach and Administrator.	Professional Learning	08/04/2015	05/26/2016	$0	No Funding Required	K-5 Teachers, Instructional Coach, Administration

Activity - PLC Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will be provided with an additional 40 minutes to collaborate in their Professional Learning Communities. They will be given an additional 40 minutes of planning time every 6th day to plan, analyze common formative assessment data, and discuss instructional strategies for students who need extra support, enrichment, and continued practice.	Academic Support Program	08/04/2015	05/27/2016	$0	No Funding Required	Classroom teachers, Robin Blackburn, Brett Arnold

(shared) Strategy 2:

Use of Technology - Students will be provided opportunities in the classroom and at home to reinforce reading skills. IXL and ThinkCentral use will be used by teachers to monitor progress.

Research Cited: Houghton-Mifflin Harcourt Publishing Company 2014

Empirical Education Inc. 2011

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will generate reports to drive instruction and monitor progress.	Technology	08/04/2015	05/26/2016	$3000	District Funding	K-5 teachers, Instructional Coach and Administration

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

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School and home reading and math resource	Technology	08/04/2015	05/26/2016	$0	No Funding Required	K-5 teachers

Activity - Lexia Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia Learning will be used with students diagnosed with dyslexia and Tier III struggling readers.	Academic Support Program, Technology	08/04/2015	05/27/2016	$507	General Fund	Intervention teacher, Special Education teachers

Activity - A Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Plus will be used in the classroom to support students in the areas of reading and math.	Academic Support Program, Technology	10/05/2015	05/27/2016	$0	District Funding	Classroom teachers

Strategy 3:

Problem Solving Team- Math - The Problem Solving Team will meet regularly throughout the year to address individual student needs. Students who are not making progress in math computation or problem solving will be placed in Tier II or Tier III intervention. Students who are in Tier II or Tier III intervention will be progress monitored weekly to assess their math computation or problem solving skills.

Research Cited: http://web.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf

Activity - PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not meeting standards will receive targeted Tier II or Tier III small group intervention in math computation or problem solving.	Academic Support Program	08/04/2015	05/26/2016	$20000	State Funds	Classroom teacher, Holly Liles, Alicia Hollyhand, and Ali Lee

Activity - Student Advocate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with three or more absences and/or students in Tier II or Tier III will receive an adult advocate. The assigned adult advocate will be school personnel who will form a relationship with the student and encourage them throughout the school year.	Other - Student Support Program	08/04/2015	05/27/2016	$0	No Funding Required	Certified and Classified Staff

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PST	Students who are not meeting standards will receive targeted Tier II or Tier III small group intervention in math computation or problem solving.	Academic Support Program	08/04/2015	05/26/2016	$20000	Classroom teacher, Holly Liles, Alicia Hollyhand, and Ali Lee
PST	Students in Tier II or Tier III intervention will receive targeted small group reading instruction in fluency or comprehension.	Academic Support Program	08/04/2015	05/26/2016	$20000	Classroom teacher, Holly Liles, Alicia Hollyhand, and Ali Lee
				Total	$40000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IXL	Teachers will generate reports to drive instruction and monitor progress.	Technology	08/04/2015	05/26/2016	$3000	K-5 teachers, Instructional Coach and Administration
A Plus	A Plus will be used in the classroom to support students in the areas of reading and math.	Academic Support Program, Technology	10/05/2015	05/27/2016	$0	Classroom teachers
				Total	$3000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ThinkCentral	School and home reading and math resource	Technology	08/04/2015	05/26/2016	$0	K-5 teachers

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Student Advocate	Students with three or more absences and/or students in Tier II or Tier III will receive an adult advocate. The assigned adult advocate will be school personnel who will form a relationship with the student and encourage them throughout the school year.	Other - Student Support Program	08/04/2015	05/27/2016	$0	Certified and Classified Staff
Student Advocate	Students with three or more absences and/or students in Tier II or Tier III will receive an adult advocate. The assigned adult advocate will be school personnel who will form a relationship with the student and encourage them throughout the school year.	Other - Student Support Program	08/04/2015	05/27/2016	$0	Certified and Classified Staff
PLC Planning	Grade level teams will be provided with an additional 40 minutes to collaborate in their Professional Learning Communities. They will be given an additional 40 minutes of planning time every 6th day to plan, analyze common formative assessment data, and discuss instructional strategies for students who need extra support, enrichment, and continued practice.	Academic Support Program	08/04/2015	05/27/2016	$0	Classroom teachers, Robin Blackburn, Brett Arnold
PLC Support and Training	Teachers will be provided with ongoing support in professional learning communities from the Instructional Coach and Administrator.	Professional Learning	08/04/2015	05/26/2016	$0	K-5 Teachers, Instructional Coach, Administration
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lexia Learning	Lexia Learning will be used with students diagnosed with dyslexia and Tier III struggling readers.	Academic Support Program, Technology	08/04/2015	05/27/2016	$507	Intervention teacher, Special Education teachers
				Total	$507	

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Student Growth 2015

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Overview

Plan Name

Student Growth 2015

Plan Description

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Promote student growth and parent involvement through system support services.	Objectives: 2 Strategies: 3 Activities: 4	Organizational	$21000

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Goal 1: Promote student growth and parent involvement through system support services.

Measurable Objective 1:

collaborate to promote student growth through the use of character programs and organizations by 05/27/2016 as measured by a reduction in behavior referrals and an increase in parent involvment.

Strategy 1:

Parent and Community Involvement - We will provide opportunities for parent and community involvement that encourages participation in an effort to promote student success.

Research Cited: NEA.org

Michigan Dept. of Education

Activity - PTO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly meetings will be held that include student performances, speakers on topics pertinent to school success, and opportunities for parents to participate in cooperative learning activities.	Parent Involvement	08/04/2015	05/27/2016	$0	No Funding Required	K-5 teachers, Administration

Strategy 2:

Character Education - The school purchased components of the Character First Education curriculum. The faculty and staff at our school will teach one character trait per month to encourage leadership skills.

Research Cited: https://www.collaborativeclassroom.org/research-child-development-project

Activity - Character Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The faculty and staff will provide quality, daily instruction on the development of good character in our students. The teachers will teach the traits one at a time school-wide, and provide students opportunities to apply what they learn. In turn, leadership skills will flourish resulting in fewer behavior referrals and creating great leaders for the future.	Behavioral Support Program	08/04/2015	05/27/2016	$1000	General Fund	Classroom teachers, Administration, Special Education teachers

Measurable Objective 2:

collaborate to determine students who are in need of Tier II or Tier III intervention in reading, math, and/or behavior by 05/27/2016 as measured by monthly data meetings and monitoring student data.

Strategy 1:

Problem Solving Team - The Problem Solving Team will meet regularly throughout the school year to determine if students are in need of Tier II or Tier III services in reading, math, and/or behavior. Students placed in PST will be monitored weekly to determine progress in reading, math, and/or behavior. Their data will be recorded

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and discussed at regularly schedules PST meetings to determine if more or fewer services are required. Any student placed in Tier II or Tier III reading and/or math intervention will receive targeted small group instruction from their classroom teacher and/or from a specified intervention teacher.
Research Cited: http://web.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf

Activity - PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Tier II or Tier III reading and/or math intervention will receive targeted small group instruction in reading and/or math.	Academic Support Program	08/04/2015	05/27/2016	$20000	State Funds	Classroom teacher, Holly Liles, Alicia Hollyhand, Ali Lee

Activity - Student Advocate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with three or more absences and/or students in Tier II or Tier III intervention will receive an adult advocate. The assigned adult advocate will be school personnel who will form a relationship with the student and encourage them throughout the school year.	Other - Student Support Program	08/04/2015	05/27/2016	$0	No Funding Required	Certified and Classified Staff

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PST	Students in Tier II or Tier III reading and/or math intervention will receive targeted small group instruction in reading and/or math.	Academic Support Program	08/04/2015	05/27/2016	$20000	Classroom teacher, Holly Liles, Alicia Hollyhand, Ali Lee
				Total	$20000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Advocate	Students with three or more absences and/or students in Tier II or Tier III intervention will receive an adult advocate. The assigned adult advocate will be school personnel who will form a relationship with the student and encourage them throughout the school year.	Other - Student Support Program	08/04/2015	05/27/2016	$0	Certified and Classified Staff
PTO	Monthly meetings will be held that include student performances, speakers on topics pertinent to school success, and opportunities for parents to participate in cooperative learning activities.	Parent Involvement	08/04/2015	05/27/2016	$0	K-5 teachers, Administration
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Character Education	The faculty and staff will provide quality, daily instruction on the development of good character in our students. The teachers will teach the traits one at a time school-wide, and provide students opportunities to apply what they learn. In turn, leadership skills will flourish resulting in fewer behavior referrals and creating great leaders for the future.	Behavioral Support Program	08/04/2015	05/27/2016	$1000	Classroom teachers, Administration, Special Education teachers
				Total	$1000	

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Teacher Support 2015

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Overview

Plan Name

Teacher Support 2015

Plan Description

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Prepare and support teachers and leaders to produce graduates who are College and Career Ready.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0

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Goal 1: Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

Measurable Objective 1:

collaborate to provide professional development activities that will increase student achievement, while producing graduates who are College and Career Ready by 05/27/2016 as measured by local and standardized student assessment data.

Strategy 1:

Professional Learning Communities - Teachers will collaborate with grade level teams to design and implement common formative assessments to regularly monitor student progress in reading and math. Teachers will collaborate within grade level teams to develop lessons and activities to meet individual student needs. Monitoring will take place through the use of instructional rounds, classroom observations, and PLC Minutes documentation.

Research Cited: Common Formative Assessment: A Toolkit for Professional Learning Communities at Work by Kim Bailey and Chris Jakicic

Activity - PLC Support and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with ongoing support in professional learning communities from the Instructional Coach and Administrator.	Professional Learning	08/04/2015	05/27/2016	$0	No Funding Required	K-5 teachers, Instructional Coach, Administration

Activity - PLC Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will be provided with an additional 40 minutes to collaborate in their Professional Learning Communities. They will be given an additional 40 minutes of planning time every 6th day to plan, analyze common formative assessment data, and discuss instructional strategies for students who need extra support, enrichment, and continued practice.	Academic Support Program	08/04/2015	05/27/2016	$0	No Funding Required	Classroom teachers, Brett Arnold, Robin Blackburn

Strategy 2:

Technology Training - The school will train teachers in the use of technology based programs.

Research Cited: Using Technology with Classroom Instruction That Works, 2nd Ed., Pitler

Activity - A Plus Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will be trained on how to use the A Plus computer application. The teachers will be trained on how to assign reading and math skills to their students. The teachers will be trained on how to monitor progress and print reports.	Professional Learning, Academic Support Program	10/05/2015	05/27/2016	$0	No Funding Required	Rusty Gray, Sabrina Frost

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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
A Plus Training	The teachers will be trained on how to use the A Plus computer application. The teachers will be trained on how to assign reading and math skills to their students. The teachers will be trained on how to monitor progress and print reports.	Professional Learning, Academic Support Program	10/05/2015	05/27/2016	$0	Rusty Gray, Sabrina Frost
PLC Support and Training	Teachers will be provided with ongoing support in professional learning communities from the Instructional Coach and Administrator.	Professional Learning	08/04/2015	05/27/2016	$0	K-5 teachers, Instructional Coach, Administration
PLC Planning	Grade level teams will be provided with an additional 40 minutes to collaborate in their Professional Learning Communities. They will be given an additional 40 minutes of planning time every 6th day to plan, analyze common formative assessment data, and discuss instructional strategies for students who need extra support, enrichment, and continued practice.	Academic Support Program	08/04/2015	05/27/2016	$0	Classroom teachers, Brett Arnold, Robin Blackburn
				Total	$0	

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Technology 2015

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Overview

Plan Name

Technology 2015

Plan Description

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Provide digital tools, experiences, and resources to support instruction.	Objectives: 2 Strategies: 2 Activities: 5	Organizational	$8507

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Goal 1: Provide digital tools, experiences, and resources to support instruction.

Measurable Objective 1:

demonstrate a proficiency in the use of technology and technological resources to support instruction by 05/27/2016 as measured by evidence of technology usage in the classroom.

Strategy 1:

Purchase Technology - We will research ways to fund additional technology through grants and any additional sources that become available.

Research Cited: Using Technology with Classroom Instruction That Works, 2nd Ed,. Pitler

Activity - Purchase Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will purchase at least 16 iPads for use in the classroom.	Technology	10/01/2015	05/27/2016	$8000	Other	Administration

Measurable Objective 2:

increase student growth through the use of technology programs by 05/27/2016 as measured by teacher generated reports.

Strategy 1:

Technology Programs - Teachers will provide opportunities for students to engage in multiple technology programs that promote student growth in reading and math.

Research Cited: Using Technology with Classroom Instruction That Works, 2nd Ed., Pitler

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with opportunities to practice reading and math skills on the IXL program. Teachers will monitor progress through regularly generated reports.	Academic Support Program, Technology	08/04/2015	05/27/2016	$0	District Funding	K-5 teachers, Special Education teachers, Instructional Coach and Administration

Activity - ThinkCentral	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and home reading and math resource. Students can access StoryTown and Go Math resources through this website to practice reading and math skills.	Technology	08/04/2015	05/27/2016	$0	No Funding Required	K-5 teachers

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

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Lexia Learning will be used with students diagnosed with dyslexia and Tier III struggling readers.	Academic Support Program, Technology	08/04/2015	05/27/2016	$507	General Fund	Intervention teacher, Special Education teachers

Activity - A Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Plus will be used in the classroom to support students in the areas of reading and math.	Technology	10/05/2015	05/27/2016	$0	District Funding	Classroom teachers

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
A Plus	A Plus will be used in the classroom to support students in the areas of reading and math.	Technology	10/05/2015	05/27/2016	$0	Classroom teachers
IXL	Students will be provided with opportunities to practice reading and math skills on the IXL program. Teachers will monitor progress through regularly generated reports.	Academic Support Program, Technology	08/04/2015	05/27/2016	$0	K-5 teachers, Special Education teachers, Instructional Coach and Administration
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ThinkCentral	School and home reading and math resource. Students can access StoryTown and Go Math resources through this website to practice reading and math skills.	Technology	08/04/2015	05/27/2016	$0	K-5 teachers
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Technology	The school will purchase at least 16 iPads for use in the classroom.	Technology	10/01/2015	05/27/2016	$8000	Administration
				Total	$8000	

General Fund

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

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Lexia Learning	Lexia Learning will be used with students diagnosed with dyslexia and Tier III struggling readers.	Academic Support Program, Technology	08/04/2015	05/27/2016	$507	Intervention teacher, Special Education teachers
				Total	$507	

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Stakeholder Feedback Diagnostic

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Introduction

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

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data 2015

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Evaluative Criteria and Rubrics

Overall Rating: 2.5

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

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

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Areas of Notable Achievement

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

Student survey results showed that our students agreed with the fact that their principal and teachers want every student to learn. They feel that their teachers want them to do their best work and that their teachers care about students. Students agreed with the fact that our school has many places to learn, such as the library. Students also agreed that their principal and teachers help them to be ready for the next grade. Open-ended survey results showed that students love their teachers, are excited about fun ways to learn, and love being with their friends.

Parent survey responses indicated satisfaction with our school having high expectations for students in all classes. Parents indicated satisfaction with the school providing stakeholders opportunities to be involved in school. Parents also indicated satisfaction with the school's up-to-date computers and technology. Lastly, parents responded in agreement with our school having an adequate supply of learning resources, as well as, providing a safe learning environment. Open-ended survey results showed that parents love their child's teacher, feel that our school is safe and secure, and that their child is happy.

Staff survey results indicated that they feel that all teachers personalize instructional strategies, that require collaboration and self-reflection, and interventions to address individual learning needs of students. Our staff also indicated that our school participates in collaborative learning communities that meet both informally and formally across grade levels. Staff survey results showed agreement with our school using student data to address unique learning needs and to monitor student readiness and success at the next level. Open-ended survey results showed that teachers/staff are happy with the inviting, safe environment at our school. They enjoy the support and collaboration from their peers as well.

Staff surveys

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

Student survey results showed gains in satisfaction with being treated more fairly by teachers (+5%). They were also more satisfied with their teachers listening to them (+6%). Overall the students were more satisfied with the lunchroom food and have increased satisfaction in P.E.

Parent survey results showed gains in many areas. However, few parents took the survey and the Fall 2015 data had many "neutral" responses. There were large gains in parent satisfaction in our school's governing body not interfering with the operation or leadership of the school (+38%). Parents felt more satisfied with their child's teacher meet his/her needs by individualizing instruction (+43%). Survey results also indicated more satisfaction with their child being prepared for success in the next school year (+40%).

Staff survey results showed gains in many areas. Results indicated much greater satisfaction with our school's purpose statement being formally reviewed and revised with involvement from stakeholders (+50%). Results also indicated 100% satisfaction with all teachers participating in collaborative learning communities (+48%). Staff survey results showed increased satisfaction with teachers being trained to implement a formal process that promotes discussion about student learning (+72%). There was increased satisfaction with peer coaching (+42%) and school personnel regularly engaging families in their child's learning progress (+42%).

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

Student survey results were consistent with the Fall 2014 student survey results. Areas of satisfaction were exactly the same.
-Principal and teachers want every student to learn
-Teachers want me to do my best work
-Teachers care about students
-School has many places where I can learn, such as the library
-Principal and teachers help to be ready for the next grade
Student open-ended results were also consistent. Students enjoy their teachers, like the fun, learning experiences they have, and love the safe/clean school building.

Parent survey results were consistent with the Fall 2014 parent survey results. Areas of satisfaction were similar. Such as:
-Child has up-to-date computers and technology
-Adequate supply of learning resources
-School provides a safe learning environment
Parent open-ended results were also consistent. Parents enjoy the friendly staff, the loving teachers, and the safe school environment.

Staff survey results were consistent with the Fall 2014 staff survey results. Areas of satisfaction were similar. Such as:
-School provides qualified staff members to support student learning
-School provides high quality student support services
-School maintains facilities that support student learning
-School maintains facilities that contribute to a safe environment
Staff open-ended results were also consistent. Faculty and staff enjoy the teachers they work with, the inviting school environment, and the support they get from their co-workers.

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Areas in Need of Improvement

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

Student surveys showed the lowest satisfaction in several areas. They were least satisfied with being treated fairly and with respect. They were not satisfied with their teachers listening to them. Students felt that the school does not ask their families to come to school activities. They also felt that their teachers don't ask them what they think about school. Open-ended survey results showed the lowest satisfaction with lunchroom food and mean students/bullies.

Parent surveys showed the lowest satisfaction in the school's purpose statement being formally reviewed and revised with involvement from parents or the school communicating about goals and activities. Parent surveys also showed the lowest satisfaction in their child's teacher providing an equitable curriculum that meets her/her learning needs. They felt that their child's teachers do not work together as a team to help their child learn. There was low satisfaction with their children being provided with multiple assessments to measure their understanding. Parent surveys indicated that the school does not provide opportunities for students to participate in activities that interest them. Open-ended survey results showed the lowest satisfaction with lunchroom food, teachers being inflexible, and extended day safety.

Staff surveys showed the lowest satisfaction in the school's leaders holding all staff members accountable for student learning. The staff felt that there is not a formal process in place to support new staff members or that there is sufficient material resources to meet student needs. Staff surveys indicated low satisfaction with the acquisition and support of technology and providing opportunities for students to participate in activities that interest them. Open-ended survey results showed the lowest satisfaction with the school-wide behavior plan, large class sizes, and lack of positive feedback.

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

Student survey results showed a decrease in being treated with respect by adults (-3%). There was also a slight decrease in the principal and teachers asking the student what they think about school (-5%). On the open-ended student survey there was an increase in the number of responses of students who did not like mean students/bullies at our school.

Parent survey results showed a decrease in the school communicating effectively about goals and activities (-3%). There was a decrease in satisfaction in the school providing qualified staff members to support student learning (-11%) and the school providing excellent support services (-17%).

Staff survey results showed a decrease in only one area. There was a decrease in the school's leaders holding all staff members accountable for student learning (-5%).

What are the implications for these stakeholder perceptions?

Students who do not feel treated fairly and with respect will no longer be motivated to do their best. Students need to feel that they are being

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listened to by their teachers. Student behavior referrals will increase if students feel mistreated and disrespected. Survey results also show a trend in the number of students who feel like they are being mistreated/bullied by other students. Student performance could decrease due to unhappiness from being mistreated/bullied by their peers.

Parent survey results indicate that the school is not involving stakeholders in their decisions or that the school is communicating our goals and activities. Parent involvement and satisfaction will continue to decrease if parents do not feel involved in the decisions the school makes. Parent survey results also indicate dissatisfaction with their child's learning and progress. Parent involvement will continue to decrease if they feel their child's needs are not being met. Open-ended survey results show a concern for their child's safety during extended day. Extended day enrollment will drop if parents continue to feel that their child is unsafe at school.

Staff survey results indicate a decline in our school's climate. Faculty and staff at our school indicate dissatisfaction in all staff members being held accountable, being supported in their professional practice, and having sufficient material resources to meet student needs. Staff morale is essential to maintain a positive school climate for teachers and for the students. Open-ended survey results also indicated dissatisfaction with the school-wide behavior plan. If school climate declines, teacher and student performance will decline.

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

Student survey results were consistent with the Fall 2014 student survey results. They were least satisfied with:
-Being treated fairly
-Being treated with respect by adults
-Teachers listening to them
-Teachers asking their family to come to school activities
-Principal and teachers asking what they think about school
Open-ended student survey results were consistent with dissatisfaction in the lunchroom food and mean students/bullies.

Parent survey results were consistent with the Fall 2014 parent survey results. Parents were the least satisfied with the school's purpose statement being formally reviewed and revised with involvement from parents. Parents and staff survey results indicated that students need more activities that interest them.

Staff survey results were consistent with the Fall 2014 staff survey results. Staff results showed dissatisfaction in:
-School leaders holding all staff members accountable for student learning
-Having a formal process in place to support new staff members
-Providing sufficient material resources to meet student need
-Providing a plan for the acquisition of technology
-Providing opportunities for students to participate in activities that interest them
Open-ended staff survey results were consistent in the need for more administrative positive support and the need for more technology.

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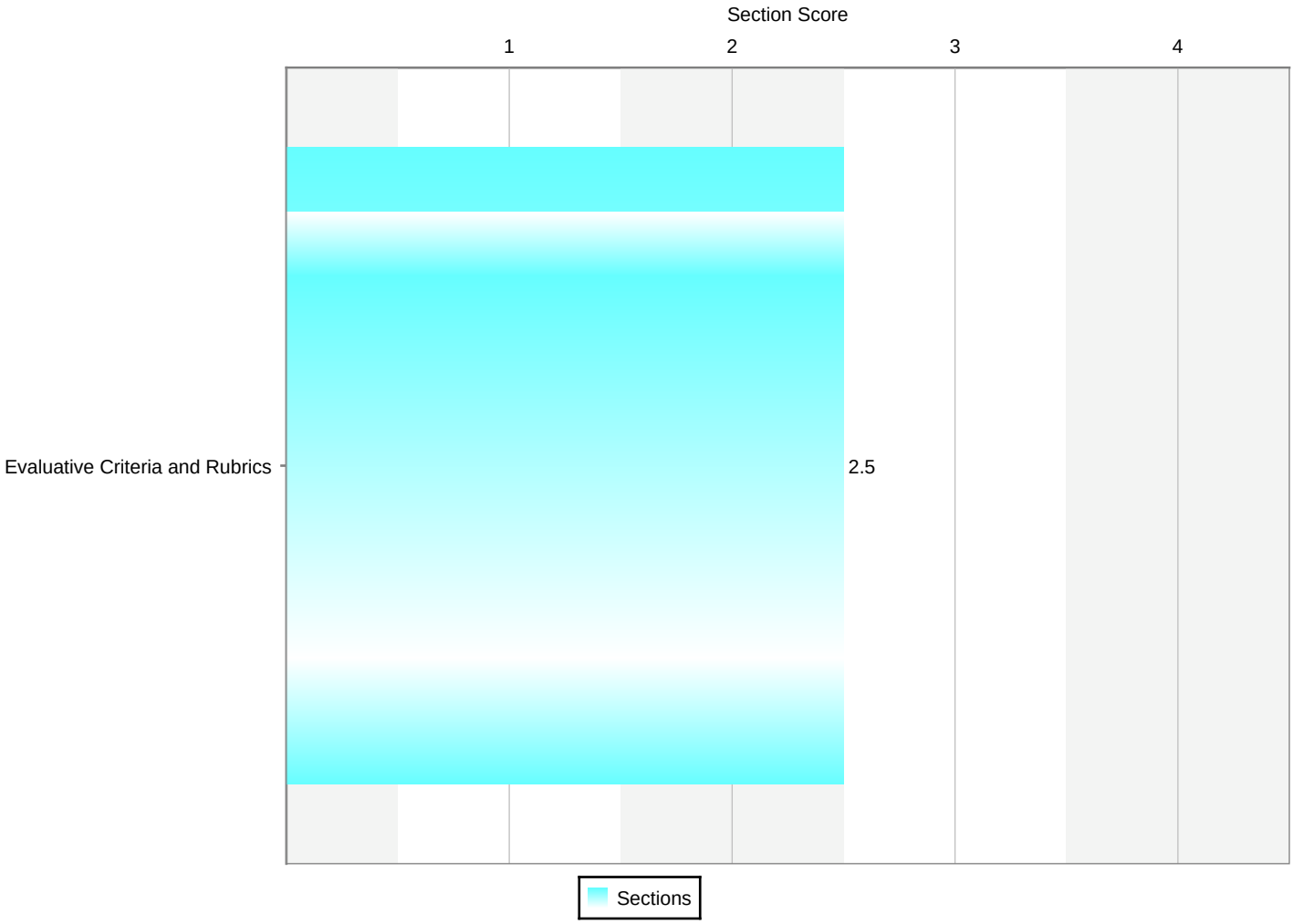
Report Summary

Scores By Section



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