



ACIP

Stevenson Elementary School

Jackson County Board of Education

Mr. Jamey Brooks, Principal
930 Old Mount Carmel Road
Stevenson, AL 35772

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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?

Stevenson Elementary School is located in Stevenson, Alabama. Stevenson is in Jackson County which is the second largest county in Alabama. It is in the northeast corner of Alabama. It is near the Tennessee River. Stevenson boasts much history. This includes an accessible railway. The railway, still in use today, runs through the downtown area. Another unique feature is that Stevenson hosted an army fort during the Civil War. The city is made up of approximately 2,072 people. 30% of the population is under the age of 25. The town has Caucasian, African-Americans, Hispanics, and Asians as main racial groups. The parent group consists of many college-educated individuals. Many are also skilled laborers and farmers. Still others are employed at local businesses. One challenge to the city is the large population of Hispanic citizens. Although welcomed, the language barrier for these people can sometimes be a challenge in the community and at school. The school does provide a fluent EL aide to assist the parents and students. A previous challenge to the city is that very few new businesses were built in the past five years. That hindered job growth in the town. However, several new businesses have recently opened or have plans to locate in Stevenson. These include: Brown Forman, Genos Pizza, Parts City, North Jackson Urgent Care, Burger King, Taylor Manufacturing and Google. Google's recent decision to add a data center in Stevenson area is very promising for this community. Many job opportunities are expected. The local Michael Scott Learning Center has also added many new programs for children in the Stevenson area. This calls for many people to travel at least twenty minutes for work in neighboring towns. However, there are several types of already established businesses including: banks, medical/dental offices, West Rock paper mill, fast food restaurants, Tennessee Valley Authority, a pharmacy, a hardware store, etc. Our school has approximately 346 students in grades Pre-K through fourth grade. Many of our students are from middle to low income families. Most reside with at least one parent or grandparent. Most are from homes that have one to three children in the family. We have an equal amount of male and female students. We have 173 males and 173 females. Our school has twenty-nine certified personnel along with many support staff. Many of the teachers reside in Stevenson. Others travel from Scottsboro, Sand Mountain, and other adjoining towns. Of the twenty-nine certified staff members, only three are male. One teacher holds a doctorate while others have bachelor, masters, and education specialist degrees. In the past three years, our community has changed very little. In 2011, our community park was hit by a tornado and partly destroyed. Our community and local schools now share nine tornado shelters. Our school administrator, Jamey Brooks, was new to our school last year. He has been teaching for twenty-three years. He was an assistant principal for twelve years.

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 provide sound instruction, based on standards, in a safe environment and to enhance social structure in the technological world; while building tomorrow's leaders with the support of parents and the community.

Our mission statement is Helping all students Achieve and Succeed.

Our school beliefs are as follows:

- All students can learn and succeed.
- Each student is valued as an individual with unique, social, intellectual, and emotional needs.
- Students learn in different ways and should be accommodated through a variety of instructional approaches.
- Cultural diversity can increase student's understanding of different cultures and customs thus preparing them to live in a global society.
- Teachers encourage excellence in education, creativity, and individualism through a variety of experiences including ways to enhance critical thinking skills.
- Teachers should have clear goals and high expectations for all students.
- Students reach their highest potential when the community, staff, parents, and students work in partnership.

Our school vision is to provide a learning environment where educating children is viewed as an exciting adventure in which teachers are partners with students, parents, and community leaders to provide a variety of learning experiences that promote a love of learning, positive self- concepts, and the ability to function successfully in an ever changing technologically- advanced society.

To promote positive expectations of the students, our school participates in the PBIS (Positive Behavior Incentive System). Students receive a "doing something good" ticket from teachers, staff members, or bus drivers. The tickets are placed in a box. Names are drawn for prizes.

Students also participate in Classroom DoJo. This is a website that allow teachers to add or deduct points for behavior. Students are rewarded for good behavior. We also have fourth grade "Students of the Week". Students names are drawn. Those students are allowed to do our pledge over the intercom system every morning for a week. This builds speaking skills while promoting confidence for the given students. To assist all students in learning, we also use the ARI model for tiered instruction. The classroom teacher will give tier I instruction to all students. Tier II and III students will receive extra help from their teacher. Students with special needs will receive additional help. The reading coach will provide assistance in kindergarten through third grades with the majority of time being spent in third grade.

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.

Stevenson Elementary School has a very experienced teaching staff. We also have a high attendance rate by students. One notable achievement is the addition of many new projectors and a few new Promethean boards. We have added some Apple TV devices also. We continue to utilize the many useful online programs. iPads are used daily by most students. iPad book check out has begun in our library. One notable achievement in the last few years has been our receiving a 21st Century after school program. Three teachers provide after school instruction for approximately sixty students. A few years ago (2014-2015), we received a four-year old Pre-K program. The program began in August 2014. It employs one certified and one aide. Another achievement has been concerning our state testing data that was taken by our third and fourth graders. Until three years ago, we gave the ARMT test in Jackson County. Previous scores on ARMT were valued on a four-point scale. A score of four would be the highest. Our third grade had 92% of the students scoring levels III and IV in reading and 88% in math. Fourth grade had 93% of their students scoring level III and IV in reading and 93% in math. In third grade, one student scored level I in reading and math. No fourth grade students scored level I in reading or math.

After observing ACT test data for the 2013-2014 school year for third grade, students needed to improve in reading in the areas of comprehension and literary elements. ACT data analysis for 2013-2014 school year shows the greatest weakness in math to be fractions for third grade. Geometry, fractions, and decimals are the weakest areas for these students. ACT data for the 2014-2015 school year showed a need for improvement in third grade in the area of integration of knowledge and ideas in reading. The ACT data for the 2014-2015 school year showed a need for improvement in third grade in the area of measurement and data and number and operations in base 10 in math. The ACT data for the 2014-2015 school year showed a need for improvement in fourth grade in the area of integration of knowledge and ideas in the area of reading. The ACT data for the 2014-2015 school year showed a need for improvement in fourth in the area of measurement and data. The ACT data for the 2014-2015 school year showed a strength in third and fourth reading in the area of craft and structure. The ACT data for the 2014-2015 school year showed a strength in third grade math in the area of operations and algebraic thinking. The ACT data for the 2014-2015 school year showed a strength in fourth grade math in the area of number and operations base 10. The ACT data for the 2015-2016 school year showed a need for improvement in third grade in the area of measurement and data and justification and explanation in math. In reading, the ACT data for third grade in 2015-2016 showed a weakness in integration of knowledge and ideas. In fourth grade, the 2015-2016 ACT data showed a weakness in reading in the area of integration of knowledge and ideas. It also showed a fourth grade weakness in the area of math in numbers and operations including fractions. The areas of notable achievement in third grade were craft and structure in reading and geometry in math. The fourth grade areas of notable achievements were geometry in math and craft and structure in reading. A program to support art and music is needed. No art or music program exists at Stevenson Elementary School at this time.

WIDA

WIDA results showed that the overall highest area is in oral language. The lowest overall area is in speaking.

Lessons to improve in those areas will be conducted.

In the next three years, one goal is to continue to receive the grant money to fund our 21st Century After School Program. Another goal will be to continue and possibly add an additional Pre-K program unit.

In the next three years, we would like to acquire additional laptops. With this purchase, we would also need laptop carts. We will continue to purchase digital projectors as needed also.

Additional Information

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

Through PACERS funding, a greenhouse was constructed to provide the students with hands-on experience working with plants. The community, parents, teachers, and students worked together to construct the greenhouse. The upkeep is an ongoing community and school project. Our after school program, directed by Michelle Richard, has been very helpful in continuing the greenhouse project. Hands-on science and math lessons have been conducted using the greenhouse. Seed planting, plant care, and harvesting have been done by the after school staff, parents, and students. Many of our faculty and students have attended PACER conferences in the past. Overall, our school as a whole has helpful and supportive community, faculty, and staff members. Student attendance is not a problem at our school. We are a Title I school that provides the most possible for our students. The technology use given to our students should help them to adjust to our everchanging world.

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.

Stevenson Elementary School personnel recognize that through the collaboration of programs and alignment of local, state and federal funds, we will increase effectiveness and eliminate duplication of effort. Following the first meeting of the district leadership team, the school leadership team collaborated with the school's principal to develop a Continuous Improvement Plan/technology team which would serve as a focus group for the district effort. School team members were selected based on the interest shown in the advancement of the school on the part of parents and community leaders. Teachers were selected based on the leadership ability and interest in the improvement program. The school team leaders reviewed the purpose and the process of developing the Continuous Improvement/technology Plan as well as discussing the role of the members of the school team. Each school team included the principal, the media specialist, classroom teachers, parents, and community members. The school's planning team was involved in the gathering of information as a part of the needs assessment. In addition to conducting surveys, they assisted with the collection of data for the school test scores and found areas that needed to be improved. When the process was complete, the team will reassemble monthly to discuss the strengths and needs of the school based on the data. The tactical plan grew directly from the needs assessment. The input from all stakeholders was considered, and priorities were developed based on that input. The Continuous Improvement Plan one-pager was added to the Stevenson Elementary School website. Parents and teachers were also given a copy of the Continuous Improvement Plan/technology plan one-pager. A full copy is available in the school's office. During the fall parent meeting, the Continuous Improvement Plan will be reviewed by the principal. All community and parents are invited to attend this meeting. There is a spring and fall Title I meeting where the Continuous Improvement Plan/technology plan is explained. Parents are then given the opportunity to provide input. Monthly meetings attended by principal, teachers, staff, parents, and community members will occur at the school. The committee members will also be addressing technology issues, needs, and concerns. Trina Henegar (chairperson), Tammy Guess (chairperson), and Jamey Brooks (principal) had input in all areas of the CIP plan. Other members of the leadership team helped to complete data analysis and decisions pertaining to the plan. Parents were asked to help with the development of the plan.

Leadership Team Members:

Principal - Jamey Brooks

Media Specialist/Technology Coach - Trina Henegar

Instructional Coach - Tammy Guess

Technology Teacher - Tim Wilkinson

Resource - Meghan Troutman

21st Century - Michelle Richard

EL Aide - Maria O'Hagan

Support Personnel - Carol Jones

Counselor - Teresa Patrick/Annie Johnson

K teacher - Tessie Peacock

1st teacher - Natalie Beaird

2nd teacher - Barbara Kirby

3rd teacher - Kelley Little

4th teacher - Bobbie Williams

Community - Stephanie Hill

Parent - Brandi Mashburn

Parent- Carrie Mathis

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

The responsibilities of the team included: attending an initial planning meeting to help develop the procedures and responsibilities for planning; collaborating with the school principal to establish a school Continuous Improvement/technology Plan team; meeting with the school planning team members to discuss their roles and responsibilities in the planning process; conducting informal surveys to get teacher opinions and concerns; reviewing drafts of the needs assessment; presenting the final draft to the school leadership planning team and faculty; participating in the development of the tactical plan through email and phone conversations; reviewing and commenting on the drafts of the tactical plan, and taking the draft of the tactical plan to their school teams.

The team members are :

Jamey Brooks , Principal/Overseer, Trina Henegar , Media Specialist/Co-Chairperson: Tammy Guess, Instructional Coach/Co-Chairperson.

Other teachers serve on committees that look at different parts of the plan.

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

Copies of the continuous improvement/technology plan will be made available online at <http://stevenson.jce.schoolinsites.com>. A one-pager explaining the goals for our school is given to all parents once per year. The one-pager describes the highlights of the plan. The information was also discussed at PTO meetings. A paper copy of the plan is kept in the office at all times and is available for parent or community members to read.

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 | ACT data for Stevenson Elementary School proves that the third grade mathematics scores are above the county average for two of the last three years. The third grade reading scores we slightly below the county average for the last three years. Our fourth grade mathematics score was above the county average one of the last two years. Fourth grade reading scores were above the county average one time in the last two years. | Stevenson Elementary School Student Performance 16-17 ACT Aspire Data |

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

Areas of Notable Achievement

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

The 2015-2016 ACT data showed a strength in third grade reading in the area of craft and structure. The third grade math strength was in geometry. The data for fourth grade showed a strength in reading in the area of craft and structure. In math, a strength in the area of geometry was shown. Third grade scored "READY" in the National Average subtopic math. The 2015-16 ACT Aspire Test data showed a strength in reading under the subtopic Craft and Structure for third and fourth grades. The ACT Aspire data also showed a strength in fourth grade math in the area of Geometry. In third and fourth grades in the National Average subtopic both grades scored "READY" on the ACT Aspire national averages report in Reading.

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

One positive trend on the ACT Aspire was in third grade reading. The students scored a twenty-six in 2014, thirty-two in 2015, and reading is 29. Although 29 is not an increase from the previous year, certain levels of improvement held from two years ago. Fourth grade also held an improvement level in reading from a twenty-five to a thirty-three and held at 29.

Which area(s) indicate the overall highest performance?

The ACT Aspire test data showed the highest overall performance in third grade mathematics. A score of 54 was the highest overall score in third and fourth grades in mathematics and reading.

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

In the subgroup, Hispanics, the area of writing showed an increasing trend. This is closing in on the achievement gap compared to year 2014-2015.

Between which subgroups is the achievement gap closing?

According to the WIDA test results, the subgroup, Hispanics is closing the achievement gap in the area of writing.

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

Previous ACT Aspire data showed that third grade scored seventeen percent above the national average in 2013-14. In 2014-15 the ACT Aspire data showed that third grade students scored at or above in math, writing, science, and reading. The 2015-2016 data on ACT showed that third grade scored above the national average in math. These students also scored near the national average in English, reading, and science.

Areas in Need of Improvement

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

ACT data for the 2014-2015 school year showed a need for improvement in third grade in the area of integration of knowledge and ideas in reading. The ACT data for the 2014-2015 school year showed a need for improvement in third grade in the area of measurement and data and number and operations in base 10 in math. The ACT data for the 2014-2015 school year showed a need for improvement in fourth grade in the area of integration of knowledge and ideas in the area of reading. The ACT data for the 2014-2015 school year showed a need for improvement in fourth in the area of measurement and data. The ACT data for 2015-2016 school year showed a need for improvement in third grade in the areas of integration of knowledge and ideas in reading and measurement and data in math. The ACT data for fourth grade showed a need for improvement in the areas of numbers and operations - fractions in math and integration of knowledge and ideas in reading.

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

WIDA results showed a negative trend for some of the subgroup Hispanics. Eighty percent of first grade Hispanic students scored in the developing stage in the area of writing. Also, eighty percent of second grade Hispanic students scored in the developing stage in the area of writing.

Which area(s) indicate the overall lowest performance?

Third and fourth grades both scored 29 in reading for the overall lowest performance on the ACT Aspire. The lowest performance in math was in fourth grade.

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

Both grades showed some decrease in performance in both math and reading. However, the least amount of improvement was in third grade mathematics.

Between which subgroups is the achievement gap becoming greater?

WIDA score results, although improving at times, still show that EL Hispanic students are again scoring below average in writing. In the subgroup, Hispanics, three of the five grades tested show 'speaking' to be at a low level.

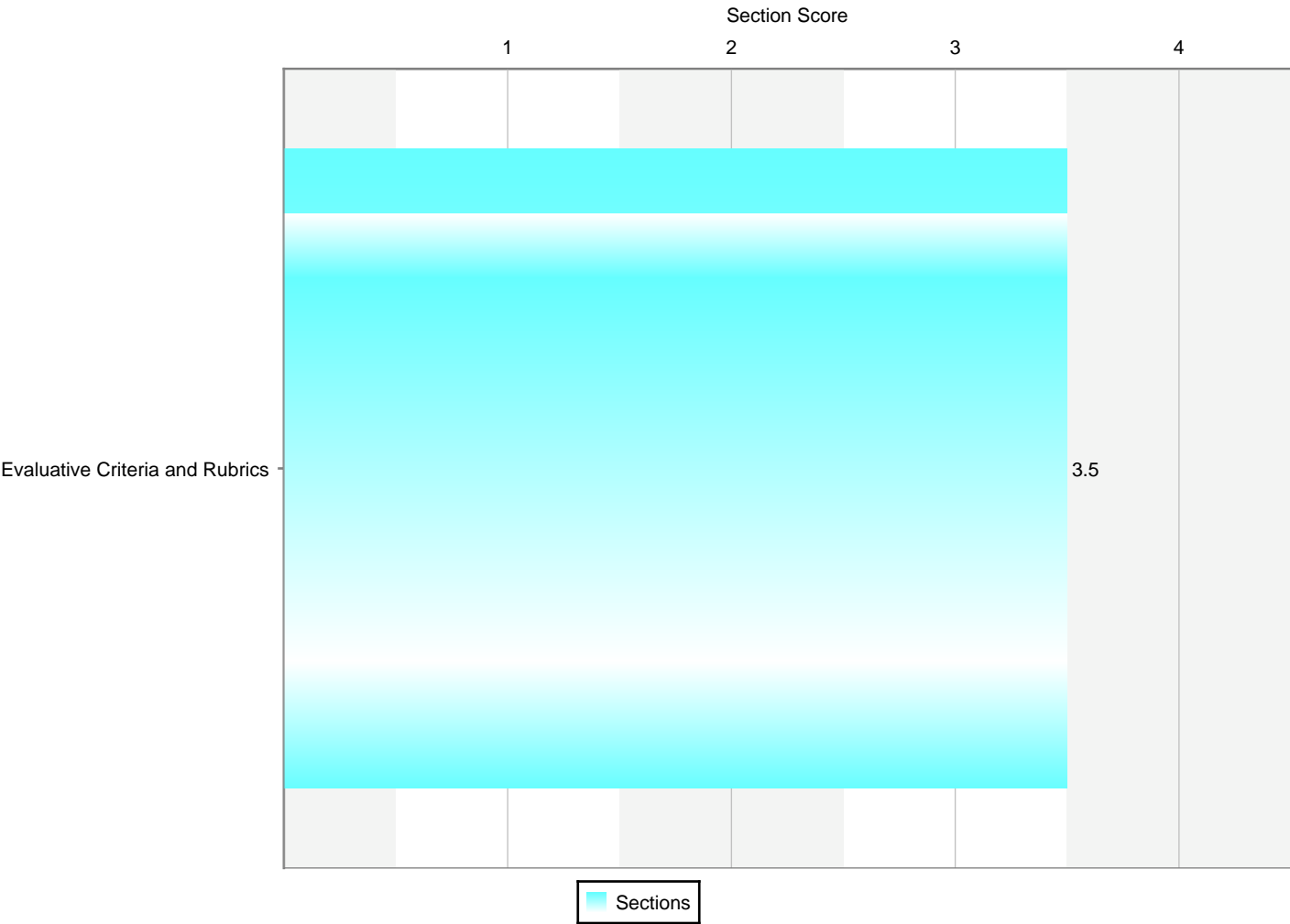
Which of the above reported findings are consistent with findings from other data sources?

Third grade mathematics ACT Aspire data proves to have the least amount of improvement from a sixty-seven to a sixty-eight in the past SY 2016-2017

two years. This year showed a decrease to 54. The fourth grade ACT Aspire data shows students improved less in reading than in math.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------------------------------|--|
| 1. | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes | The signature page is uploaded. | Stevenson Elementary School Leadership Team Signature Page 2016-2017 |

| 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 | OCR enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive Federal funds from the Department of Education. These laws prohibit discrimination on the basis of race, color, and national origin, sex, disability, and on the basis of age... US Department of Education | Civil Rights Jackson County EL Plan 2016-2017 Jackson County Federal Programs Plan |

| 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 | Please refer to Chris Davis, Special Education Coordinator or Mark Guffey, Federal Programs Director Jackson County Board of Education 16003 Alabama Highway 35 Scottsboro, Alabama 35768 256.259.9500 davis@jackson.k12.al.us guffey@jackson.k12.al.us | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|---|
| 4. | The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically. | Yes | The Parental Involvement Plan and student handbook have been uploaded. | Parental Involvement Plan 2016-2017 Student Handbook 2016-2017 Fall Federal Parent Meeting 2016 |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|---------------------------|
| 5. | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students. | Yes | The Parent Compacts have been uploaded. | SES Parent Compacts 16-17 |

2016-2017 Stevenson Elementary School Continuous Improvement Plan

Overview

Plan Name

2016-2017 Stevenson Elementary School Continuous Improvement Plan

Plan Description

2016-2017 Stevenson Elementary School Continuous Improvement Plan

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 a rigorous and effective instructional program to ensure the academic growth of all students 2016-2017. | Objectives: 5 Strategies: 10 Activities: 23 | Academic | \$0 |
| 2 | Engage Parents and Community in the Educational Process 2016-2017 | Objectives: 1 Strategies: 2 Activities: 2 | Organizational | \$0 |
| 3 | Ensure that all students have optimal instructional time 2016-2017. | Objectives: 1 Strategies: 2 Activities: 5 | Organizational | \$0 |

Goal 1: Provide a rigorous and effective instructional program to ensure the academic growth of all students 2016-2017.

Measurable Objective 1:

62% of Third and Fourth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

Strategy 1:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Research Cited: Marazno

| Activity - Teacher Collaboration and Self-Assessment on Effective Questioning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation. | Professional Learning | 08/08/2014 | 06/01/2017 | \$0 | No Funding Required | Principals ELA Teachers Curriculum Coordinator |

| Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|------------------------|
| K-4 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies. | Professional Learning | 10/03/2016 | 01/03/2017 | \$0 | No Funding Required | Curriculum Coordinator |

| Activity - Professional Development on Teaching Foundational Reading Skills | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphases given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 | No Funding Required | Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers |

| Activity - Professional Development on Vocabulary Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

| | | | | | | |
|--|-----------------------|------------|------------|-----|---------------------|---|
| Professional development on vocabulary development will be provided through a book study for teachers of grades K-4. K-4 teachers will participate in a face-to-face book study with the school reading specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 | No Funding Required | Curriculum Coordinator, Principals, Reading Specialists, Teachers |
|--|-----------------------|------------|------------|-----|---------------------|---|

Strategy 2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-4 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies, and science teachers in grades 3-4 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

| Activity - Professional Development on Data Analysis of Summative Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. | Professional Learning | 09/23/2015 | 11/30/2016 | \$0 | No Funding Required | Principals Teachers Curriculum Coordinator |

| Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| K-4 teachers will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading. | Academic Support Program | 10/03/2016 | 11/01/2017 | \$0 | No Funding Required | Curriculum Coordinator Principals Reading Specialists Teachers |

| Activity - Professional Development on Data Analysis of Formative Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| Teachers in grades K-4 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings. | Professional Learning | 10/03/2016 | 11/30/2017 | \$0 | No Funding Required | Principals Reading Specialists Curriculum Coordinator |

Strategy 3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| Principals, appropriate Supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 | No Funding Required | Superintendent Selected Supervisors School Improvement Specialists |

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 | No Funding Required | Superintendent, Appropriate Supervisors, Principals |

Measurable Objective 2:

70% of Third and Fourth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment.

Strategy 1:

Professional Development for all K-4 Teachers on Teaching Computational and Reasoning Strategies - Instructional Coaches will be trained in helping students build mental math and computation strategies and will turn that training around for K-4 mathematics teachers.

| Activity - Small Group and Embedded Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| Instructional coaches will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies. | Professional Learning | 08/10/2015 | 01/02/2017 | \$0 | No Funding Required | Curriculum Coordinator Principals Instructional coaches |

| Activity - Independent, Online Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| Math teachers in grades K-4 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms. | Professional Learning | 09/23/2016 | 06/30/2017 | \$0 | No Funding Required | Curriculum Coordinator, Principals, Reading Coach |

| Activity - Professional Development on Using Number Talks | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Professional Development on using number talks will be provided for new K-4 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past. | Professional Learning | 11/15/2016 | 05/01/2017 | \$0 | No Funding Required | Curriculum Coordinator, Principals, Teachers |

Strategy 2:

Test Data Analysis to Identify All Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

| Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and area which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year. | Academic Support Program | 10/03/2016 | 06/01/2017 | \$0 | No Funding Required | Curriculum Coordinator, Principals, Teachers |

| Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held at Stevenson Elementary School. Vertical articulation of the curriculum will be addressed through data meetings. | Academic Support Program | 10/03/2016 | 08/31/2017 | \$0 | No Funding Required | Curriculum Coordinator, Principals, Teachers |

Strategy 3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students 2016-2017 - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as Stevenson Elementary School strives toward an effective instructional program.

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 | No Funding Required | Superintendent, Selected supervisors, school improvement specialists |
| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

| | | | | | | |
|--|--------------------|------------|------------|-----|---------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 | No Funding Required | Superintendent, Appropriate supervisors, Principals |
|--|--------------------|------------|------------|-----|---------------------|---|

Measurable Objective 3:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy 1:

Curricular and Instructional Guidance - Stevenson Elementary School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

| Activity - Face-to-Face Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|------------|------------|-------------------|---------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Academic Support Program, Professional Learning | 10/20/2015 | 05/29/2020 | \$0 | No Funding Required | EL Coordinator |

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 | No Funding Required | EL Coordinator |

Measurable Objective 4:

62% of English Learners students will demonstrate a proficiency in reading in Reading by 05/29/2020 as measured by ACT Aspire Assessment.

Strategy 1:

Curricular and Instructional Guidance - Reading - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

| Activity - Face-toFace Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|------------|------------|-------------------|---------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Academic Support Program, Professional Learning | 10/20/2015 | 05/29/2020 | \$0 | No Funding Required | EL Coordinator |

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 | No Funding Required | EL Coordinator |

Measurable Objective 5:

80% of Kindergarten, First, Second, Third and Fourth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, and in Mathematics and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy 1:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

| Activity - Grade-Level Workshops | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| Grade-level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems. | Professional Learning | 01/04/2016 | 06/01/2020 | \$0 | No Funding Required | Curriculum Coordinator, Principal, Teachers |

| Activity - Moodle Site for Teacher Collaboration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level. | Academic Support Program | 10/03/2016 | 06/01/2020 | \$0 | No Funding Required | Curriculum Coordinator, Principals, Teachers |

Strategy 2:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

| Activity - Defining and Organizing Robotics Concepts and Applications | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---|
| STEM Teachers will collaborate to develop a robotics curriculum for Stevenson Elementary School which is generally leveled as elementary level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum baseline for equity across the school as robotics becomes available for all students. | Policy and Process | 12/01/2016 | 08/01/2017 | \$0 | No Funding Required | Curriculum Coordinator, Principals, Robotics Teachers |

Goal 2: Engage Parents and Community in the Educational Process 2016-2017**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Stevenson Elementary School students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

Strategy 1:

Dynamic Website - The district will redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos.

| Activity - Website Redesign | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|------------|------------|-------------------|---------------------|-------------------------------------|
| The district will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations. | Community Engagement | 09/01/2016 | 11/30/2016 | \$0 | No Funding Required | Instructional Technology Specialist |

Strategy 2:

School and District Community Relations/Communications Plan - Development of a Stevenson Elementary School Community Relations Plan that will include:

- Professional Learning Unit for Administrators and teacher leaders
- Survey to determine communication devices used
- Collaboration to determine areas in need of improvement
- Collaboration with parents and community

| Activity - Complete and Implement Community Relations/Communication Plans | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|---------------------------------------|
| Having completed a professional learning unit on community relations and communication, the principal will lead a school team in the development and implementation of a school community relations communication plan. | Parent Involvement, Community Engagement | 05/02/2016 | 10/31/2016 | \$0 | No Funding Required | Principal, Central Office Supervisors |

Goal 3: Ensure that all students have optimal instructional time 2016-2017.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 33% to 30% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

Strategy 1:

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

| Activity - Professional Development for Advocate Leaders and Teachers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|--------------------------|------------|------------|-----|---------------------|---|
| The Advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Elementary. | Academic Support Program | 08/26/2016 | 08/26/2016 | \$0 | No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |
|--|--------------------------|------------|------------|-----|---------------------|---|

| Activity - Planning and Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day. | Academic Support Program | 08/26/2016 | 09/06/2016 | \$0 | No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

| Activity - Advocacy Leader Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress. | Professional Learning | 09/29/2016 | 05/12/2017 | \$0 | No Funding Required | School Improvement Specialist, School Advocacy Leaders, Teachers, Principals |

| Activity - Regularly Scheduled Advocacy Sessions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| The school will schedule advocacy sessions throughout the school year. | Academic Support Program | 08/26/2016 | 05/30/2017 | \$0 | No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

Strategy 2:

Parent/Guardian Notification System - Stevenson Elementary School will develop a Parent/Guardian Notification which will keep parents informed concerning the attendance of their children and involved in the improvement process.

| Activity - Planning and Implementing a Notification System | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|--------------------------|------------|------------|-----|---------------------|--|
| Stevenson Elementary School will conduct a planning session to develop and implement a notification program. | Academic Support Program | 09/15/2016 | 05/30/2017 | \$0 | No Funding Required | Principals and selected school personnel |
|--|--------------------------|------------|------------|-----|---------------------|--|

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 |
|--|--|--|------------|------------|-------------------|--|
| Complete and Implement Community Relations/Communication Plans | Having completed a professional learning unit on community relations and communication, the principal will lead a school team in the development and implementation of a school community relations communication plan. | Parent Involvement, Community Engagement | 05/02/2016 | 10/31/2016 | \$0 | Principal, Central Office Supervisors |
| Teacher Collaboration and Self-Assessment on Effective Questioning | ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation. | Professional Learning | 08/08/2014 | 06/01/2017 | \$0 | Principals ELA Teachers Curriculum Coordinator |
| Professional Development on Using Number Talks | Professional Development on using number talks will be provided for new K-4 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past. | Professional Learning | 11/15/2016 | 05/01/2017 | \$0 | Curriculum Coordinator, Principals, Teachers |
| Advocacy Leader Meetings | The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress. | Professional Learning | 09/29/2016 | 05/12/2017 | \$0 | School Improvement Specialist, School Advocacy Leaders, Teachers, Principals |
| Regularly Scheduled Advocacy Sessions | The school will schedule advocacy sessions throughout the school year. | Academic Support Program | 08/26/2016 | 05/30/2017 | \$0 | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |
| Professional Development on Data Analysis of Formative Assessments | Teachers in grades K-4 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings. | Professional Learning | 10/03/2016 | 11/30/2017 | \$0 | Principals Reading Specialists Curriculum Coordinator |

| | | | | | | |
|--|--|---|------------|------------|-----|--|
| Independent, Online Professional Development | Math teachers in grades K-4 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms. | Professional Learning | 09/23/2016 | 06/30/2017 | \$0 | Curriculum Coordinator, Principals, Reading Coach |
| Administrator Walk Throughs | Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 | Superintendent, Selected supervisors, school improvement specialists |
| Professional Development on Teaching Foundational Reading Skills | Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphases given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 | Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers |
| Professional Development for Advocate Leaders and Teachers | The Advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Elementary. | Academic Support Program | 08/26/2016 | 08/26/2016 | \$0 | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |
| Grade-Level Workshops | Grade-level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems. | Professional Learning | 01/04/2016 | 06/01/2020 | \$0 | Curriculum Coordinator, Principal, Teachers |
| Face-to-Face Professional Development | Professional Development for teachers will be provided as needed. | Academic Support Program, Professional Learning | 10/20/2015 | 05/29/2020 | \$0 | EL Coordinator |
| WIDA ACCESS Assessment and IELPs | The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 | EL Coordinator |
| Moodle Site for Teacher Collaboration | Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level. | Academic Support Program | 10/03/2016 | 06/01/2020 | \$0 | Curriculum Coordinator, Principals, Teachers |

| | | | | | | |
|---|--|--------------------------|------------|------------|-----|--|
| Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire | K-4 teachers will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading. | Academic Support Program | 10/03/2016 | 11/01/2017 | \$0 | Curriculum Coordinator Principals Reading Specialists Teachers |
| Classroom Observations | Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 | Superintendent, Appropriate supervisors, Principals |
| Professional Development on Vocabulary Development | Professional development on vocabulary development will be provided through a book study for teachers of grades K-4. K-4 teachers will participate in a face-to-face book study with the school reading specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 | Curriculum Coordinator, Principals, Reading Specialists, Teachers |
| Professional Development on Data Analysis of Summative Assessments | Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. | Professional Learning | 09/23/2015 | 11/30/2016 | \$0 | Principals Teachers Curriculum Coordinator |
| Increased Emphasis on Data Meetings Focused on Formative Math Assessments | An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held at Stevenson Elementary School. Vertical articulation of the curriculum will be addressed through data meetings. | Academic Support Program | 10/03/2016 | 08/31/2017 | \$0 | Curriculum Coordinator, Principals, Teachers |
| Planning and Implementation | The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day. | Academic Support Program | 08/26/2016 | 09/06/2016 | \$0 | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |
| Increased Emphasis of Data Meetings Focused on Math Summative Assessments | Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year. | Academic Support Program | 10/03/2016 | 06/01/2017 | \$0 | Curriculum Coordinator, Principals, Teachers |

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|--|--|---|------------|------------|------------|--|
| Defining and Organizing Robotics Concepts and Applications | STEM Teachers will collaborate to develop a robotics curriculum for Stevenson Elementary School which is generally leveled as elementary level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum baseline for equity across the school as robotics becomes available for all students. | Policy and Process | 12/01/2016 | 08/01/2017 | \$0 | Curriculum Coordinator, Principals, Robotics Teachers |
| Classroom Observations | Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 | Superintendent, Appropriate Supervisors, Principals |
| Planning and Implementing a Notification System | Stevenson Elementary School will conduct a planning session to develop and implement a notification program. | Academic Support Program | 09/15/2016 | 05/30/2017 | \$0 | Principals and selected school personnel |
| Administrator Walk Throughs | Principals, appropriate Supervisors, and the district's school improvement specialist will complete walk thoughts on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 | Superintendent Selected Supervisors School Improvement Specialists |
| Face-toFace Professional Development | Professional Development for teachers will be provided as needed. | Academic Support Program, Professional Learning | 10/20/2015 | 05/29/2020 | \$0 | EL Coordinator |
| Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies | K-4 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies. | Professional Learning | 10/03/2016 | 01/03/2017 | \$0 | Curriculum Coordinator |
| Small Group and Embedded Professional Development | Instructional coaches will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies. | Professional Learning | 08/10/2015 | 01/02/2017 | \$0 | Curriculum Coordinator Principals Instructional coaches |
| WIDA ACCESS Assessment and IELPs | The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 | EL Coordinator |
| Website Redesign | The district will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations. | Community Engagement | 09/01/2016 | 11/30/2016 | \$0 | Instructional Technology Specialist |
| Total | | | | | \$0 | |

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|---|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | The district leadership team met to discuss the best method of disseminating surveys. Parents, students, and staff were asked to take a parent survey. The survey participation goal was met in each stakeholder area (parents, staff, and students). | SES Survey Analysis 16-17 Survey analysis and trends |

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

| | Statement or Question | Response | Rating |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented. | Level 4 |

Areas of Notable Achievement

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

The Jackson County Board of Education/Stevenson Elementary School conducted a survey of parents, staff, and students.

The following areas showed as notable achievements by parents:

INDICATOR 1.2: The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

INDICATOR 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Our school has high expectations for students in all classes.

*Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

* The school establishes and maintains a clearly defined and comprehensive student assessment system.

The following areas showed as notable achievements by students:

INDICATOR 1.2: The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

INDICATOR 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.

INDICATOR 2.1: The governing body establishes policies and supports practices that ensure effective administration of the school.

INDICATOR 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

INDICATOR 3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

INDICATOR 4.5: The technology infrastructure supports the school's teaching, learning, and operational needs.

INDICATOR 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

* The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

* Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

The following areas showed as notable achievements by staff:

INDICATOR 2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

INDICATOR 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

INDICATOR 3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

* The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

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

Parents - The area of using results for continuous improvement shows a positive trend on indicator 5.1. Parent survey data indicated that leadership and staff maintains a clearly defined and comprehensive student assessment system.

Student -The area of purpose and direction shows a positive trend within two indicators. One indicator showed the school's leadership and staff commitment to a culture.

Staff - The area of purpose and direction shows a positive trend. The staff believes that the school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

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

Federal Program Parent Surveys, informal conversations with stakeholders, and faculty meetings helped to contribute to the reported findings.

The survey data also gave information that pertained to stakeholder feedback views towards The Jackson County School System. Parents said that our school has leadership and staff supervision and evaluation processes result in improved professional practice and student success. Also, the school establishes and maintains a clearly defined and comprehensive student assessment system. The staff said that Stevenson Elementary School engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. Students at Stevenson Elementary School said that the school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Staff members meet face-to-face with parents to communicate. Surveys were conducted including parental involvement surveys.

Areas in Need of Improvement

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

The Jackson County Board of Education/Stevenson Elementary School conducted a survey of parents, staff, and students.

The following areas showed as an area in need of improvement by parents:

INDICATOR 2.2: The governing body operates responsibly and functions effectively.

INDICATOR 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs.

*The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

* Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

The following areas showed as an area in need of improvement by students:

INDICATOR 5.1: The school establishes and maintains a clearly defined and comprehensive student assessment system.

INDICATOR 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

* The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

* The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

* Teachers implement the school's instructional process in support of student learning.

* The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

The following areas showed as an area in need of improvement by the staff:

INDICATOR 3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

INDICATOR 4.2: Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

* The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

* Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

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

The students show a negative trend that the school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that students educational experience. Staff showed a decreasing trend in mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. Parents disagreed that the governing body operates responsibly and functions effectively.

What are the implications for these stakeholder perceptions?

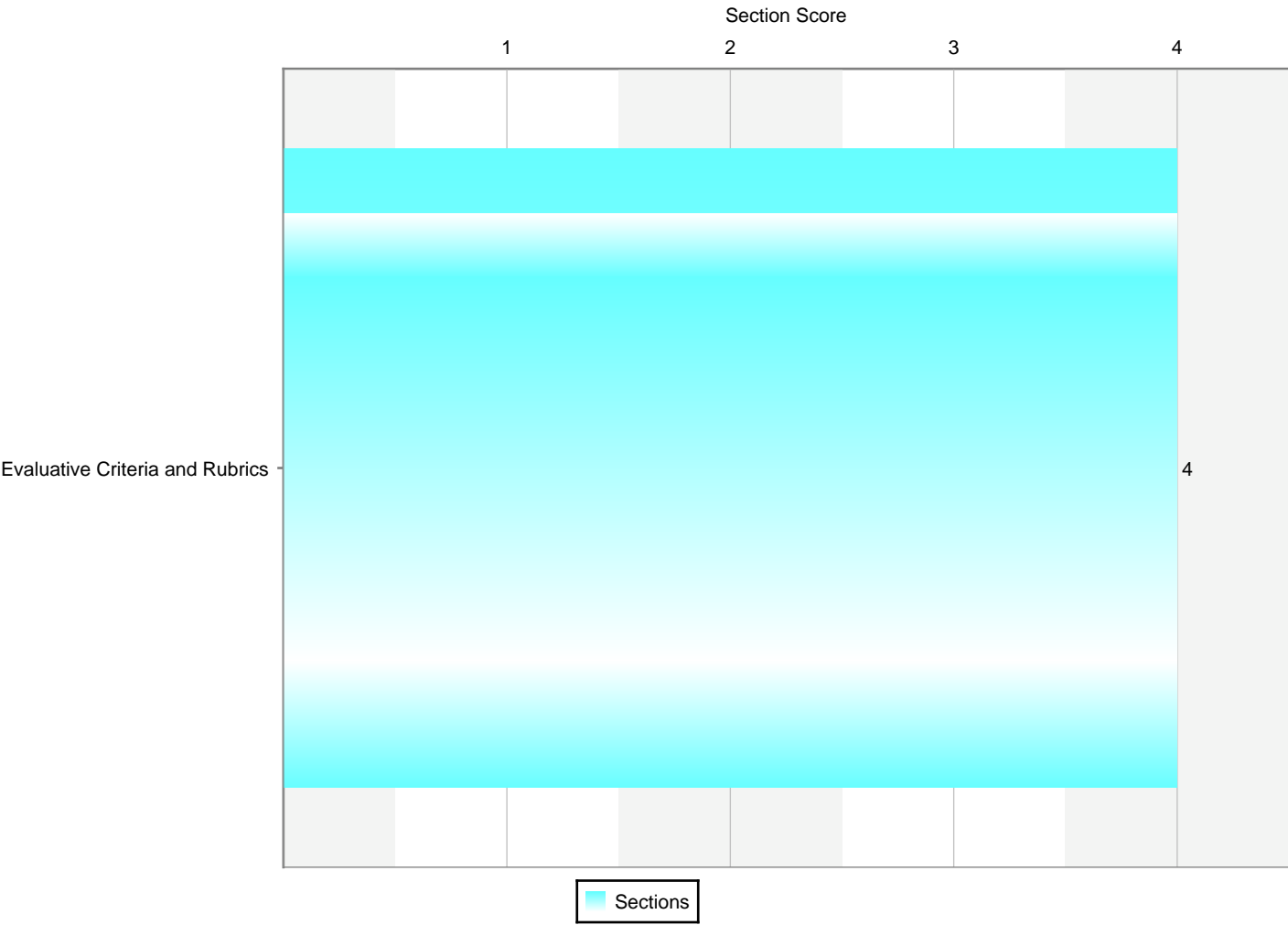
One implication noted that the governing body does not operate responsibly and effectively. Due to many changes in our governing body in recent years, stability is needed. A new governing body will soon take office. Mentoring is viewed as a low point by staff. Mentoring of new teachers should be promoted by the principal. The Jackson County School System has developed a new advocacy program. The students surveyed expressed a need for an adult advocate in the school. The new program is being implemented this year. Teachers and staff will meet throughout the year with children from a mixture of grade levels. Games or activities will be used to build more knowledge of all of our students at Stevenson Elementary School.

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

Informal conversations at faculty meetings showed the listed needs were consistent with the survey results.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

In order to improve the school and give opportunities for all children to succeed, Stevenson Elementary School continues to plan and implement a school-wide CIP (Continuous Improvement Plan) for the current school year. As a service provider of children in a high-poverty community and having 100% of the total enrollment receiving free breakfast and lunch services, the school meets the eligibility requirements for a schoolwide service plan. The program for free lunch and breakfast is part of the Community Eligibility Program. The planning team includes Jamey Brooks, principal, Teresa Patrick, counselor, Tessie Peacock, Natalie Beaird, Barbara Kirby, Kelley Little, Bobbie Williams, classroom teachers, Tammy Guess, instructional coach, Trina Henegar, media specialist, Michelle Richard, after school teacher, Tim Wilkinson, computer teacher, Carol Jones, support personnel, Maria O'Hagan, EL aide, Brandi Mashburn, Carrie Mathis, and Stephanie Hill, parent/community representatives. In conjunction with the general academic program, the Counseling program, Character Education Program, Positive Behavioral Interventions and Support (PBIS) and School Safety Program contribute to the school curriculum and play a role in our CIP. Multiple sources of data were examined such as attendance, discipline, and academic achievement. Surveys results from teachers, parents, and students were analyzed. All stakeholders are made aware of the yearly plan via home/school correspondence and Parent Teacher Organization (PTO) meetings. The plan is available to parents at the school, on the school (one-pager) and county websites, and the Jackson County Parent Center. Copies of the current plan are available upon request. The CIP Committee meets monthly. Revisions can be made after each meeting if necessary. Decisions are made concerning appropriate allotment of funds based on our comprehensive needs assessments. A variety of standardized assessments for K-4 are given to determine if adequate progress is being made by all populations in the school. Stevenson Elementary School utilizes a variety of assessments at each grade level to provide a comprehensive look at students' strengths and weaknesses in reading and math. The following provides a list of the assessments and other indicators taken into consideration when determining a child's "at risk" status and in selecting an appropriate intervention program. Kindergarten-fourth grades will use STAR assessments to provide benchmark and progress monitoring data for reading. First, second, third and fourth grades use unit testing and close reads to monitor student reading progress.

RTI: Response to Intervention Utilizing the RTI framework, Stevenson Elementary School faculty provides Tier I, Tier II and Tier III support throughout the day for reading and math. Tier I is provided through whole group and small group explicit, research-based instruction in reading for 90 minutes per day in each classroom. Small group instruction is guided by progress monitoring through STAR. Additional support is provided through Tier II (Intervention). Tier III provides an additional 30 minutes of intensive small group instruction for the lowest students in each class targeting specific skills necessary for (4-6 students). Tier II and III instruction is provided by the classroom teacher. Tier III addresses the needs of the lowest students in each grade-level. The classroom teacher will give tier I instruction to all students. Tier II and III students will receive extra help from their teacher. Students with special needs will receive additional help. The reading coach will provide assistance in kindergarten through third grades with the majority of time being spent in third grade.

Academic Summary

After observing ACT test data for the 2013-2014 school year for third grade, students needed to improve in reading in the areas of comprehension and literary elements. ACT data analysis for 2013-2014 school year shows the greatest weakness in math to be fractions for third grade. Geometry, fractions, and decimals are the weakest areas for these students. ACT data for the 2014-2015 school year showed a need for improvement in third grade in the area of integration of knowledge and ideas in reading. The ACT data for the 2014-2015 school year showed a need for improvement in third grade in the area of measurement and data and number and operations in base 10 in math. The ACT data for the 2014-2015 school year showed a need for improvement in fourth grade in the area of integration of knowledge and ideas in the area of reading. The ACT data for the 2014-2015 school year showed a need for improvement in fourth in the area of measurement and data. The ACT data for the 2014-2015 school year showed a strength in third and fourth reading in the area of craft and structure. The ACT data for the 2014-2015 school year showed a strength in third grade math in the area of operations and algebraic

thinking. The ACT data for the 2014-2015 school year showed a strength in fourth grade math in the area of number and operations base 10. The ACT data for the 2015-2016 school year showed a need for improvement in third grade in the area of measurement and data and justification and explanation in math. In reading, the ACT data for third grade in 2015-2016 showed a weakness in integration of knowledge and ideas. In fourth grade, the 2015-2016 ACT data showed a weakness in reading in the area of integration of knowledge and ideas. It also showed a fourth grade weakness in the area of math in numbers and operations including fractions. ACT data for 2015-2016 shows that third and fourth grade students scored "ready" in English. The fourth grade students scored 418 in the area of English Language Arts while third grade scored 415. ACT data for 2014-2015 shows that fourth grade students met the national average with a score of 415 in both math and reading. Third grade students met the national average in reading with a 412 score. In math, the third grade students surpassed the national average of 412 with a score of 413. In 2013-2014, the ACT showed a deficiency in third grade in reading with 8% below the national average. Fourth grade had shown a need for improvement in 2013-2014 in all areas.

WIDA

WIDA results showed that the lowest overall area is in speaking.

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

The results from 2012-2013 ARMT testing showed that 3rd and 4th grade students have a deficiency in comprehension and fractions. In 2013-2014, the ACT showed a deficiency in third grade in reading with 8% below the national average. The ACT Aspire showed a need for improvement in all areas including English, math, reading, and writing for fourth grade students. The ACT data for 2014-2015 showed that fourth grade students met the national average with a score of 415 in both math and reading. Third grade students met the national average in reading with a 412 score. In math, the third grade students surpassed the national average of 412 with a score of 413. WIDA results showed that the overall highest area is in speaking. The lowest overall area is in writing. Other WIDA results showed a need in the area of oral language in third grade. Survey results showed that parents wanted the governing body for the school to interfere less. Attendance is not a problem at Stevenson Elementary School. However, absences in kindergarten and third grades are higher than other grades. Thirteen students were absent more than twenty days. Twelve teachers missed ten or less days while eighteen were out more than ten days. Two teachers had surgery and missed several days for recovery during a portion of the year. Excluding those two teachers the average absence for teachers was 12.14 days. Concerning discipline, there was one student sent to the Alternative School. No children lost bus privileges. The majority of students on the discipline report were fourth graders. The majority were males.

The ACT data for 2015-2016 showed that fourth grade students met the national average with a score of 418 in English Language Arts. Third grade students met the national average in English Language Arts with a 415 score. WIDA results showed that the overall highest area is in oral language. The lowest overall area is in speaking. Survey results showed that parents felt that the school's governing body did not operate responsibly or function effectively. Attendance is not a problem at Stevenson Elementary School. However, absences in kindergarten are higher than other grades. Throughout the school, fifteen students were absent more than twenty days. Nine teachers missed ten or less days while twenty were out more than ten days. One teacher was on leave part of the year due to pregnancy issues. Excluding that teacher, the average absence for teachers was 13.42 days. Concerning discipline, there was one student sent to the Alternative School. No children lost bus privileges. The majority of students on the discipline report were third graders. The majority were males.

3. What conclusions were drawn from the results?

We need to work on building knowledge in reading in the areas of integration of knowledge and ideas by using close reads. We need to work on strategies to improve knowledge and understanding in measurement and data and numbers and operations in base 10 in math by using Number Talks. The lowest overall area on WIDA is speaking. Nine teachers missed ten or less days while twenty were out more than ten days. Excluding one teacher that was out on medical leave, the average

absence for teachers was 13.42 days. Attendance issues by teachers will be addressed by the administrator. Student attendance is not a problem at Stevenson Elementary School. However, absences in kindergarten are higher than other grades. Concerning discipline, there was one student sent to the Alternative School. No children lost bus privileges. The majority of students on the discipline report were third graders. The majority were males. Positive behavior will be praised to help avert discipline issues. The PBIS (Positive Behavior Incentive System) and Classroom DoJo will be used.

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

At Stevenson Elementary School, survey results showed that our teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Leadership and staff supervision and evaluation processes result in improved professional practice and student success. The governing body establishes policies and supports practices that ensure effective administration of the school. The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. Our teachers are experienced with sixteen out of twenty-nine teachers having taught more than ten years. One teacher has a degree in Doctor of Education, three have AA Degrees, ten have Master of Education, and fifteen have Bachelor of Science degrees. Nine teachers missed ten or less days while twenty were out more than ten days. One teacher was out many days due to medical reasons. Excluding that one teacher the average absence for teachers was 13.42 days. Student attendance is not a large problem. Many students have medical excuses for being absent. The largest number of student absences remains in kindergarten. Fifteen students were out over twenty days. Student attendance in grades two and fourth were very high. STAR data shows that kindergarten has a strength in understanding of the organization and basic features of print and a weakness in knowledge and apply grade-level phonics and word analysis skills in decoding words. Kindergarten also had a strength in knowledge of number names and a weakness in describing and comparing measurable attributes. First grade has a strength in understanding on the organization and basic features of print and measuring lengths. First grade showed a weakness in using place value and reading with accuracy. Second grade has a strength in demonstrating understanding of word relationships and nuances in word meanings and in measuring and estimating. Second grade showed a weakness in range of reading and level of text complexity and solving problems with addition and subtraction. WIDA results showed that the overall highest area is in oral language. The lowest overall area is in speaking. Strategies will be implemented to improve speaking skills. Based on data, teacher absences need to be addressed. Lowering teacher absences is a need. Teacher absences need to be addressed by the administrator. Also, the PBIS program should be used to promote positive behavior and reduce discipline issues. More communication will be conducted to keep parents more informed. Number Talks and Close Reading strategies will be implemented.

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

Our goals show a desire to improve instruction. Our math and reading goals reflect a priority to work on building higher order thinking skills in reading and number skills in math. These will be addressed through inservices, online workshops, as well as other face-to-face professional development opportunities.

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

We used both the longitudinal data from ACT and the STAR assessments (formative and summative).

Nineteen students were retained in grades kindergarten through fourth. Twelve were in kindergarten and seven were in first grade.

Attendance is not a major issue at Stevenson Elementary School. Again, kindergarten had the most absences. Concerning discipline, there was one student sent to the Alternative School. No child lost bus privileges. We had twenty-three incidences reported on the school wide incident report. The majority of those were males. Goal 1: Provide a rigorous and effective instructional program to ensure the academic growth of all students - was developed to increase academic knowledge in the following areas: science, engineering, technology, English, writing, and math. Goal 2 should help increase parental involvement. Goal 3 was developed to help with the problem of student absences.

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

All of the students at Stevenson Elementary School receive equal opportunities in every area including instruction. However, EL students have an opportunity to receive assistance by an EL Aide, Mrs. O'Hagan. Students who are disadvantaged received special attention using our Tier I, II, and III program. After school care and summer programs are provided for all students where cost is covered for low-income families. All areas of the school are handicap accessible. We are also beginning a new advocacy program here at Stevenson Elementary School. Students will be grouped with different teachers/staff for an hour or so periodically to play games that build social skills and acceptance of others.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Provide a rigorous and effective instructional program to ensure the academic growth of all students 2016-2017.

Measurable Objective 1:

62% of English Learners students will demonstrate a proficiency in reading in Reading by 05/29/2020 as measured by ACT Aspire Assessment.

Strategy1:

Curricular and Instructional Guidance - Reading - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

Research Cited:

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

| Activity - Face-toFace Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Professional Learning Academic Support Program | 10/20/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

Measurable Objective 2:

80% of Kindergarten, First, Second, Third and Fourth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, and in Mathematics and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Research Cited:

| Activity - Grade-Level Workshops | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Grade-level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems. | Professional Learning | 01/04/2016 | 06/01/2020 | \$0 - No Funding Required | Curriculum Coordinator, Principal, Teachers |

| Activity - Moodle Site for Teacher Collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level. | Academic Support Program | 10/03/2016 | 06/01/2020 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Strategy2:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Research Cited:

| Activity - Defining and Organizing Robotics Concepts and Applications | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| STEM Teachers will collaborate to develop a robotics curriculum for Stevenson Elementary School which is generally leveled as elementary level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum baseline for equity across the school as robotics becomes available for all students. | Policy and Process | 12/01/2016 | 08/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Robotics Teachers |

Measurable Objective 3:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Stevenson Elementary School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Research Cited:

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

| Activity - Face-to-Face Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Academic Support Program Professional Learning | 10/20/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

Measurable Objective 4:

70% of Third and Fourth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment.

Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students 2016-2017 - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as Stevenson Elementary School strives toward an effective instructional program.

Research Cited:

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 - No Funding Required | Superintendent, Selected supervisors, school improvement specialists |

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 - No Funding Required | Superintendent, Appropriate supervisors, Principals |

Strategy2:

Professional Development for all K-4 Teachers on Teaching Computational and Reasoning Strategies - Instructional Coaches will be trained in helping students build mental math and computation strategies and will turn that training around for K-4 mathematics teachers.

Research Cited:

| Activity - Independent, Online Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Math teachers in grades K-4 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms. | Professional Learning | 09/23/2016 | 06/30/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Reading Coach |

| Activity - Small Group and Embedded Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Instructional coaches will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies. | Professional Learning | 08/10/2015 | 01/02/2017 | \$0 - No Funding Required | Curriculum Coordinator Principals Instructional coaches |

| Activity - Professional Development on Using Number Talks | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Professional Development on using number talks will be provided for new K-4 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past. | Professional Learning | 11/15/2016 | 05/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Strategy3:

Test Data Analysis to Identify All Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

Research Cited:

| Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held at Stevenson Elementary School. Vertical articulation of the curriculum will be addressed through data meetings. | Academic Support Program | 10/03/2016 | 08/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

| Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and area which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year. | Academic Support Program | 10/03/2016 | 06/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Measurable Objective 5:

62% of Third and Fourth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

Research Cited:

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Principals, appropriate Supervisors, and the district's school improvement specialist will complete walk thoughts on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 - No Funding Required | Superintendent Selected Supervisors School Improvement Specialists |

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 - No Funding Required | Superintendent, Appropriate Supervisors, Principals |

Strategy2:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Research Cited: Marazno

| Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| K-4 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies. | Professional Learning | 10/03/2016 | 01/03/2017 | \$0 - No Funding Required | Curriculum Coordinator |

| Activity - Teacher Collaboration and Self-Assessment on Effective Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation. | Professional Learning | 08/08/2014 | 06/01/2017 | \$0 - No Funding Required | Principals ELA Teachers Curriculum Coordinator |

| Activity - Professional Development on Teaching Foundational Reading Skills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphases given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers |

| Activity - Professional Development on Vocabulary Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Professional development on vocabulary development will be provided through a book study for teachers of grades K-4. K-4 teachers will participate in a face-to-face book study with the school reading specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Reading Specialists, Teachers |

Strategy3:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-4 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies, and science teachers in grades 3-4 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Research Cited:

| Activity - Professional Development on Data Analysis of Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. | Professional Learning | 09/23/2015 | 11/30/2016 | \$0 - No Funding Required | Principals Teachers Curriculum Coordinator |

| Activity - Professional Development on Data Analysis of Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Teachers in grades K-4 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings. | Professional Learning | 10/03/2016 | 11/30/2017 | \$0 - No Funding Required | Principals Reading Specialists Curriculum Coordinator |

| Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| K-4 teachers will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading. | Academic Support Program | 10/03/2016 | 11/01/2017 | \$0 - No Funding Required | Curriculum Coordinator Principals Reading Specialists Teachers |

Goal 2:

Ensure that all students have optimal instructional time 2016-2017.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 33% to 30% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

Strategy1:

Parent/Guardian Notification System - Stevenson Elementary School will develop a Parent/Guardian Notification which will keep parents informed concerning the attendance of their children and involved in the improvement process.

Research Cited:

| Activity - Planning and Implementing a Notification System | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Stevenson Elementary School will conduct a planning session to develop and implement a notification program. | Academic Support Program | 09/15/2016 | 05/30/2017 | \$0 - No Funding Required | Principals and selected school personnel |

Strategy2:

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Research Cited:

| Activity - Regularly Scheduled Advocacy Sessions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| The school will schedule advocacy sessions throughout the school year. | Academic Support Program | 08/26/2016 | 05/30/2017 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

| Activity - Professional Development for Advocate Leaders and Teachers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| The Advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Elementary. | Academic Support Program | 08/26/2016 | 08/26/2016 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

| Activity - Planning and Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day. | Academic Support Program | 08/26/2016 | 09/06/2016 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

| Activity - Advocacy Leader Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress. | Professional Learning | 09/29/2016 | 05/12/2017 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leaders, Teachers, Principals |

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

Goal 1:

Provide a rigorous and effective instructional program to ensure the academic growth of all students 2016-2017.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third and Fourth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, and in Mathematics and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Research Cited:

| Activity - Defining and Organizing Robotics Concepts and Applications | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| STEM Teachers will collaborate to develop a robotics curriculum for Stevenson Elementary School which is generally leveled as elementary level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum baseline for equity across the school as robotics becomes available for all students. | Policy and Process | 12/01/2016 | 08/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Robotics Teachers |

Strategy2:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Research Cited:

| Activity - Grade-Level Workshops | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Grade-level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems. | Professional Learning | 01/04/2016 | 06/01/2020 | \$0 - No Funding Required | Curriculum Coordinator, Principal, Teachers |

| Activity - Moodle Site for Teacher Collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level. | Academic Support Program | 10/03/2016 | 06/01/2020 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Measurable Objective 2:

70% of Third and Fourth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment.

Strategy1:

Professional Development for all K-4 Teachers on Teaching Computational and Reasoning Strategies - Instructional Coaches will be trained in helping students build mental math and computation strategies and will turn that training around for K-4 mathematics teachers.

Research Cited:

| Activity - Independent, Online Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Math teachers in grades K-4 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms. | Professional Learning | 09/23/2016 | 06/30/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Reading Coach |

| Activity - Small Group and Embedded Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Instructional coaches will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies. | Professional Learning | 08/10/2015 | 01/02/2017 | \$0 - No Funding Required | Curriculum Coordinator Principals Instructional coaches |

| Activity - Professional Development on Using Number Talks | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional Development on using number talks will be provided for new K-4 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past. | Professional Learning | 11/15/2016 | 05/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Strategy2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students 2016-2017 - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as Stevenson Elementary School strives toward an effective instructional program.

Research Cited:

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 - No Funding Required | Superintendent, Appropriate supervisors, Principals |

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 - No Funding Required | Superintendent, Selected supervisors, school improvement specialists |

Strategy3:

Test Data Analysis to Identify All Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

Research Cited:

| Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held at Stevenson Elementary School. Vertical articulation of the curriculum will be addressed through data meetings. | Academic Support Program | 10/03/2016 | 08/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

| Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and area which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year. | Academic Support Program | 10/03/2016 | 06/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Measurable Objective 3:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Stevenson Elementary School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Research Cited:

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

| Activity - Face-to-Face Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Professional Learning Academic Support Program | 10/20/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

Measurable Objective 4:

62% of English Learners students will demonstrate a proficiency in reading in Reading by 05/29/2020 as measured by ACT Aspire Assessment.

Strategy1:

Curricular and Instructional Guidance - Reading - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

Research Cited:

| Activity - Face-toFace Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Academic Support Program Professional Learning | 10/20/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

Measurable Objective 5:

62% of Third and Fourth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

Strategy1:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Research Cited: Marazno

| Activity - Professional Development on Vocabulary Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Professional development on vocabulary development will be provided through a book study for teachers of grades K-4. K-4 teachers will participate in a face-to-face book study with the school reading specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Reading Specialists, Teachers |

| Activity - Teacher Collaboration and Self-Assessment on Effective Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation. | Professional Learning | 08/08/2014 | 06/01/2017 | \$0 - No Funding Required | Principals ELA Teachers Curriculum Coordinator |

| Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| K-4 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies. | Professional Learning | 10/03/2016 | 01/03/2017 | \$0 - No Funding Required | Curriculum Coordinator |

| Activity - Professional Development on Teaching Foundational Reading Skills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphases given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers |

Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-4 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies, and science teachers in grades 3-4 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Research Cited:

| Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| K-4 teachers will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading. | Academic Support Program | 10/03/2016 | 11/01/2017 | \$0 - No Funding Required | Curriculum Coordinator Principals Reading Specialists Teachers |

| Activity - Professional Development on Data Analysis of Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. | Professional Learning | 09/23/2015 | 11/30/2016 | \$0 - No Funding Required | Principals Teachers Curriculum Coordinator |

| Activity - Professional Development on Data Analysis of Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Teachers in grades K-4 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings. | Professional Learning | 10/03/2016 | 11/30/2017 | \$0 - No Funding Required | Principals Reading Specialists Curriculum Coordinator |

Strategy3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

Research Cited:

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 - No Funding Required | Superintendent, Appropriate Supervisors, Principals |

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals, appropriate Supervisors, and the district's school improvement specialist will complete walk thoughts on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 - No Funding Required | Superintendent Selected Supervisors School Improvement Specialists |

Goal 2:

Ensure that all students have optimal instructional time 2016-2017.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 33% to 30% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

Strategy1:

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Research Cited:

| Activity - Advocacy Leader Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress. | Professional Learning | 09/29/2016 | 05/12/2017 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leaders, Teachers, Principals |

| Activity - Regularly Scheduled Advocacy Sessions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| The school will schedule advocacy sessions throughout the school year. | Academic Support Program | 08/26/2016 | 05/30/2017 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

| Activity - Planning and Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day. | Academic Support Program | 08/26/2016 | 09/06/2016 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

| Activity - Professional Development for Advocate Leaders and Teachers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| The Advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Elementary. | Academic Support Program | 08/26/2016 | 08/26/2016 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

Strategy2:

Parent/Guardian Notification System - Stevenson Elementary School will develop a Parent/Guardian Notification which will keep parents informed concerning the attendance of their children and involved in the improvement process.

Research Cited:

| Activity - Planning and Implementing a Notification System | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Stevenson Elementary School will conduct a planning session to develop and implement a notification program. | Academic Support Program | 09/15/2016 | 05/30/2017 | \$0 - No Funding Required | Principals and selected school personnel |

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

Provide a rigorous and effective instructional program to ensure the academic growth of all students 2016-2017.

Measurable Objective 1:

62% of Third and Fourth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

Strategy1:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Research Cited: Marazno

| Activity - Teacher Collaboration and Self-Assessment on Effective Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation. | Professional Learning | 08/08/2014 | 06/01/2017 | \$0 - No Funding Required | Principals ELA Teachers Curriculum Coordinator |

| Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| K-4 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies. | Professional Learning | 10/03/2016 | 01/03/2017 | \$0 - No Funding Required | Curriculum Coordinator |

| Activity - Professional Development on Vocabulary Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional development on vocabulary development will be provided through a book study for teachers of grades K-4. K-4 teachers will participate in a face-to-face book study with the school reading specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Reading Specialists, Teachers |

| Activity - Professional Development on Teaching Foundational Reading Skills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphases given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers |

Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-4 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies, and science teachers in grades 3-4 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Research Cited:

| Activity - Professional Development on Data Analysis of Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. | Professional Learning | 09/23/2015 | 11/30/2016 | \$0 - No Funding Required | Principals Teachers Curriculum Coordinator |

| Activity - Professional Development on Data Analysis of Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Teachers in grades K-4 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings. | Professional Learning | 10/03/2016 | 11/30/2017 | \$0 - No Funding Required | Principals Reading Specialists Curriculum Coordinator |

| Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| K-4 teachers will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading. | Academic Support Program | 10/03/2016 | 11/01/2017 | \$0 - No Funding Required | Curriculum Coordinator Principals Reading Specialists Teachers |

Strategy3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

Research Cited:

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Principals, appropriate Supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 - No Funding Required | Superintendent Selected Supervisors School Improvement Specialists |

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 - No Funding Required | Superintendent, Appropriate Supervisors, Principals |

Measurable Objective 2:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Stevenson Elementary School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Research Cited:

| Activity - Face-to-Face Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Academic Support Program Professional Learning | 10/20/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

Measurable Objective 3:

62% of English Learners students will demonstrate a proficiency in reading in Reading by 05/29/2020 as measured by ACT Aspire Assessment.

Strategy1:

Curricular and Instructional Guidance - Reading - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

Research Cited:

| Activity - Face-toFace Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Academic Support Program Professional Learning | 10/20/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

Measurable Objective 4:

80% of Kindergarten, First, Second, Third and Fourth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, and in Mathematics and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Research Cited:

| Activity - Defining and Organizing Robotics Concepts and Applications | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| STEM Teachers will collaborate to develop a robotics curriculum for Stevenson Elementary School which is generally leveled as elementary level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum baseline for equity across the school as robotics becomes available for all students. | Policy and Process | 12/01/2016 | 08/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Robotics Teachers |

Strategy2:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Research Cited:

| Activity - Moodle Site for Teacher Collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level. | Academic Support Program | 10/03/2016 | 06/01/2020 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

| Activity - Grade-Level Workshops | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Grade-level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems. | Professional Learning | 01/04/2016 | 06/01/2020 | \$0 - No Funding Required | Curriculum Coordinator, Principal, Teachers |

Measurable Objective 5:

70% of Third and Fourth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment.

Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students 2016-2017 - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as Stevenson Elementary School strives toward an effective instructional program.

Research Cited:

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 - No Funding Required | Superintendent, Selected supervisors, school improvement specialists |

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 - No Funding Required | Superintendent, Appropriate supervisors, Principals |

Strategy2:

Professional Development for all K-4 Teachers on Teaching Computational and Reasoning Strategies - Instructional Coaches will be trained in helping students build mental math and computation strategies and will turn that training around for K-4 mathematics teachers.

Research Cited:

| Activity - Professional Development on Using Number Talks | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional Development on using number talks will be provided for new K-4 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past. | Professional Learning | 11/15/2016 | 05/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

| Activity - Small Group and Embedded Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Instructional coaches will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies. | Professional Learning | 08/10/2015 | 01/02/2017 | \$0 - No Funding Required | Curriculum Coordinator Principals Instructional coaches |

| Activity - Independent, Online Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Math teachers in grades K-4 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms. | Professional Learning | 09/23/2016 | 06/30/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Reading Coach |

Strategy3:

Test Data Analysis to Identify All Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

Research Cited:

| Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and area which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year. | Academic Support Program | 10/03/2016 | 06/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

| Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held at Stevenson Elementary School. Vertical articulation of the curriculum will be addressed through data meetings. | Academic Support Program | 10/03/2016 | 08/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Goal 2:

Ensure that all students have optimal instructional time 2016-2017.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 33% to 30% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

Strategy1:

Parent/Guardian Notification System - Stevenson Elementary School will develop a Parent/Guardian Notification which will keep parents informed concerning the attendance of their children and involved in the improvement process.

Research Cited:

| Activity - Planning and Implementing a Notification System | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Stevenson Elementary School will conduct a planning session to develop and implement a notification program. | Academic Support Program | 09/15/2016 | 05/30/2017 | \$0 - No Funding Required | Principals and selected school personnel |

Strategy2:

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Research Cited:

| Activity - Advocacy Leader Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress. | Professional Learning | 09/29/2016 | 05/12/2017 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leaders, Teachers, Principals |

| Activity - Professional Development for Advocate Leaders and Teachers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| The Advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Elementary. | Academic Support Program | 08/26/2016 | 08/26/2016 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

| Activity - Regularly Scheduled Advocacy Sessions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| The school will schedule advocacy sessions throughout the school year. | Academic Support Program | 08/26/2016 | 05/30/2017 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

| Activity - Planning and Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day. | Academic Support Program | 08/26/2016 | 09/06/2016 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

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

Goal 1:

Provide a rigorous and effective instructional program to ensure the academic growth of all students 2016-2017.

Measurable Objective 1:

62% of Third and Fourth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

Research Cited:

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 - No Funding Required | Superintendent, Appropriate Supervisors, Principals |

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Principals, appropriate Supervisors, and the district's school improvement specialist will complete walk thoughts on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 - No Funding Required | Superintendent Selected Supervisors School Improvement Specialists |

Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-4 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction

provided. All ELA, social studies, and science teachers in grades 3-4 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Research Cited:

| Activity - Professional Development on Data Analysis of Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Teachers in grades K-4 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings. | Professional Learning | 10/03/2016 | 11/30/2017 | \$0 - No Funding Required | Principals Reading Specialists Curriculum Coordinator |

| Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| K-4 teachers will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading. | Academic Support Program | 10/03/2016 | 11/01/2017 | \$0 - No Funding Required | Curriculum Coordinator Principals Reading Specialists Teachers |

| Activity - Professional Development on Data Analysis of Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. | Professional Learning | 09/23/2015 | 11/30/2016 | \$0 - No Funding Required | Principals Teachers Curriculum Coordinator |

Strategy3:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Research Cited: Marazno

| Activity - Teacher Collaboration and Self-Assessment on Effective Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation. | Professional Learning | 08/08/2014 | 06/01/2017 | \$0 - No Funding Required | Principals ELA Teachers Curriculum Coordinator |

| Activity - Professional Development on Teaching Foundational Reading Skills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphases given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers |

| Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| K-4 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies. | Professional Learning | 10/03/2016 | 01/03/2017 | \$0 - No Funding Required | Curriculum Coordinator |

| Activity - Professional Development on Vocabulary Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Professional development on vocabulary development will be provided through a book study for teachers of grades K-4. K-4 teachers will participate in a face-to-face book study with the school reading specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Reading Specialists, Teachers |

Measurable Objective 2:

70% of Third and Fourth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment.

Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students 2016-2017 - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as Stevenson Elementary School strives toward an effective instructional program.

Research Cited:

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 - No Funding Required | Superintendent, Appropriate supervisors, Principals |

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| Activity - Adminstrator Walk Throughs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Principals, appropriate supervisors, and teh district's school improvement specialist will complete walk throughs on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 - No Funding Required | Superintendent, Selected supervisors, school improvement specialists |

Strategy2:

Test Data Analysis to Identify All Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

Research Cited:

| Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and area which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year. | Academic Support Program | 10/03/2016 | 06/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

| Activity - Inceased Emphasis on Data Meetings Focused on Formative Math Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetins will be held at Stevenson Elementary School. Vertical articulation of the curriculum will be addressed through data meetings. | Academic Support Program | 10/03/2016 | 08/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Strategy3:

Professional Development for all K-4 Teachers on Teaching Computational and Reasoning Strategies - Instructional Coaches will be trained in helping students build mental math and computation strategies and will turn that training around for K-4 mathematics teachers.

Research Cited:

| Activity - Independent, Online Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Math teachers in grades K-4 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms. | Professional Learning | 09/23/2016 | 06/30/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Reading Coach |

| Activity - Small Group and Embedded Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Instructional coaches will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies. | Professional Learning | 08/10/2015 | 01/02/2017 | \$0 - No Funding Required | Curriculum Coordinator Principals Instructional coaches |

| Activity - Professional Development on Using Number Talks | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Professional Development on using number talks will be provided for new K-4 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past. | Professional Learning | 11/15/2016 | 05/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Measurable Objective 3:

62% of English Learners students will demonstrate a proficiency in reading in Reading by 05/29/2020 as measured by ACT Aspire Assessment.

Strategy1:

Curricular and Instructional Guidance - Reading - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

Research Cited:

| Activity - Face-toFace Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Academic Support Program Professional Learning | 10/20/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

Measurable Objective 4:

80% of Kindergarten, First, Second, Third and Fourth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, and in Mathematics and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Research Cited:

| Activity - Grade-Level Workshops | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Grade-level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems. | Professional Learning | 01/04/2016 | 06/01/2020 | \$0 - No Funding Required | Curriculum Coordinator, Principal, Teachers |

| Activity - Moodle Site for Teacher Collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level. | Academic Support Program | 10/03/2016 | 06/01/2020 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Strategy2:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Research Cited:

| Activity - Defining and Organizing Robotics Concepts and Applications | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| STEM Teachers will collaborate to develop a robotics curriculum for Stevenson Elementary School which is generally leveled as elementary level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum baseline for equity across the school as robotics becomes available for all students. | Policy and Process | 12/01/2016 | 08/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Robotics Teachers |

Measurable Objective 5:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Stevenson Elementary School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Research Cited:

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

| Activity - Face-to-Face Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Professional Learning Academic Support Program | 10/20/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

Goal 2:

Ensure that all students have optimal instructional time 2016-2017.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 33% to 30% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

Strategy1:

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Research Cited:

| Activity - Planning and Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day. | Academic Support Program | 08/26/2016 | 09/06/2016 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

| Activity - Advocacy Leader Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress. | Professional Learning | 09/29/2016 | 05/12/2017 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leaders, Teachers, Principals |

| Activity - Regularly Scheduled Advocacy Sessions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| The school will schedule advocacy sessions throughout the school year. | Academic Support Program | 08/26/2016 | 05/30/2017 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

| Activity - Professional Development for Advocate Leaders and Teachers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| The Advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Elementary. | Academic Support Program | 08/26/2016 | 08/26/2016 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

Strategy2:

Parent/Guardian Notification System - Stevenson Elementary School will develop a Parent/Guardian Notification which will keep parents informed concerning the attendance of their children and involved in the improvement process.

Research Cited:

| Activity - Planning and Implementing a Notification System | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Stevenson Elementary School will conduct a planning session to develop and implement a notification program. | Academic Support Program | 09/15/2016 | 05/30/2017 | \$0 - No Funding Required | Principals and selected school personnel |

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

Goal 1:

Provide a rigorous and effective instructional program to ensure the academic growth of all students 2016-2017.

Measurable Objective 1:

62% of English Learners students will demonstrate a proficiency in reading in Reading by 05/29/2020 as measured by ACT Aspire Assessment.

Strategy1:

Curricular and Instructional Guidance - Reading - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

Research Cited:

| Activity - Face-toFace Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Academic Support Program Professional Learning | 10/20/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

Measurable Objective 2:

80% of Kindergarten, First, Second, Third and Fourth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, and in Mathematics and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Research Cited:

| Activity - Defining and Organizing Robotics Concepts and Applications | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| STEM Teachers will collaborate to develop a robotics curriculum for Stevenson Elementary School which is generally leveled as elementary level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum baseline for equity across the school as robotics becomes available for all students. | Policy and Process | 12/01/2016 | 08/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Robotics Teachers |

Strategy2:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Research Cited:

| Activity - Grade-Level Workshops | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Grade-level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems. | Professional Learning | 01/04/2016 | 06/01/2020 | \$0 - No Funding Required | Curriculum Coordinator, Principal, Teachers |

| Activity - Moodle Site for Teacher Collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level. | Academic Support Program | 10/03/2016 | 06/01/2020 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Measurable Objective 3:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Stevenson Elementary School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Research Cited:

| Activity - Face-to-Face Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Academic Support Program Professional Learning | 10/20/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

Measurable Objective 4:

62% of Third and Fourth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

Strategy1:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Research Cited: Marazno

| Activity - Teacher Collaboration and Self-Assessment on Effective Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation. | Professional Learning | 08/08/2014 | 06/01/2017 | \$0 - No Funding Required | Principals ELA Teachers Curriculum Coordinator |

| Activity - Professional Development on Vocabulary Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional development on vocabulary development will be provided through a book study for teachers of grades K-4. K-4 teachers will participate in a face-to-face book study with the school reading specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Reading Specialists, Teachers |

| Activity - Professional Development on Teaching Foundational Reading Skills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphases given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers |

| Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| K-4 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies. | Professional Learning | 10/03/2016 | 01/03/2017 | \$0 - No Funding Required | Curriculum Coordinator |

Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-4 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies, and science teachers in grades 3-4 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Research Cited:

| Activity - Professional Development on Data Analysis of Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Teachers in grades K-4 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings. | Professional Learning | 10/03/2016 | 11/30/2017 | \$0 - No Funding Required | Principals Reading Specialists Curriculum Coordinator |

| Activity - Professional Development on Data Analysis of Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. | Professional Learning | 09/23/2015 | 11/30/2016 | \$0 - No Funding Required | Principals Teachers Curriculum Coordinator |

| Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| K-4 teachers will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading. | Academic Support Program | 10/03/2016 | 11/01/2017 | \$0 - No Funding Required | Curriculum Coordinator Principals Reading Specialists Teachers |

Strategy3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

Research Cited:

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 - No Funding Required | Superintendent, Appropriate Supervisors, Principals |

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Principals, appropriate Supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 - No Funding Required | Superintendent Selected Supervisors School Improvement Specialists |

Measurable Objective 5:

70% of Third and Fourth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment.

Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students 2016-2017 - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as Stevenson Elementary School strives toward an effective instructional program.

Research Cited:

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 - No Funding Required | Superintendent, Appropriate supervisors, Principals |

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 - No Funding Required | Superintendent, Selected supervisors, school improvement specialists |

Strategy2:

Test Data Analysis to Identify All Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

Research Cited:

| Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held at Stevenson Elementary School. Vertical articulation of the curriculum will be addressed through data meetings. | Academic Support Program | 10/03/2016 | 08/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

| Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and area which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year. | Academic Support Program | 10/03/2016 | 06/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Strategy3:

Professional Development for all K-4 Teachers on Teaching Computational and Reasoning Strategies - Instructional Coaches will be trained in helping students build mental math and computation strategies and will turn that training around for K-4 mathematics teachers.

Research Cited:

| Activity - Professional Development on Using Number Talks | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional Development on using number talks will be provided for new K-4 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past. | Professional Learning | 11/15/2016 | 05/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

| Activity - Small Group and Embedded Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Instructional coaches will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies. | Professional Learning | 08/10/2015 | 01/02/2017 | \$0 - No Funding Required | Curriculum Coordinator Principals Instructional coaches |

| Activity - Independent, Online Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Math teachers in grades K-4 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms. | Professional Learning | 09/23/2016 | 06/30/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Reading Coach |

Goal 2:

Ensure that all students have optimal instructional time 2016-2017.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 33% to 30% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

Strategy1:

Parent/Guardian Notification System - Stevenson Elementary School will develop a Parent/Guardian Notification which will keep parents informed concerning the attendance of their children and involved in the improvement process.

Research Cited:

| Activity - Planning and Implementing a Notification System | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Stevenson Elementary School will conduct a planning session to develop and implement a notification program. | Academic Support Program | 09/15/2016 | 05/30/2017 | \$0 - No Funding Required | Principals and selected school personnel |

Strategy2:

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Research Cited:

| Activity - Regularly Scheduled Advocacy Sessions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| The school will schedule advocacy sessions throughout the school year. | Academic Support Program | 08/26/2016 | 05/30/2017 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

| Activity - Advocacy Leader Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress. | Professional Learning | 09/29/2016 | 05/12/2017 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leaders, Teachers, Principals |

| Activity - Planning and Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day. | Academic Support Program | 08/26/2016 | 09/06/2016 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

| Activity - Professional Development for Advocate Leaders and Teachers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| The Advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Elementary. | Academic Support Program | 08/26/2016 | 08/26/2016 | \$0 - No Funding Required | School Improvement Specialist, School Advocacy Leader, Teachers, Principals |

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

Goal 1:

Provide a rigorous and effective instructional program to ensure the academic growth of all students 2016-2017.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third and Fourth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, and in Mathematics and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Research Cited:

| Activity - Defining and Organizing Robotics Concepts and Applications | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| STEM Teachers will collaborate to develop a robotics curriculum for Stevenson Elementary School which is generally leveled as elementary level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum baseline for equity across the school as robotics becomes available for all students. | Policy and Process | 12/01/2016 | 08/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Robotics Teachers |

Strategy2:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Research Cited:

| Activity - Moodle Site for Teacher Collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level. | Academic Support Program | 10/03/2016 | 06/01/2020 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

| Activity - Grade-Level Workshops | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Grade-level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems. | Professional Learning | 01/04/2016 | 06/01/2020 | \$0 - No Funding Required | Curriculum Coordinator, Principal, Teachers |

Measurable Objective 2:

62% of Third and Fourth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-4 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies, and science teachers in grades 3-4 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Research Cited:

| Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| K-4 teachers will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading. | Academic Support Program | 10/03/2016 | 11/01/2017 | \$0 - No Funding Required | Curriculum Coordinator Principals Reading Specialists Teachers |

| Activity - Professional Development on Data Analysis of Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Teachers in grades K-4 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings. | Professional Learning | 10/03/2016 | 11/30/2017 | \$0 - No Funding Required | Principals Reading Specialists Curriculum Coordinator |

| Activity - Professional Development on Data Analysis of Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. | Professional Learning | 09/23/2015 | 11/30/2016 | \$0 - No Funding Required | Principals Teachers Curriculum Coordinator |

Strategy2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

Research Cited:

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 - No Funding Required | Superintendent, Appropriate Supervisors, Principals |

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Principals, appropriate Supervisors, and the district's school improvement specialist will complete walk thoughts on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 - No Funding Required | Superintendent Selected Supervisors School Improvement Specialists |

Strategy3:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Research Cited: Marazno

| Activity - Professional Development on Teaching Foundational Reading Skills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphases given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers |

| Activity - Teacher Collaboration and Self-Assessment on Effective Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation. | Professional Learning | 08/08/2014 | 06/01/2017 | \$0 - No Funding Required | Principals ELA Teachers Curriculum Coordinator |

| Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| K-4 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies. | Professional Learning | 10/03/2016 | 01/03/2017 | \$0 - No Funding Required | Curriculum Coordinator |

| Activity - Professional Development on Vocabulary Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional development on vocabulary development will be provided through a book study for teachers of grades K-4. K-4 teachers will participate in a face-to-face book study with the school reading specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Reading Specialists, Teachers |

Measurable Objective 3:

70% of Third and Fourth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment.

Strategy1:

Professional Development for all K-4 Teachers on Teaching Computational and Reasoning Strategies - Instructional Coaches will be trained in helping students build mental math and computation strategies and will turn that training around for K-4 mathematics teachers.

Research Cited:

| Activity - Independent, Online Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Math teachers in grades K-4 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms. | Professional Learning | 09/23/2016 | 06/30/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Reading Coach |

| Activity - Professional Development on Using Number Talks | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Professional Development on using number talks will be provided for new K-4 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past. | Professional Learning | 11/15/2016 | 05/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

| Activity - Small Group and Embedded Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Instructional coaches will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies. | Professional Learning | 08/10/2015 | 01/02/2017 | \$0 - No Funding Required | Curriculum Coordinator Principals Instructional coaches |

Strategy2:

Test Data Analysis to Identify All Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

Research Cited:

| Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and area which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year. | Academic Support Program | 10/03/2016 | 06/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

| Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held at Stevenson Elementary School. Vertical articulation of the curriculum will be addressed through data meetings. | Academic Support Program | 10/03/2016 | 08/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Strategy3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students 2016-2017 - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as Stevenson Elementary School strives toward an effective instructional program.

Research Cited:

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 - No Funding Required | Superintendent, Appropriate supervisors, Principals |

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 - No Funding Required | Superintendent, Selected supervisors, school improvement specialists |

Measurable Objective 4:

62% of English Learners students will demonstrate a proficiency in reading in Reading by 05/29/2020 as measured by ACT Aspire Assessment.

Strategy1:

Curricular and Instructional Guidance - Reading - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

Research Cited:

| Activity - Face-toFace Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Professional Learning Academic Support Program | 10/20/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

Measurable Objective 5:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Stevenson Elementary School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Research Cited:

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

| Activity - Face-to-Face Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Academic Support Program Professional Learning | 10/20/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

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

Goal 1:

Provide a rigorous and effective instructional program to ensure the academic growth of all students 2016-2017.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third and Fourth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, and in Mathematics and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Research Cited:

| Activity - Defining and Organizing Robotics Concepts and Applications | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| STEM Teachers will collaborate to develop a robotics curriculum for Stevenson Elementary School which is generally leveled as elementary level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum baseline for equity across the school as robotics becomes available for all students. | Policy and Process | 12/01/2016 | 08/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Robotics Teachers |

Strategy2:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Research Cited:

| Activity - Grade-Level Workshops | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Grade-level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems. | Professional Learning | 01/04/2016 | 06/01/2020 | \$0 - No Funding Required | Curriculum Coordinator, Principal, Teachers |

| Activity - Moodle Site for Teacher Collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level. | Academic Support Program | 10/03/2016 | 06/01/2020 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Measurable Objective 2:

70% of Third and Fourth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment.

Strategy1:

Test Data Analysis to Identify All Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

Research Cited:

| Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and area which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-4 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year. | Academic Support Program | 10/03/2016 | 06/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

| Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held at Stevenson Elementary School. Vertical articulation of the curriculum will be addressed through data meetings. | Academic Support Program | 10/03/2016 | 08/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

Strategy2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students 2016-2017 - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as Stevenson Elementary School strives toward an effective instructional program.

Research Cited:

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Principals, appropriate supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 - No Funding Required | Superintendent, Selected supervisors, school improvement specialists |

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 - No Funding Required | Superintendent, Appropriate supervisors, Principals |

Strategy3:

Professional Development for all K-4 Teachers on Teaching Computational and Reasoning Strategies - Instructional Coaches will be trained in helping students build mental math and computation strategies and will turn that training around for K-4 mathematics teachers.

Research Cited:

| Activity - Professional Development on Using Number Talks | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional Development on using number talks will be provided for new K-4 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past. | Professional Learning | 11/15/2016 | 05/01/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Teachers |

| Activity - Independent, Online Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Math teachers in grades K-4 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms. | Professional Learning | 09/23/2016 | 06/30/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Reading Coach |

| Activity - Small Group and Embedded Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Instructional coaches will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies. | Professional Learning | 08/10/2015 | 01/02/2017 | \$0 - No Funding Required | Curriculum Coordinator Principals Instructional coaches |

Measurable Objective 3:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Stevenson Elementary School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Research Cited:

| Activity - Face-to-Face Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Academic Support Program Professional Learning | 10/20/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

Measurable Objective 4:

62% of Third and Fourth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-4 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction

provided. All ELA, social studies, and science teachers in grades 3-4 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Research Cited:

| Activity - Professional Development on Data Analysis of Formative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Teachers in grades K-4 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings. | Professional Learning | 10/03/2016 | 11/30/2017 | \$0 - No Funding Required | Principals Reading Specialists Curriculum Coordinator |

| Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| K-4 teachers will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading. | Academic Support Program | 10/03/2016 | 11/01/2017 | \$0 - No Funding Required | Curriculum Coordinator Principals Reading Specialists Teachers |

| Activity - Professional Development on Data Analysis of Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers in grades K-4 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. | Professional Learning | 09/23/2015 | 11/30/2016 | \$0 - No Funding Required | Principals Teachers Curriculum Coordinator |

Strategy2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

Research Cited:

| Activity - Classroom Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher. | Policy and Process | 01/04/2016 | 06/30/2020 | \$0 - No Funding Required | Superintendent, Appropriate Supervisors, Principals |

| Activity - Administrator Walk Throughs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principals, appropriate Supervisors, and the district's school improvement specialist will complete walk throughs on a regular basis and document the process. | Policy and Process | 08/04/2014 | 06/01/2020 | \$0 - No Funding Required | Superintendent Selected Supervisors School Improvement Specialists |

Strategy3:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Research Cited: Marazno

| Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| K-4 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies. | Professional Learning | 10/03/2016 | 01/03/2017 | \$0 - No Funding Required | Curriculum Coordinator |

| Activity - Professional Development on Vocabulary Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Professional development on vocabulary development will be provided through a book study for teachers of grades K-4. K-4 teachers will participate in a face-to-face book study with the school reading specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, Reading Specialists, Teachers |

| Activity - Professional Development on Teaching Foundational Reading Skills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphases given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI specialists. | Professional Learning | 10/03/2016 | 07/31/2017 | \$0 - No Funding Required | Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers |

| Activity - Teacher Collaboration and Self-Assessment on Effective Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation. | Professional Learning | 08/08/2014 | 06/01/2017 | \$0 - No Funding Required | Principals ELA Teachers Curriculum Coordinator |

Measurable Objective 5:

62% of English Learners students will demonstrate a proficiency in reading in Reading by 05/29/2020 as measured by ACT Aspire Assessment.

Strategy1:

Curricular and Instructional Guidance - Reading - All schools will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

Research Cited:

| Activity - Face-toFace Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Professional Development for teachers will be provided as needed. | Professional Learning Academic Support Program | 10/20/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

| Activity - WIDA ACCESS Assessment and IELPs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. | Academic Support Program | 10/13/2015 | 05/29/2020 | \$0 - No Funding Required | EL Coordinator |

Component 3: Instruction by Qualified Staff

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

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

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

Due to the high number of applicants that apply for jobs, there are plenty of highly-qualified people to choose from for the available positions. Only highly-qualified applicants are hired.

Component 4: Strategies to Attract Qualified Teachers

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

Two teachers moved to other schools to teach. We did not have anyone retire last year. One aide was not rehired. One aide left to do student teaching. We hired one aide to assist a student. Two new teachers were hired.

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

Thirteen teachers have ten years experience or less. Sixteen teachers have ten years or more. One of these teachers has thirty years or more. Four of the teachers have less than two years.

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

Due to the high number of applicants that apply for jobs, there are plenty of highly-qualified people to choose from for the available positions. Only highly-qualified applicants are hired.

Component 5: High Quality and Ongoing Professional Development

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

Professional development on Instructional Strategies for Teaching Reading

Professional development for new teachers and teachers in need of assistance on Close Reading strategies

Professional development on Teaching Foundational Reading Skills

Professional development on Data Analysis of Summative and Formative Assessments

Professional development on vocabulary skills

Professional development on inclusiveness of personnel in reading data meetings for ACT Aspire

Eureka Math professional development

Number Talks professional development

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

Professional development on Instructional Strategies for Teaching Reading

Professional development for new teachers and teachers in need of assistance on Close Reading strategies

Professional development on Teaching Foundational Reading Skills

Professional development on Data Analysis of Summative and Formative Assessments

Professional development on vocabulary skills

Professional development on inclusiveness of personnel in reading data meetings for ACT Aspire

Eureka Math professional development

Number Talks professional development

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

Data meetings include instruction on using reports

Each grade has a lead teacher. The lead teacher is available to mentor any new teacher throughout the year.

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

Teachers meet weekly during planning times to research lesson plans using College and Career Standards. Also, the Problem Solving Team meets monthly with each group of teachers to discuss intervention strategies.

Component 6: Transition Strategies

1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

Our incoming kindergarten students are invited to a meet-and-greet the week before school starts. The principal and counselor go to the local Headstart to inform parents and students about coming to kindergarten. Fourth grade students visit the local middle school to prepare to transfer to that school. The Guidance Counselor talks to the fourth grade students through out the school year about transitioning into the middle school. She tells them about changing classes , using lockers and about clubs and sports offered . The Pre-K students and kindergarten students are included in all school daily activities. Therefore, transition to the next grade is not problematic.

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers are allowed as often as needed to conduct a progress monitoring assessment with the child.

Three-year longitudinal data analysis is conducted yearly. Teachers review STAR results four times a year. Progress monitoring results can be looked at weekly. Scott Foresman baseline, unit test, and end-of-the-book tests are used also. Teachers analyze data from ACT Aspire.

The results analyzed help in developing the goals for the next year.

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

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

STAR and EARLY Literacy test results are reviewed to tier the students. STAR testing will give us a prediction of future results of state assessments. Also, a state standard's report can be run. This report shows standard mastery and deficits. The progress monitoring report give a trend line that shows if the student is making predicting growth. Students are placed into Tier I, II, and III. Students are taught by whole group, small group, and individualized instruction. Intervention for struggling students is provided. Star reports are ran in the spring to show mastery of state standards and to predict how the third and fourth graders will do on state testing.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

All students that score in Tier II and III receive extra help from the classroom teacher. Tier III children are progress monitored weekly in math and reading. Tier II children are tested twice a month. Everyone is tested once a month for progress monitoring. Each month, the Problem Solving Team looks at the progress monitoring reports. Timely Assistance reports are filled out for every child making grades below 69. Teachers document instructional strategies to assist students. If the child scores below 59, the teacher will contact the parent (two documented attempts). The teacher will meet with parent to discuss strategies to assist the child at home.

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

Teachers use a variety of methods to present materials in the classroom. In addition, the STAR test gives an instructional group report that tells the needs of the children. The teacher meets with children from Tier II and III an additional time daily to reteach or reinforce needed skills.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

The 21st Century After School Program is available to all students at a free or reduced cost. The program has two certified teachers and one aide to assist the students. There is also a summer program offered through the 21st Century Program as well.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All students including the disadvantaged and neglected, have access to all services and programs available, including free/reduced lunch,

Title I services, EL services, Special Education services, at risk ,after school program, and counseling services. Also, Stevenson Elementary School uses the Department of Human Resources, the Department of Mental Health and various community resources to provide students with necessary school supplies and other needs. To improve reading performance, Title I funds are used to pay salary of teacher units which reduces the student/teacher ratio. In an effort to improve reading and writing performance for all Stevenson Elementary School students, the computer labs and a variety of software programs are being utilized. All K-4 students will receive 30-60 minutes per week of computer instruction in the lab. The lab teacher plans lessons that supplement and reinforce the classroom curriculum. Creative writing and word processing activities are utilized to bridge the gap between oral reading and written communication. Additional network software provides classroom support for basic skills in reading and math. The Reading Renaissance Program (K-4) is used to support the core curriculum. The AR software, STAR Reading assessment software and additional time in the classroom for student-selected silent reading, reading with a partner, or listening to someone read comprise the Reading Renaissance program. STAR Reading software is utilized for student testing and determines the appropriate reading level for each student. The program generates standardized test scores and produces an at-risk report with detailed recommendations for intervention. STAR Reading software is also used to pre-test and post-test students to determine program effectiveness. The Accelerated Reader web-based program keeps an up-to-date reading record of each student's self-selected reading activities including an average of all tested books and points accumulated. The Reading Renaissance program promotes student responsibility in the learning process through appropriate trade book selection and goal setting. A variety of incentive programs are planned throughout the year including the AR store, and AR reward movie. Each week, several fourth grade students are deemed students of the week. These student lead the school in the Pledge of Allegiance, word of the week, and moment of silence. Every fourth grade student has an opportunity to participate.

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

This does not apply to Stevenson Elementary School.

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

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

Stevenson Elementary School will utilize all available resources to achieve both local and state goals. Federal funds, along with funding from state and local sources, will be coordinated and integrated to provide a total program designed to foster educational improvement and high academic achievement for all students. In order to further the effort, a consolidated plan is developed, and revised yearly, by Stevenson Elementary School, to utilize federal funds to provide maximum benefit to all students. The purpose of the plan is to insure that all students are served in the best possible fashion, enabling them to meet challenging content and performance standards. This plan is developed in consultation with the Federal Programs Planning Committee who provides input about allocation of funds, set-asides, administrative costs, and the overall implementation of the program. Members of the committee are representatives from all aspects of the school and included the principal, teachers, stakeholders, and parents. Federal Programs goals are congruent with state legislation requirements. The plan will remain in effect for one year. A thorough review of each program will then be conducted and analyzed for effectiveness and necessary changes made. The Federal Programs Planning Committee will again be solicited for input on fund allocation, ideas to improve program design, implementation and evaluation. Necessary revisions will be made as indicated by the review. In consultation with the Federal Programs Planning Committee, decisions concerning administrative funds, set asides, and school allocation will be made annually. A committee at Stevenson Elementary composed of teachers, parents, community leaders, and administrator will be responsible for designing school programs and the budget.

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

At Stevenson Elementary School educational services will be coordinated and integrated to target improved student achievement most effectively. Ongoing collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication and combine services. Stevenson Elementary funds from a variety of sources will be used to implement the overall school improvement plan. Title funds will provide academic programs to assist students to meet state standards and coordinate with other educational services to ensure that the needs of students are met. Special education students are eligible for Title services on the same basis as other students. Through collaborative planning at school level, services for children with limited-English proficiency are coordinated. Policies are in place to ensure that immigrant, migratory, and /or homeless children will receive proper services in the event of their enrollment in Stevenson Elementary. Research-based programs such as STAR and after school tutorial services through 21st Century Programs will continue to be utilized. Professional development activities will help teachers encourage students to further advance in the upper levels. Effective professional development will be funded by utilizing monies from Title I, Title II, and state, and local funds. The countywide school improvement specialist will provide professional development to teachers on strategic teaching. Student performance on state assessments will serve as the overall evaluation of the effectiveness of professional development. Teacher surveys and voiced opinions will also be used to evaluate the effectiveness of the activities.

All Jackson County Schools are served by Title I.

Educational services will be coordinated and integrated to target improved student achievement most effectively. Ongoing collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication and combine services. At each school, funds from a variety of sources will be used to implement the overall school improvement plan.

The 2017 fiscal year allocation for the district is as follows:

Title I, Part A-

74% - Instruction and Instructional Support

Title I Set Asides

8% - Administration*

6% - School Improvement Specialist

6% - Parent Involvement/Consulting Teacher

6% English Language Teacher

*Private school participation funds are included.

Per pupil Allotment (PPA) is \$318.08.

Title I set-asides include related administrative costs such as: A program administrator (.75 FTE), a secretary (.50 FTE), a Parental Involvement Consulting Teacher (1.0 FTE), and related administrative costs (including a 1.0 FTE Title III program specialist, and 1.0 School Improvement Specialist) will be paid from the Title I funds. Plans are being made for a Newcomers Academy for EL students with a qualified itinerant EL teacher (1.0 FTE). Per Pupil Allotment is \$318.08.

Title I School Improvement

100% Instructional Aide

Title II, Part A- Teacher and Principal Training

The fiscal year allocation is as follows:

99% Class Size Reduction-Instruction

1% Professional Development

Title III-Language Instruction for Limited English Proficient and Immigrant Students

The fiscal year allocation is as follows:

22% EL Instruction and Instructional Support

36% EL Instructional Hardware and Software

42% Staff Professional Development

Title VI-Rural and Low Income

95% Class Size Reduction-Instruction

5% Professional Development

Title VII Indian Education

100% Instruction and Instructional Support

*21st Century Grant for Stevenson Elementary School has been approved and after school programs conducted in accordance to state guidelines for the program. Two certified teachers and one aide assist students with homework and in areas where skills are needed. Computers, software and other instructional materials and supplies are furnished and snacks are served.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All Jackson County Schools are served by Title I.

Educational services will be coordinated and integrated to target improved student achievement most effectively. Ongoing collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication and combine services. At each school, funds from a variety of sources will be used to implement the overall school improvement plan.

*Private school participation funds are included.

We utilize the "Too Good for Drugs" program during drug awareness week.

The counselor instructs students concerning bullying and drugs. An Anti-Bullying unit is used with the students. We also have Drug Awareness Week where students dress up in accordance to drug prevention unit activities. Our school only sells nutritional snacks to students. The Pre-K at Stevenson Elementary School has eighteen students enrolled. The local college, Northeast State Community College, offers free adult education GED, and English language learner classes.

Component 10: Evaluation

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

The leadership team meets monthly times during the school year to evaluate the previous CIP and develop a new CIP plan. A reflection and projection meeting to discuss progress and needed changes will be conducted in the spring. The plan is constantly being amended. The school wide program has goals that are developed using the state assessments. Goals are created using the results from the state assessments. Results show areas of improvement or need. The test scores are continuously looked at to provide progress monitoring. Problem solving team meetings and data meeting are conducted at least monthly to address issues. The team meets each spring to reflect upon what in the plan worked and what needs to be changed for next year.

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

Teachers will analyze data from the past three years of ACT Aspire scores focusing on the greatest three areas of need. A workshop will be held to help the teachers in third and fourth grades to learn how to interpret this data. The teachers will then make plans on ways to improve student learning in these three weak areas. In the spring, after the STAR testing for the fourth time is complete, teachers in grades three and four will look at the STAR report which predicts how the students will score on state testing. The teachers will use this report and the state standards report from STAR to add additional support in weak areas before the state tests.

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

Each child's reading progress will be monitored and additional Tier II and III support will be provided. STAR data reports will be reviewed at monthly data meetings and decisions concerning additional support will be addressed. STAR Progress Monitoring data and End of story test will determine if progress is being made. All use of technology is noted in lesson plans. ACT Aspire Assessment scores are analyzed to find areas of strength and weakness. These areas are used in the CIP as areas in need of improvement.

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

The CIP Leadership Team meets monthly to evaluate and revise the plan as needed. Surveys are given to teachers, parents, and students to provide feedback in the areas of need and the areas of achievement. The STAR test assessment is given four times a year. The STAR results are used to assign needed progress monitoring in math and reading. The Problem Solving Team meets monthly to monitor student progress. Each spring the CIP Leadership Team meets to reflect upon the year and to project on the plan for the next year. At this time everyone is encouraged to share with what worked on the plan and what changes are needed for the next year.

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

Provide a rigorous and effective instructional program to ensure the academic growth of all students/Graduate College and Career Ready Students - ACT data for 2015-2016 shows a need for further improvement in math and reading in both third and fourth grades. Although maintaining a score near past scores of 54 in 3rd math and 34 in 4th math , 29 in 3rd reading and 29 in 4th reading, much work is still needed. ACT data for 2014-2015 shows that fourth grade students met the national average with a score of 415 in both math and reading. Third grade students met the national average in reading with a 412 score. In math, the third grade students surpassed the national average of 412 with a score of 413. In 2013-2014, the ACT showed a deficiency in third grade in reading with 8% below the national average. Fourth grade had shown a need for improvement in 2013-2014 in all areas.

Another goal that was kept is to engage parents and community in the educational process. Our website is in needs to be restructured to be more appealing and more user friendly. This goal should help with this.

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

Ensure that all students have optimal instructional time 2016-2017. The need for unexcused absences to decrease has become evident. This goal was added to help with this issue.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

| | FTE's Earned | Units Placed | Total Salaries |
|--|---------------------|---------------------|-----------------------|
| FTE Teacher Units | 22.09 | 22.59 | 1,435,341.18 |
| Administrator Units | 1.00 | 1.0 | 100,515.43 |
| Assistant Principal | 0.00 | 0.0 | 0.00 |
| Counselor | 0.50 | 0.50 | 43,541.54 |
| Librarian | 1.00 | 1.0 | 78,192.85 |
| Career and Technical Education Administrator | 0.00 | 0.0 | 0.00 |
| Career and Technical Education Counselor | 0.00 | 0.0 | 0.00 |
| Technology | 0.00 | 0.0 | 4,164.00 |
| Professional Development | 0.00 | 0.0 | 1,568.00 |
| State ELL Funds | 0.00 | 0.0 | 0.00 |
| Instructional Supplies | 0.00 | 0.0 | 9,970.00 |
| Library Enhancement | 0.00 | 0.0 | 523.00 |
| Totals | | | 1,673,816.00 |

Title I

| Label | Question | Value |
|-------|---|---------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 78546.0 |

Provide a brief explanation and breakdown of expenses.

Our school provides 1.35 instructors using this funding totaling \$76,004.00.

Instructional supplies are also bought using this funding totaling \$2,542.00.

Parental Involvement money totaling \$1,169.42 is relinquished to the Jackson County School System.

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

Provide a brief explanation and a breakdown of expenses.

This does not apply to Stevenson Elementary School.

Title II

| Label | Question | Value |
|-------|--|-------|
| 1. | Professional Development Activites Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

All professional development activities are utilized countywide. Professional development funding totaling \$105,884.00 will be relinquished to Jackson County School System.

Title III

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

Provide a brief explanation and a breakdown of expenses.

ELL funding totaling \$15,538.00 is used countywide and relinquished to the Jackson County School System.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

We do not receive this funding.

Title VI

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

Provide a brief explanation and a breakdown of expenses.

The total funding totaling \$7,978.00 is relinquished to the Jackson County School System.

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.

This does not apply to Stevenson Elementary School.

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

Provide a brief explanation and breakdown of expenses.

This does not apply to Stevenson Elementary School.

Other

| Label | Question | Value |
|-------|---|----------|
| 1. | 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total. | 125000.0 |

Provide a brief explanation and a breakdown of expenses.

The following totals are allocated for this grant:

Materials and Supplies: \$28,806.00

Transportation: \$250.00

Purchased Services:\$3,000.00

Indirect Costs: \$350.00

Professional Development: \$5,000.00

Salaries and benefits: \$87,594.00

total \$125,000

Local Funds

| Label | Question | Value |
|-------|-------------------|----------|
| 1. | Provide the total | 35057.62 |

Provide a brief explanation and breakdown of expenses

Local Funds:
.06 FTE
1.0 Non Cert. Supp. Personnel
Total= 35057.62

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Stevenson Elementary School will conduct a meeting in the spring and in the fall explaining to parents the definition of Schoolwide Title I Schools, 1% set asides, and parents' right to be involved. During the start of each school year, the Principals at all Jackson County Schools, when scheduling allows, is assisted by the Parental Involvement Consulting Teacher, during Back to School Nights, Open House, etc. in which the Annual Title I Meeting is held. During this time, information explaining participation and requirements of Title I, 1% set asides, and Parents Rights to be involved is discussed in detail. The fall meeting is scheduled for September 12. The spring meeting is scheduled for January 13.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

1) The Parental Involvement Consulting Teacher conducts a minimum of two meetings a year at each Jackson County School. One meeting is scheduled during the day and the other is scheduled at night to provide flexible hours to meet the needs of working parents. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided.

2) The Federal Programs Advisory Committee is comprised of parents, teachers, administrators, and community members. The purpose of this committee is to utilize federal funds to provide the maximum benefits to all the students of Jackson County. The committee discusses strategies, various federal programs available, and budgets allotted to fund them. All committee members are given the opportunity to offer opinions and suggestions.

3) Parental Involvement funding is used to conduct educational meeting for parents. Newsletters containing valuable age-appropriate strategies for better parenting are distributed monthly in English and Spanish. Materials at the Parent Center are also updated and are available for parent use. Transition packets are available for Kindergarteners and 4th graders. All principals in Jackson County agree to combine their allocated Parent Involvement Funds to allow the Federal Programs Consulting Teacher to be responsible for all Parental Involvement activities. These funds include not only her salary, but also maintaining materials and supplies for both the Parent Center and fulfilling parent requests for additional resources to be used at home. Stevenson Elementary School has one full-time EL aide, Mrs. Maria O'Hagan, that is available to interpret information for Spanish speaking parents and students.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

All documents related to Federal Programs are made available in both English and Spanish. Interpreters are available at schools with high Spanish speaking populations to further assist in any other explanations necessary. Information regarding curriculum, classroom standards, homework policies and assessments are provided in the Jackson County Schools Student Handbook. All students receive a handbook on the SY 2016-2017

first day of school and must return the Parental Acknowledgement form. Parents are provided with additional information throughout the school year, i.e., progress reports, report cards, and assessment reports. Progress reports are sent home every 4.5 weeks and report cards are sent home every 9 weeks. Teachers make at least one parent contact per semester/year. Parents may request a conference to voice any concerns or suggestions related to the education of their child.

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

Stevenson Elementary School has a local committee. The Leadership Team, comprised of parents, teachers, administrators, and community members. This committee is responsible for designing, implementing, and evaluating Student/Parent Compact and the aCIP Continuous Improvement Plan for our school. Parent/Student Compacts are used as an agreement outlining what the school, parents, and students can work on together to ensure student receive the best education possible. Each spring, the Leadership Team reviews and makes changes as necessary to the compacts. Each school in the Jackson County School system has a local committee, the Leadership Team, comprised of parents, teachers, administrators, and community members. This committee is responsible for designing, implementing, and evaluating Parental Involvement Plans, Student Parent Compacts and the Continuous Improvement Plans for each LEA.

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

Contact information for both the Jackson County Board of Education and the Alabama State Department of Education is provided and is made available on the Jackson County School District Website. A copy of the statement is provided.

"If you have any comments or concerns, you may call the Jackson County Board of Education at (256) 259-9500. If you desire to talk to someone at the Alabama State Department of Education you should call the Federal Programs Section at (334) 242-8199."

Local contact person is Mr. Mark Guffey, Federal Programs Supervisor (guffeym@jackson.k12.al.us) and/ or Mr. Chris Davis, Special Education Supervisor (davisc@jackson.k12.al.us).

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

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

TITLE I NCLB PARENTAL INVOLVEMENT POLICY

General Requirements

In recognition that the parent is the child's first and most important teacher, and that the parent's continued involvement is essential for the success of the child, Jackson County Board of Education (JCBOE) is committed to building a strong parent-school partnership. With

consultations and input from parents of participating students, the following policies have been developed:

Reservation of Funds

A. The JCBOE will provide adequate Title I funding to implement Title I parental involvement activities.

B. Parents of participating students will be given the opportunity to be involved in decisions regarding funds to be reserved for parental involvement activities.

C. In the interest of better serving the students and parents of Stevenson Elementary School, Title I parental involvement funds are relinquished to the Jackson County Board of Education for the purpose of providing assistance to all parents on a system-wide basis. Parents will be invited for a question and answer session in November following the Thanksgiving meal to obtain information on the use of Accelerated Reader. The Federal Programs Parental Involvement Consulting Teacher will conduct parent meetings and offer training sessions covering many topics designed to aid parents in becoming more involved in their child's education. If a principal has a specific need at his/her school the Consulting Teacher will ensure that topic is discussed. The Consulting Teacher conducts one parent meeting per semester at times convenient for all parents to attend. Flyers of upcoming meetings and training sessions will be distributed on a timely basis to ensure parents are afforded the opportunities for participation. Newsletters for parents of elementary, middle, and high school students containing valuable and age appropriate strategies for better parenting are distributed monthly. Parents can also access the school website to stay informed and involved with the school. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided to assist parents.

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

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

The Federal Programs Parental Involvement Consulting Teacher operates the Jackson County Schools Parent Center which contains videos, games, books, and other educational resource tools for both parents and teachers to check-out. When parents are unable to come to the center, the Consulting Teacher will deliver requested materials to the school for the parent to pick up. The Federal Programs Consulting Teacher will conduct parent meetings and offer training on topics to aid parents in becoming more involved in their child's education. To ensure effective involvement of parents and to support a partnership among Stevenson Elementary School parents and community to improve student academic achievement, the school shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy and technology. Parents are advised concerning The Parent Center and its location at Central Office. The Parent Center is open to parents from 8:00 am until 4:00 pm on days when school is in session. The Center houses materials in English and Spanish for parents to checkout for use with their children in an effort to support their continued academic growth. In the interest of better serving the students and parents of Stevenson Elementary School, we relinquish our Title I parental involvement funds to the Jackson County School System for the purpose of providing assistance to all parents on a system-wide basis. The parent coordinator hosts parent meetings at the school. These meetings provide parenting help through activities designed to increase parental involvement in the school

and provide parents with the knowledge they need to enhance the learning opportunities within the home. Monthly newsletters also go home, Parents Make the Difference! These newsletters furnish information on areas such as building school/home communication, daily activities for parent and child, ideas to promote reading within the home, and self-esteem building activities. A newsletter is also sent home periodically throughout the year from the regular classroom teacher and the office. These

newsletters are also translated in Spanish for our Hispanic families. This provides parents with an overview of the happenings and upcoming events related to their student. Additionally, Stevenson Elementary School makes a concerted effort to reach out to all families, not just those who attend parent meetings. a) We provide opportunities through Jackson County Board of Education for area adults to participate in GED classes. Flyers are sent home to provide interested parents with the dates and locations of area classes.

b) We provide ongoing quality professional development to all faculty and staff in the value and utility of contribution of parents and how to reach out and communicate effectively with parents concerning their children's education. Stevenson Elementary will continue to work with teachers through planning meetings, faculty meetings, and data meetings in understanding the importance of parental involvement and that parents are our partners. All faculty and staff are expected to welcome parents to the school and work with the parents in meetings the needs of their children.

c) We coordinate and integrate parent involvement programs with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participate in the education of their children.

Guidance counselors review standards and/or test scores.

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

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

The principal should discuss the importance at the faculty meeting. Multiple surveys and data were given throughout the year. In recognition that the parent is the child's first and most important teacher, and that the parent's continued involvement is essential for the success of the child, Jackson County Board of Education (JCBOE) and Stevenson Elementary School is committed to building a strong parent-school partnership. With consultations and input from parents of participating students, the following policies have been developed:

Reservation of Funds

A. The JCBOE will provide adequate Title I funding to implement Title I parental involvement activities.

B. Parents of participating students will be given the opportunity to be involved in decisions regarding funds to be reserved for parental involvement activities.

C. In the interest of better serving the students and parents of Stevenson Elementary School, Title I parental involvement funds are relinquished to the Jackson County Board of Education for the purpose of providing greater assistance to all parents on a system-wide basis.

a) We provide opportunities through Jackson County Board of Education for area adults to participate in GED classes. Flyers are sent home to provide interested parents with the dates and locations of area classes.

b) We provide ongoing quality professional development to all faculty and staff in the value and utility of contribution of parents and how to reach out and communicate effectively with parents concerning their child's education. Stevenson Elementary will continue to work with teachers through planning meetings, faculty meetings, and data meetings in understanding the importance of parental involvement and that parents are our partners. Our faculty and staff are expected to welcome the parents to the school and work with the parents in meeting the needs of their children.

c) We coordinate and integrate parent involvement groups 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. Stevenson Elementary shows appreciation to parents' diverse contributions for their involvement and participation in assisting and improving student's lives. Parent

volunteers are included in staff luncheons and other appreciation events. Stevenson Elementary has an active Parent/Teacher Organization (PTO). Parents are involved in a variety of activities to increase and support student achievement. PTO meetings host programs and award services. Stevenson Elementary School PTO also generates funds and works diligently to develop partnerships with local businesses and service groups to advance student learning and assist schools and families. Each year, various businesses, churches, and students from the local high school participate in a Christmas charities event, which supplies clothing and toys for Stevenson Elementary's 's underprivileged children during the holidays. Also, many students are sponsored by teachers to ensure they have adequate school supplies and food at snack time. Stevenson Elementary faculty and staff work diligently to involve parents in the school-wide program. The objectives for the establishment of

an active parent involvement network are to:

- Organize adults into learning communities whose goals are aligned with those of the school district
- Use disaggregated data to determine adult learning priorities, monitor progress, and help sustain continuous improvement
- Prepare educators to understand and appreciate all students, create safe, orderly, supportive learning environments and hold high expectations for their academic achievement

Stevenson Elementary school involves parents through communication, training, committee work, parent meetings, volunteer efforts, and special events. This plan is communicated to parents at parent meetings and school publications. The following items reflect the efforts of the faculty and staff to communicate with parents on an on-going basis:

1. Communications with parents are initiated to inform them about school curriculum and student performance, to provide information about the schools overall performance on standardized tests, to furnish information about the goals and objectives of the instructional program, to issue reports on students' progress during grading periods, request conferences regarding student progress, behavior, or non attendance, to illicit parent opinion regarding specific programs and parent commitment to the education process through the parent compact, and notify parents of current school events.
2. Committee work will be necessary to facilitate the school-wide plan and school improvement projects, and fundraising activities.
3. Volunteer opportunities are encouraged at the Meet-and-Greet held August 2, 2016, and from the classroom teachers. Parents are surveyed as to their ability (time and skills) and interests. A list of options is provided so the parents may choose how and when they would like to volunteer.
4. The county's Federal Program Parental Involvement Consulting Teacher conducts two parent meetings at the school throughout the year. There will also be countywide parent meetings throughout the year.

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

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

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

A letter is disseminated in English and Spanish at the beginning of the school year making parents/guardians aware of the Parent Center which is housed at the Jackson County Board of Education's Central Office . The Parent Center is operated by Federal Program Parental Involvement Consulting Teacher, Beth Mannon. Each fall and spring Beth conducts parent meetings at our school where she explains the purpose of the parent center and what materials are available. The fall meeting will be on Monday, September 12, 2016, at 5:30 p.m. These meetings are held at times to be convenient for parents to attend. A sample of materials are given to parents who attend the meetings. A Summer Feeding Program is held every Summer at Stevenson Elementary School where all children under the age of eighteen can eat lunch for free. Parents who bring the children are also encouraged to

eat for a small price. Parents are encouraged to participate in the education of their children to ensure effective academic achievement. The school also has a Parent Teacher Organization that works to involve all parents . A Meet-and-Greet was held on August 2, 2016, to introduce students, parents, faculty, and our principal to each other. The Parental Involvement Consulting Teacher assists the principal in providing information to the parents about programs and resources available to encourage and support parents in participating in the education of their child.

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

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Materials are disseminated in an understandable and uniform format and, to the extent possible, in a language that parents can understand. Materials are available in both Spanish and English. Interpreters are also available when necessary. The Jackson County Board of Education provides each student with a Student Handbook at the beginning of each school year. The handbook provides clear detailed descriptions of rules, regulations, and expectations that are set by the Jackson County Board of Education. At the beginning of each school year a parent meeting is held at every school in which the Title I program is explained to parents. During this meeting the need for parental involvement is explained with the desire to foster positive family and community relationships. Parents are given the opportunity to voice concerns and ask questions. A letter explaining the materials available at the Parent Center is sent home at the beginning of the school year inviting parents to use the facility. Newsletters with age-appropriate activities are sent to the parents each month. These letters, available in English and Spanish, can also be found on the Jackson County website.

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

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

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Parents are made aware of the Parent Center by flyers sent out and materials distributed monthly. Parents can call the Parent Center and request materials to use to work with their children. Materials can be delivered to the school to go home with the child or parents are invited to come to the Parent Center to look at all materials available. Information related to school programs, meetings, and other activities is communicated through class and school newsletters, emails, school website, SchoolCast, DoJo, and Remind 101. The Parent Center, located at the Jackson County Board of Education, provides materials to assist parents with academic and social issues. Stevenson Elementary School staff has agreed to use Classroom DoJo as a means of building positive behavior. This program uses the website to allot points or remove points for positive/negative behavior. Prizes are awarded for good behavior. Parents have the opportunity to join Classroom DoJo. This app can be added to smart phones. The progress of their child can also be viewed online. Parents can choose to receive alerts of progress as well.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Materials are disseminated in an understandable and uniform format and, to the extent possible, in a language that parents can understand. Interpreters are also available when necessary. Every effort will be made to accommodate parents with disabilities so they are able to play a participatory role in the education of their child.