



ACIP

Caldwell Elementary School

Scottsboro City Board of Education

Mr. Vic Griggs, Principal
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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?

With a population of around 15,000, Scottsboro is the largest city and it is the county seat of Jackson County. It is a rural county located in northeast Alabama in the foothills of the Appalachian Mountains on Lake Guntersville in the Tennessee River. Scottsboro offers its residents, as well as tourists, many recreational opportunities such as hiking, camping, boating, golfing, caving, fishing and hunting. The leading industries in Scottsboro, Alabama are Manufacturing, 29%; Educational, health and social services, 17%; and Retail trade, 11%. The unemployment rate is lower than the state and national average; however, the median annual household income is below the national average at \$32,654 with 14.3% of the population living below the poverty line. Caldwell is the largest of the three K-4 elementary schools in Scottsboro, serving approximately 416 students with 86% of the student population being white, 3% African American, 7% Hispanic, 2% Asian, .5% American Indian, and 1.4% being multi-race. Other than our Hispanic population being slightly higher, this is comparable to our community demographics. Caldwell is a Title I school with 53% of its students receiving free/reduced lunch. Our school system continues to experience challenges from the recent economic decline. School systems are funded primarily from sales tax and income tax; therefore, when the economy is in crisis, stakeholders have difficulty finding enough revenue to fund education which affects programs, personnel and services.

School's Purpose

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

The purpose of Caldwell Elementary School is to maximize the learning of all students.

Our mission is to ensure quality learning by providing students with opportunities and resources to achieve academic excellence and to provide encouragement, support, and respect so that all Scottsboro City School students can become productive citizens.

Our beliefs are:

- All students can achieve their potential if provided appropriate opportunities.
- All students should have safe and disciplined schools, qualified teachers, committed support staff, challenging curricula, and effective school leaders.
- All students deserve a nurturing environment that promotes a feeling of self-worth.
- Education is a shared responsibility among home, school, and community.
- Learning is a life-long endeavor
- Innovation in technology and education is necessary to meet the needs of our youth and society.
- Employing, retaining, and appropriately training quality personnel to effectiveness.
- Schools must offer a diverse and challenging curriculum which supports the various needs and learning styles of all students.
- Extra - curricular activities are important in the overall development of students; moreover, appropriate extra-curricular experiences contribute to academic success.

At Caldwell, our primary goal is to increase student achievement through effective teaching strategies using data driven decisions

Notable Achievements and Areas of Improvement

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

Notable Achievements and Areas of Improvement:

- Alabama, Math, Science, and Technology Initiative (AMSTI) - school
- Alabama Reading Initiative (ARI) - school
- Participated in a professional learning community through the reading of The Leader In Me
- Participated in professional development in Leader In Me Lighthouse Schools on-site observations - August, 2014.
- Completed RtI training - August, 2014
- Offers 4 - H Club, Jogging Club, and Student Council organizations for students to participate during and after school hours
- Purchased 2 mobile iPod touch labs
- Purchased iPads
- Purchased 30 Nook tablets to be checked out for student use.
- Implementing Global Scholar Assessment to track the vertical advancement of student progress
- Participating in district-wide vertical alignment of common core standards
- Fall Festival - many community stakeholders involved
- Fall Book Fair/Family Involvement Week
- Family Read Night/Fall and Spring
- Continuously collects, analyzes, communicates, and collaborates data with principal, Title I teachers, reading coach, and classroom teachers to determine effective strategies to support student achievement.
- Received Partner in Education Grant from Bellefonte to purchase new library books.
- Purchased digital signage in office showing relevant school information.
- Purchased a mobile video teleconference and encoder to allow streaming live video over web into classrooms.

Areas of Improvement:

- Update computers in classroom
- Professional development in math intervention strategies
- Professional development in developing critical thinking strategies for all content reading

Additional Information

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

Caldwell Elementary School:

- Ensures every teacher maintains highly qualified teaching status
- Provides Open House for parents and students before school year begins
- Offers family reading and math nights for academic activities - fall and spring
- Conducts monthly grade meetings regarding specific professional development needs: classroom teachers, Title I teachers, principal, and reading coach
- Analyzes data periodically to determine Rtl needs - data meetings include: classroom teachers, Title I reading teachers, reading coach, and principal.
- Reading Coach compiles data on a running spreadsheet that is used during data meetings: beginning of data meetings occur before students enter school (professional development days before students arrive). End of year data is discussed to determine Rtl plans. Each month, data meetings occur with classroom teachers, Title I teachers, reading coach, and principal.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Leadership Team met on September 23, 2014 to review and develop the Continuous Plan for the 2014-2015 school year. The team reviewed data from the 2013-2014 school year including school incident reports, Title I surveys, and standardized assessment information from ACT ASPIRE, DIBELS, STAR, and Global Scholars. The faculty/staff collaborated during grade level meetings with the Leadership Team to assess goals, activities, and needs of the students.

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

The Leadership Team consisted of the principal, one representative from each grade level, media specialist, counselor, Title I teachers, reading coach, two parents, as well as the Community Education Coordinator. Community members also discussed how community involvement impacts school development and learning. Meetings were held during the second and third week of October during grade level meetings and after school. Information regarding each meeting is kept in a Leadership Team Notebook and is accessible to anyone within the school building.

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

As the school improvement plan was being developed, the team communicated updates and issues to each grade level through grade level meetings. The final plan will be presented at a faculty/staff meeting. Stakeholders will be given an opportunity to view the plan and give feedback.

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		Caldwell Student Survey 2014-2015 Caldwell Parent Survey 2014-2015 Caldwell Staff Survey 2014-2015 Caldwell K-2 Survey 2014-2015

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?

According to the Stakeholder surveys in 2014-2015, the areas with the overall highest level of approval rating by the staff at Caldwell was in the school's efforts to use assessment results for continuous improvement and the school defining a clear purpose and direction. 93.19% of Caldwell's staff either strongly agreed or agreed that Caldwell uses assessment results to improve student learning. 92.61% of Caldwell's staff either strongly agreed or agreed that Caldwell has a clear sense of purpose and direction. The specific areas staff scored Caldwell the highest is in the school's ability to improve student learning based on data, goals, actions, and measure for growth; and the schools use of multiple assessment measures to determine student learning and school performance.

According to the Parent Survey, the areas with the highest level of approval are resource and support systems. 84.95% of parents either strongly agreed or agreed that Caldwell had resources, teachers, and support staff to improve student learning. The specific area parents scored the school the highest was for having qualified staff and insuring Caldwell has a safe learning environment.

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

All stakeholder surveys showed a trend of satisfaction or approval in the school's purpose and direction.

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

The reported findings consistent with other stakeholder feedback sources are the school's purpose and direction, the school's highly qualified staff, the school's ability to use assessment data to improve student learning, and providing a safe learning environment.

Areas in Need of Improvement

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

According to the 2014-2015 parent survey, governance and leadership scored the lowest marks with 28.12% of parents strongly agreeing that the area met satisfaction or approval and 54.17% of parents agreed that the area met satisfaction or approval. In the 2014-2015 staff survey, it was teaching and assessing for Learning scoring the lowest with 22.95% of staff strongly agreed and 56.14% of staff agreed that teaching and assessing was satisfactory or met with approval. Specific areas causing the overall score to be low were in the areas of supporting new teachers.

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

In both parent and staff surveys, governance and leadership, along with teaching and assessing learning showed a trend toward decreasing satisfaction.

What are the implications for these stakeholder perceptions?

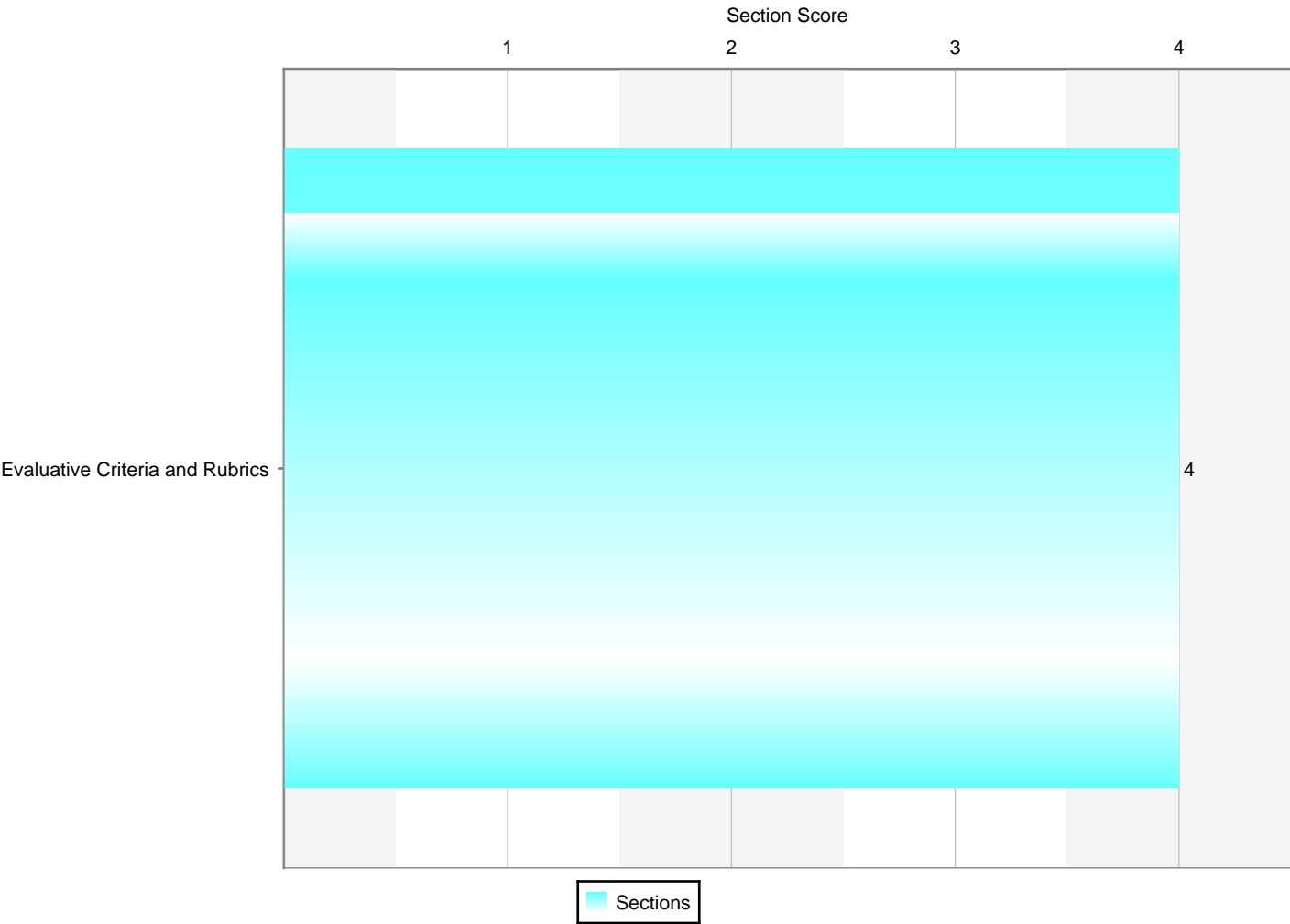
None of the lowest scoring areas were below acceptable performance; however, in the area of teaching and assessing learning, a few area decreased the overall score. a specific area of concern for our staff is having a formal process is in place to support new staff members in their professional practice.

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

Consistent finding from other stakeholder feedback also show Teaching and Assessing; Governance and Leadership are areas that need improvement.

Report Summary

Scores By Section



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		Grade 3 and 4 Supplemental Scores 2014 2015

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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 area above the expected level of performance is Math.

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

An area that shows a positive trend in performance is integration of knowledge and ideas.

Which area(s) indicate the overall highest performance?

The area that indicates the overall highest performance is English curriculum.

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

The Hispanic/Latino group was the only subgroup with more than 4 students enrolled and tested at Caldwell Elementary School. There was no trend toward increasing performance.

Between which subgroups is the achievement gap closing?

The Hispanic/Latino group was the only subgroup with more than 4 students enrolled and tested at Caldwell Elementary School. There was data supporting the achievement gap closing.

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

ACT Aspire
Global Scholars
STAR
DIBELS
Running Records

Areas in Need of Improvement

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

The area that indicates the lowest levels of student achievement is reading.

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

The area that shows a negative trend in performance is:

Grade 3 - Key Ideas and Details

Grade 4 - Craft and Structure

Which area(s) indicate the overall lowest performance?

The area with the overall lowest performance is reading achievement

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

The Hispanic/Latino group was the only subgroup with more than 4 students enrolled and tested at Caldwell Elementary School. There was a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

The Hispanic/Latino group was the only subgroup with more than 4 students enrolled and tested at Caldwell Elementary School. There was data supporting that the achievement gap is becoming greater.

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

The above mentioned findings are consistent with data analysis from the following test data sources

ACT Aspire

Global Scholars

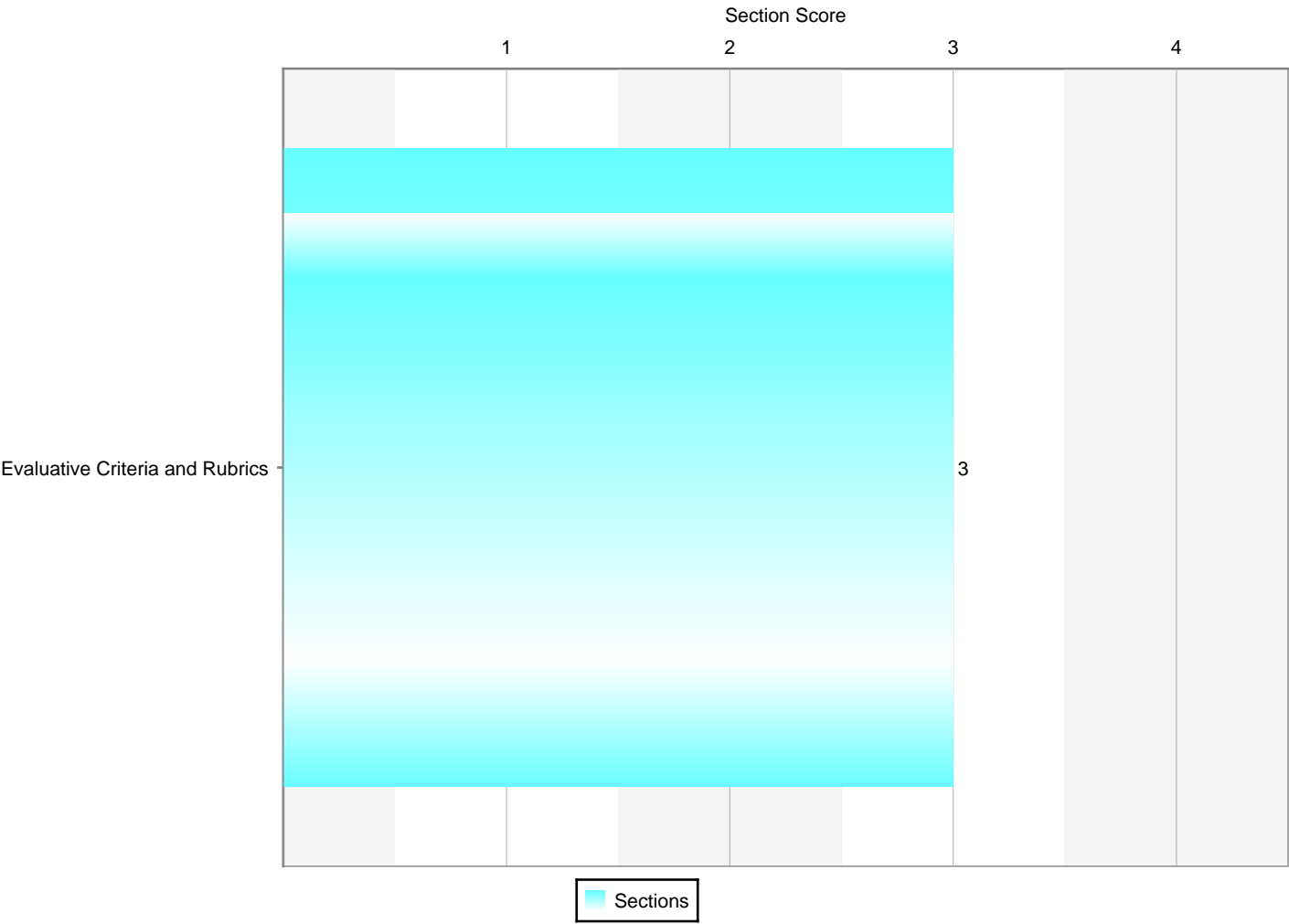
Running Records

STAR

DIBELS

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	In 2014-2015, Caldwell Elementary School has a leadership team that consists of teachers, principal, counselor, resource personnel, reading coach, Title I teachers, media specialist, community education coordinator, and parents.	

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	The non-discrimination policy is listed annually in the Caldwell Elementary School's 2014-2015 Handbook. It is listed on the school's website as well as the Scottsboro City School's district website.	

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Melinda Adkins 305 South Scott Street Scottsboro, AL 35678	

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	In the fall of 2014, a Title I Parent Meeting was offered during and after school hours. The information presented was made available at the meeting and throughout the school year. In addition, materials which assist parents in the education of their children were provided. A copy of the Parent's Right - to Know Policy is reviewed during the Title I Parent Meeting and is available at Caldwell Elementary School.	Parental Involvement

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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 School-Parent Compact is sent home each fall to be read, signed by parent/guardians, returned to school, and filed in classroom teachers' room.	School Compact

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

Caldwell Elementary School CIP 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	All students at Caldwell Elementary School will make progress in reading.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
2	All students at Caldwell Elementary School will make progress math.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
3	All faculty and staff will incorporate Leader in Me vocabulary in daily routines	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$3500
4	EL students at Caldwell Elementary School will make progress in the area of writing	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Caldwell Elementary School will make progress in reading.

Measurable Objective 1:

35% of Third and Fourth grade students will demonstrate a proficiency with text complexity in Reading by 05/29/2015 as measured by a combination of results from data analysis of Aspire, Global Scholars, and STAR..

Strategy 1:

Data Driven Instruction - Strategy: Data Driven Instruction – Students will take the Reading part of Global Scholar Performance Series benchmark assessment in the fall, winter, and spring during the school year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data and use results to target low achieving students and plan for RTI instruction in reading. In order to provide a more comprehensive view of each student, STAR, ACT Aspire, DIBELS, and running records will be analyzed. Instruction will be aligned with the Alabama Course of Study. Small group instruction during intervention will be used to target low achieving students.

Research Cited: National Reading Association, National Council of Teachers of English, and Alabama English Language Common Core Standards; What Matters for Struggling Readers, 2001, Richard Allington; What Really Matters in Response to Intervention, 2009, Richard Allington.

Activity - Scott Foresman Reading Program integrated with Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation. Students will also be required to use the on line assessments on Renaissance Place for accountability and comprehension.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	classroom teachers, Title I teachers, reading coach, and resource teachers

Activity - Volume of Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to engage in actual reading time to increase their volume of reading. This will be accomplished through the use of dyad reading, silent sustained reading, and individualized guided reading with teachers. Students will have opportunities to use e-books, ipods, and other mobile devices to motivate students to make good choices for reading materials based on their interests.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	classroom teachers, Title I teachers, reading coach, and resource teachers.

Activity - Collaborative Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Low achieving students will be identified and instructional plans will be discussed for student achievement. Student scores will be tracked and compiled into Excel for each classroom teacher. This provides an easy format for meeting and teacher progress monitoring.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	principal, classroom teachers, Title I teachers, reading coach, and resource teachers.
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Goal 2: All students at Caldwell Elementary School will make progress math.

Measurable Objective 1:

50% of Third and Fourth grade students will demonstrate a proficiency in career readiness in Mathematics by 05/29/2015 as measured by analyzing the data from Aspire and Global Scholars..

Strategy 1:

Data Driven Instruction - Students will take the math part of Global Scholar Performance Series benchmark assessment in the fall, winter, and spring during the school year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data from Global Scholars and ACT Aspire 2014 data and use results to target low achieving students to plan for individualized instruction.

Research Cited: National Council of the Teachers of Mathematics (2010)

Activity - Effective Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of effective, high quality math instruction, teachers will implement intensive, systematic, and explicit math strategies in whole group, small group, and individual settings, specifically AMSTI and Go Math intervention strategies.	Academic Support Program	08/07/2014	05/29/2015	\$0	No Funding Required	classroom teachers, Title I teachers, and resource teachers

Activity - Think Central	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On line interactive software that is aligned with math curriculum and text book. It contains teaching videos to reinforce lessons and assessments. It also contains games and assignments that students can complete at home.	Academic Support Program	08/19/2013	05/27/2016	\$0	No Funding Required	All teachers and students

Goal 3: All faculty and staff will incorporate Leader in Me vocabulary in daily routines

Measurable Objective 1:

collaborate to incorporate leader in me strategies and vocabulary in daily activities by 05/29/2015 as measured by principal walk throughs, student communication, and teacher observation.

Strategy 1:

Teacher Collaboration - Teachers will meet within grade levels to make decisions on how to implement Leader in Me strategies.

Research Cited: The Leader in Me, Stephen R. Covey

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a Leader in Me Lighthouse Follow -Up Implementation Training	Behavioral Support Program	08/04/2014	08/04/2014	\$3500	Other	classroom teachers, resource teachers, and principal

Goal 4: EL students at Caldwell Elementary School will make progress in the area of writing

Measurable Objective 1:

A 53% increase of First, Second, Third and Fourth grade English Learners students will demonstrate a proficiency in writing leading to a .5 gain on the composite score of the ACCESS in Writing by 05/29/2015 as measured by ACCESS.

Strategy 1:

Core Subject Area Writing - Students will be required to write using academic language at least once per week in each of the core subject areas.

Research Cited: Core EL Program, SDAIE

Activity - Weekly Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write using social and instructional language or academic language in core subject areas at least once per week.	Direct Instruction	08/11/2014	05/29/2015	\$0	No Funding Required	Classroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly Writing	Students will write using social and instructional language or academic language in core subject areas at least once per week.	Direct Instruction	08/11/2014	05/29/2015	\$0	Classroom teachers
Effective Instruction	Through the use of effective, high quality math instruction, teachers will implement intensive, systematic, and explicit math strategies in whole group, small group, and individual settings, specifically AMSTI and Go Math intervention strategies.	Academic Support Program	08/07/2014	05/29/2015	\$0	classroom teachers, Title I teachers, and resource teachers
Volume of Reading	Students will have the opportunity to engage in actual reading time to increase their volume of reading. This will be accomplished through the use of dyad reading, silent sustained reading, and individualized guided reading with teachers. Students will have opportunities to use e-books, ipods, and other mobile devices to motivate students to make good choices for reading materials based on their interests.	Academic Support Program	08/11/2014	05/29/2015	\$0	classroom teachers, Title I teachers, reading coach, and resource teachers.
Think Central	On line interactive software that is aligned with math curriculum and text book. It contains teaching videos to reinforce lessons and assessments. It also contains games and assignments that students can complete at home.	Academic Support Program	08/19/2013	05/27/2016	\$0	All teachers and students
Scott Foresman Reading Program integrated with Technology	Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation. Students will also be required to use the on line assessments on Renaissance Place for accountability and comprehension.	Academic Support Program	08/11/2014	05/29/2015	\$0	classroom teachers, Title I teachers, reading coach, and resource teachers
Collaborative Data Meetings	Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Low achieving students will be identified and instructional plans will be discussed for student achievement. Student scores will be tracked and compiled into Excel for each classroom teacher. This provides an easy format for meeting and teacher progress monitoring.	Academic Support Program	08/11/2014	05/29/2015	\$0	principal, classroom teachers, Title I teachers, reading coach, and resource teachers.
Total					\$0	

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Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will attend a Leader in Me Lighthouse Follow -Up Implementation Training	Behavioral Support Program	08/04/2014	08/04/2014	\$3500	classroom teachers, resource teachers, and principal
Total					\$3500	

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.

Caldwell Elementary School sends home information notice sent home by Title 1 teachers to students. Title I morning and afternoon meetings are held in the fall of each year. Parents are notified of the meeting on our school website, a letter is sent home with students, and it is advertised on Channel 2 and 10. ALSDE power point shown to parents in attendance explains the requirements and what it means to be Title 1. Examples are given on how to be involved and help your child succeed. At this meeting, parents are provided an overview of services and their rights in the decision-making process.

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.

Parent meetings are offered in the fall of each school year. Meetings are held at two different times of the day to accommodate parent work schedules. One meeting is held during the school day and another meeting is held after school hours. The Title I Program and Parental Involvement Plan are presented for review and parents are notified of their right to be involved in the school's decision-making process. Budget allocations are discussed. An opportunity for questions and feedback is provided.

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.

In order to provide timely information, Caldwell faculty provides:

- Student-Parent Orientation annually.
- Online access to the Student-Parent Handbook.
- Weekly folders containing assessments and information.
- Up-to-date student and school information on the INOW Parent Portal.
- Information about Title I programs and opportunities to participate in the school's decision making process.
- Regular opportunities for parental review and input throughout the year.
- Information in a language parents can understand as often as possible and by request.

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).

A team of stakeholders including central office staff, administrators, teachers, parents, and students devised the school-parent compact. It is reviewed and revised annually.

Parent compacts are used to establish the roles and responsibilities of each stakeholder involved in a child's education. Administrators, teachers, parents, and students each have responsibilities which they agree to fulfill.

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

Based upon the most recent data, the Caldwell leadership team evaluates and revises its Continuous Improvement Plan (CIP) annually. A copy of the CIP is available for parents to view at the school and online.

Parents are encouraged to be involved in the development and evaluation of the CIP. Parental feedback is requested at meetings, online, and during parental involvement activities.

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)

Caldwell has a continually-updated online progress report and grading system. Parents receive paper progress reports and report cards every 4 1/2 weeks as well as a weekly folder containing timely information about curriculum and student achievement. Grade levels send out weekly newsletters, daily remind 101 text messages, and parent conferences to talk about state standards.

Caldwell faculty assists parents in the understanding of the state's content standards and assessments through parent teacher conferences, information posted on the school website, web links, and the INOW parent portal.

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)

Impact Learning Center offers year-round literacy and training opportunities to all community members. Parents are notified of these opportunities via media, advertisements, and school notices.

Throughout the year, family nights are held on topics that address the goals identified in the ACIP.

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)

Faculty and staff receive continuing education through parent-teacher conferences, professional development, faculty meetings, and grade level meetings. These opportunities emphasize the importance of parental involvement and partnerships with the community.

Parental involvement is actively sought. There are many special activities during the school year during which parents are encouraged to attend and participate in, including: Parent Orientation, Open House, Fall Festival, Fall Book Fair, Grandparents Day, Title I Parent Meeting, Spring Reading-Themed Family, Awards Day, and Field Day,

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)

Caldwell Elementary School coordinates its parent involvement in programs and activities with other federal programs through its ACIP. The Leadership Team oversees our parent resource center and plans for parent involvement meetings and activities. All activities are aligned with our ACIP goals in an effort to maximize the benefit of the parental involvement programs offered.

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)

Caldwell has a relatively small ELL population of students. Information regarding school meeting, parent notices, surveys is available to parents of these children in their primary language. The district has bilingual employees who assist in communicating with parents as needed.

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)

Caldwell Elementary School makes every effort to work with parents at meetings by request as related to their child's education. For example, parent teacher conferences are scheduled as needed or requested. Also, grades, websites, email, INOW Parent Portal, and Remind are employed. Additionally, parents have the opportunity to meet with school staff at PTO meetings, special events, and during the school day. Faculty and staff receive continuing education through in-service, professional development, faculty meetings, and grade level meetings.

These opportunities emphasize the importance of parental involvement and partnerships with the community.

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.

Caldwell Elementary School provides opportunities for participation of parents with limited English proficiency and parents with disabilities as often as is practicable. Bilingual employees are available to assist in verbal communication with these parents. Every effort is made to accommodate parents with disabilities. Scottsboro City Schools conduct a parent meeting for the parents of ELL students each school year.

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 August of 2014 the Continuous Improvement Planning Committee reviewed the 2013-2014 plan to assess the degree to which the implemented strategies and goals have been met. The staff gave input on the following: elements that have been mastered and do not need to be included on this year's plan and the elements that still require continued monitoring during the 2014-15 academic school year. The committee disaggregated standardized and formative assessment data to develop goals for the 2014 -2015 academic school year. Professional development and budget requirements were also discussed. The draft was reviewed by faculty and staff for modifications if needed. The CIP was then published, reviewed, and sent to the board for approval.

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

According to the data, 28% of students made sufficient progress in reading; therefore, reading is an area of need. It was determined that students needed to make progress with text complexity to be prepared for the reading demands of college and career. In Math students performed significantly higher with 45% of students were proficient; however, there is still a need for improvement for students to meet the demands of college and career.

3. What conclusions were drawn from the results?

Improvement in the area of math and reading achievement needs to be addressed using a variety of strategies. The following actions should be taken: data meetings to target low achieving students, small group instruction in reading and math, individualized instruction in reading and math as needed, intervention in reading during the school day, professional development on grade level needs basis provided by reading coach during grade level meetings.

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

Improvement in the area of math and reading achievement needs to be addressed using a variety of strategies. The following actions should be taken: data meetings to target low achieving students, small group instruction in reading and math, individualized instruction in reading and math as needed, intervention in reading during the school day, professional development on grade level needs basis provided by reading coach during grade level meetings.

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

During grade level data meetings, classroom teachers, Title I teachers, principal, and media specialist analyzes data to determine strengths and weaknesses. Weaknesses are determined by the analysis of the data and are addressed by making specific goals and objectives to
SY 2014-2015

achieve progress in student achievement. Professional development, reading and AMSTI strategies are used to meet goals and objectives.

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

Before the 2014-2015 school year began, the reading coach created a spreadsheet for each individual teachers and compiled data from the following assessments: ACT Aspire, STAR, Global Scholars/math and reading, end-of-year Scott Foresman reading assessments, DIBELS, and NNAT. The reading coach conducts data meetings with individual teacher, principal, and Title I teachers to analyze and discuss strengths and weaknesses per student. At this time, low achieving students are targeted for reading intervention/remediation and math remediation.

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

The reading coach conducts data meetings with individual teacher, principal, and Title I teachers to analyze and discuss strengths and weaknesses per student. At this time, low achieving students are targeted for reading intervention/remediation and math remediation.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

Goal 1:

All students at Caldwell Elementary School will make progress in reading.

Measurable Objective 1:

35% of All Students will demonstrate a proficiency with text complexity in Reading by 05/29/2015 as measured by a combination of results from data analysis of Aspire, Global Scholars, and STAR..

Strategy1:

Data Driven Instruction - Strategy: Data Driven Instruction – Students will take the Reading part of Global Scholar Performance Series benchmark assessment in the fall, winter, and spring during the school year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data and use results to target low achieving students and plan for RTI instruction in reading. In order to provide a more comprehensive view of each student, STAR, ACT Aspire, DIBELS, and running records will be analyzed. Instruction will be aligned with the Alabama Course of Study. Small group instruction during intervention will be used to target low achieving students.

Research Cited: National Reading Association, National Council of Teachers of English, and Alabama English Language Common Core Standards; What Matters for Struggling Readers, 2001, Richard Allington; What Really Matters in Response to Intervention, 2009, Richard Allington.

Activity - Volume of Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to engage in actual reading time to increase their volume of reading. This will be accomplished through the use of dyad reading, silent sustained reading, and individualized guided reading with teachers. Students will have opportunities to use e-books, ipods, and other mobile devices to motivate students to make good choices for reading materials based on their interests.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, reading coach, and resource teachers.

Activity - Collaborative Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Low achieving students will be identified and instructional plans will be discussed for student achievement. Student scores will be tracked and compiled into Excel for each classroom teacher. This provides an easy format for meeting and teacher progress monitoring.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, Title I teachers, reading coach, and resource teachers.

Activity - Scott Foresman Reading Program integrated with Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation. Students will also be required to use the on line assessments on Renaissance Place for accountability and comprehension.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, reading coach, and resource teachers

Activity - STAR	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line reading assessment that will be administered to all students in the fall and spring to assign reading levels and measure growth throughout year.	Academic Support Program			08/19/2013	05/27/2016	\$0 - General Fund	All instructional staff

Activity - Apps and More	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use mobile devices to enhance reading achievement by interactive apps that are content specific.	Technology			08/13/2013	05/27/2016	\$0 - Title I Schoolwide	All instructional staff

Goal 2:

All students at Caldwell Elementary School will make progress math.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in career readiness in Mathematics by 05/29/2015 as measured by analyzing the data from Aspire and Global Scholars..

Strategy1:

Data Driven Instruction - Students will take the math part of Global Scholar Performance Series benchmark assessment in the fall, winter, and spring during the school year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data from Global Scholars and ACT Aspire 2014 data and use results to target low achieving students to plan for individualized instruction.

Research Cited: National Council of the Teachers of Mathematics (2010)

Activity - Think Central	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line interactive software that is aligned with math curriculum and text book. It contains teaching videos to reinforce lessons and assessments. It also contains games and assignments that students can complete at home.	Academic Support Program			08/19/2013	05/27/2016	\$0 - No Funding Required	All teachers and students

Activity - Math Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will incorporate the use of Math Facts In A Flash, Basic Skills, Star Fall, Khan Academy, Sum Dog and other web-based math programs into their daily instruction and practice.	Academic Support Program			08/19/2013	05/27/2016	\$0 - General Fund	All instructional staff

Activity - Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, high quality math instruction, teachers will implement intensive, systematic, and explicit math strategies in whole group, small group, and individual settings, specifically AMSTI and Go Math intervention strategies.	Academic Support Program			08/07/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, and resource teachers

Activity - Intervention and Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed through Global Scholars to determine their academic placement in Compass Learning. These activities are individualized instruction based on Global Scholars score.	Academic Support Program			08/19/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

Activity - Intregation of Technology into Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, highly qualified math instruction, teachers will implement intensive, systematic and explicit math strategies in whole group, small group and individual settings. Teachers will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation.	Academic Support Program			08/27/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

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

Goal 1:

All students at Caldwell Elementary School will make progress in reading.

Measurable Objective 1:

35% of All Students will demonstrate a proficiency with text complexity in Reading by 05/29/2015 as measured by a combination of results from data analysis of Aspire, Global Scholars, and STAR..

Strategy1:

Data Driven Instruction - Strategy: Data Driven Instruction – Students will take the Reading part of Global Scholar Performance Series benchmark assessment in the fall, winter, and spring during the school year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data and use results to target low achieving students and plan for RTI instruction in reading. In order to provide a more comprehensive view of each student, STAR, ACT Aspire, DIBELS, and running records will be analyzed. Instruction will be aligned with the Alabama Course of Study. Small group instruction during intervention will be used to target low achieving students.

Research Cited: National Reading Association, National Council of Teachers of English, and Alabama English Language Common Core Standards; What Matters for Struggling Readers, 2001, Richard Allington; What Really Matters in Response to Intervention, 2009, Richard Allington.

Activity - STAR	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line reading assessment that will be administered to all students in the fall and spring to assign reading levels and measure growth throughout year.	Academic Support Program			08/19/2013	05/27/2016	\$0 - General Fund	All instructional staff

Activity - Apps and More	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use mobile devices to enhance reading achievement by interactive apps that are content specific.	Technology			08/13/2013	05/27/2016	\$0 - Title I Schoolwide	All instructional staff

Activity - Collaborative Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Low achieving students will be identified and instructional plans will be discussed for student achievement. Student scores will be tracked and compiled into Excel for each classroom teacher. This provides an easy format for meeting and teacher progress monitoring.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, Title I teachers, reading coach, and resource teachers.

Activity - Volume of Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to engage in actual reading time to increase their volume of reading. This will be accomplished through the use of dyad reading, silent sustained reading, and individualized guided reading with teachers. Students will have opportunities to use e-books, ipods, and other mobile devices to motivate students to make good choices for reading materials based on their interests.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, reading coach, and resource teachers.

Activity - Scott Foresman Reading Program integrated with Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation. Students will also be required to use the on line assessments on Renaissance Place for accountability and comprehension.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, reading coach, and resource teachers

Goal 2:

All students at Caldwell Elementary School will make progress math.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in career readiness in Mathematics by 05/29/2015 as measured by analyzing the data from Aspire and Global Scholars..

Strategy1:

Data Driven Instruction - Students will take the math part of Global Scholar Performance Series benchmark assessment in the fall, winter, and spring during the school year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data from Global Scholars and ACT Aspire 2014 data and use results to target low achieving students to plan for individualized instruction.

Research Cited: National Council of the Teachers of Mathematics (2010)

Activity - Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, high quality math instruction, teachers will implement intensive, systematic, and explicit math strategies in whole group, small group, and individual settings, specifically AMSTI and Go Math intervention strategies.	Academic Support Program			08/07/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, and resource teachers

Activity - Intregation of Technology into Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, highly qualified math instruction, teachers will implement intensive, systematic and explicit math strategies in whole group, small group and individual settings. Teachers will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation.	Academic Support Program			08/27/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

Activity - Intervention and Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed through Global Scholars to determine their academic placement in Compass Learning. These activities are individualized instruction based on Global Scholars score.	Academic Support Program			08/19/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

Activity - Math Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will incorporate the use of Math Facts In A Flash, Basic Skills, Star Fall, Khan Academy, Sum Dog and other web-based math programs into their daily instruction and practice.	Academic Support Program			08/19/2013	05/27/2016	\$0 - General Fund	All instructional staff

Activity - Think Central	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line interactive software that is aligned with math curriculum and text book. It contains teaching videos to reinforce lessons and assessments. It also contains games and assignments that students can complete at home.	Academic Support Program			08/19/2013	05/27/2016	\$0 - No Funding Required	All teachers and students

Goal 3:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% of All Students will demonstrate a proficiency using technology in a variety of learning environments in Career & Technical by 05/22/2015 as measured by teacher observation.

Strategy1:

Teacher Training - Provide professional development opportunities for teachers to develop effective challenge based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

Research Cited: Principals report using classroom/student observation tools. Decreased usage of paper and hard copy materials and implementation of courses of study/lesson plans.

Activity - AMSTI Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training on implementing accelerated math and science programs for elementary grades.	Technology			08/19/2013	05/27/2016	\$0 - General Fund	Principal and teachers

Activity - iPods and iPads	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for teachers and student use of iPods and iPads for instructional use in the classroom. This includes apps, ebooks, ibooks, and Internet research.	Technology			08/19/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

Activity - Atrium	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for teachers to incorporate Atrium into lesson planning to pull materials that are related to curriculum standards. Students will also use Atrium to research available materials.	Professional Learning			01/13/2014	05/20/2016	\$0 - No Funding Required	All instructional staff

Activity - Promethean Board Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes on how to use Promethean Board in the classroom.	Professional Learning			08/19/2013	05/27/2016	\$0 - No Funding Required	Instructional Staff

Activity - eLearning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line professional development	Professional Learning			08/19/2013	05/27/2016	\$0 - No Funding Required	Instructional staff

Goal 4:

All educators and students will have tools to access a comprehensive viable

Measurable Objective 1:

demonstrate a proficiency demonstrate a proficiency to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, by 05/27/2016 as measured by the Transform 2020 survey and the Speak Up now survey..

Strategy1:

Adequate Wireless Connectivity - Provide wireless connectivity to all areas of Caldwell Elementary School.

Research Cited: Loss of connectivity reports and Bandwidth traffic reports

Activity - Web-based activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Any class activity that requires the use of a constant reliable Internet connectivity to meet its goals.	Technology			08/19/2013	05/27/2016	\$0 - General Fund	Scottsboro Board of Education

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

All students at Caldwell Elementary School will make progress in reading.

Measurable Objective 1:

35% of All Students will demonstrate a proficiency with text complexity in Reading by 05/29/2015 as measured by a combination of results from data analysis of Aspire, Global Scholars, and STAR..

Strategy1:

Data Driven Instruction - Strategy: Data Driven Instruction – Students will take the Reading part of Global Scholar Performance Series benchmark assessment in the fall, winter, and spring during the school year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data and use results to target low achieving students and plan for RTI instruction in reading. In order to provide a more comprehensive view of each student, STAR, ACT Aspire, DIBELS, and running records will be analyzed. Instruction will be aligned with the Alabama Course of Study. Small group instruction during intervention will be used to target low achieving students.

Research Cited: National Reading Association, National Council of Teachers of English, and Alabama English Language Common Core Standards; What Matters for Struggling Readers, 2001, Richard Allington; What Really Matters in Response to Intervention, 2009, Richard Allington.

Activity - STAR	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line reading assessment that will be administered to all students in the fall and spring to assign reading levels and measure growth throughout year.	Academic Support Program			08/19/2013	05/27/2016	\$0 - General Fund	All instructional staff

Activity - Volume of Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to engage in actual reading time to increase their volume of reading. This will be accomplished through the use of dyad reading, silent sustained reading, and individualized guided reading with teachers. Students will have opportunities to use e-books, ipods, and other mobile devices to motivate students to make good choices for reading materials based on their interests.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, reading coach, and resource teachers.

Activity - Collaborative Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Low achieving students will be identified and instructional plans will be discussed for student achievement. Student scores will be tracked and compiled into Excel for each classroom teacher. This provides an easy format for meeting and teacher progress monitoring.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, Title I teachers, reading coach, and resource teachers.

Activity - Scott Foresman Reading Program integrated with Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation. Students will also be required to use the on line assessments on Renaissance Place for accountability and comprehension.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, reading coach, and resource teachers

Activity - Apps and More	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use mobile devices to enhance reading achievement by interactive apps that are content specific.	Technology			08/13/2013	05/27/2016	\$0 - Title I Schoolwide	All instructional staff

Goal 2:

All students at Caldwell Elementary School will make progress math.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in career readiness in Mathematics by 05/29/2015 as measured by analyzing the data from Aspire and Global Scholars..

Strategy1:

Data Driven Instruction - Students will take the math part of Global Scholar Performance Series benchmark assessment in the fall, winter, and spring during the school year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data from Global Scholars and ACT Aspire 2014 data and use results to target low achieving students to plan for individualized instruction.

Research Cited: National Council of the Teachers of Mathematics (2010)

Activity - Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, high quality math instruction, teachers will implement intensive, systematic, and explicit math strategies in whole group, small group, and individual settings, specifically AMSTI and Go Math intervention strategies.	Academic Support Program			08/07/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, and resource teachers

Activity - Intervention and Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed through Global Scholars to determine their academic placement in Compass Learning. These activities are individualized instruction based on Global Scholars score.	Academic Support Program			08/19/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

Activity - Math Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will incorporate the use of Math Facts In A Flash, Basic Skills, Star Fall, Khan Academy, Sum Dog and other web-based math programs into their daily instruction and practice.	Academic Support Program			08/19/2013	05/27/2016	\$0 - General Fund	All instructional staff

Activity - Intregation of Technology into Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, highly qualified math instruction, teachers will implement intensive, systematic and explicit math strategies in whole group, small group and individual settings. Teachers will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation.	Academic Support Program			08/27/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

Activity - Think Central	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line interactive software that is aligned with math curriculum and text book. It contains teaching videos to reinforce lessons and assessments. It also contains games and assignments that stduents can complete at home.	Academic Support Program			08/19/2013	05/27/2016	\$0 - No Funding Required	All teachers and students

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

All students at Caldwell Elementary School will make progress in reading.

Measurable Objective 1:

35% of All Students will demonstrate a proficiency with text complexity in Reading by 05/29/2015 as measured by a combination of results from data analysis of Aspire, Global Scholars, and STAR..

Strategy1:

Data Driven Instruction - Strategy: Data Driven Instruction – Students will take the Reading part of Global Scholar Performance Series benchmark assessment in the fall, winter, and spring during the school year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data and use results to target low achieving students and plan for RTI instruction in reading. In order to provide a more comprehensive view of each student, STAR, ACT Aspire, DIBELS, and running records will be analyzed. Instruction will be aligned with the Alabama Course of Study. Small group instruction during intervention will be used to target low achieving students.

Research Cited: National Reading Association, National Council of Teachers of English, and Alabama English Language Common Core Standards; What Matters for Struggling Readers, 2001, Richard Allington; What Really Matters in Response to Intervention, 2009, Richard Allington.

Activity - Apps and More	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use mobile devices to enhance reading achievement by interactive apps that are content specific.	Technology			08/13/2013	05/27/2016	\$0 - Title I Schoolwide	All instructional staff

Activity - Volume of Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to engage in actual reading time to increase their volume of reading. This will be accomplished through the use of dyad reading, silent sustained reading, and individualized guided reading with teachers. Students will have opportunities to use e-books, ipods, and other mobile devices to motivate students to make good choices for reading materials based on their interests.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, reading coach, and resource teachers.

Activity - Collaborative Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Low achieving students will be identified and instructional plans will be discussed for student achievement. Student scores will be tracked and compiled into Excel for each classroom teacher. This provides an easy format for meeting and teacher progress monitoring.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, Title I teachers, reading coach, and resource teachers.

Activity - STAR	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line reading assessment that will be administered to all students in the fall and spring to assign reading levels and measure growth throughout year.	Academic Support Program			08/19/2013	05/27/2016	\$0 - General Fund	All instructional staff

Activity - Scott Foresman Reading Program integrated with Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation. Students will also be required to use the on line assessments on Renaissance Place for accountability and comprehension.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, reading coach, and resource teachers

Goal 2:

All students at Caldwell Elementary School will make progress math.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in career readiness in Mathematics by 05/29/2015 as measured by analyzing the data from Aspire and Global Scholars..

Strategy1:

Data Driven Instruction - Students will take the math part of Global Scholar Performance Series benchmark assessment in the fall, winter, and spring during the school year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data from Global Scholars and ACT Aspire 2014 data and use results to target low achieving students to plan for individualized instruction.

Research Cited: National Council of the Teachers of Mathematics (2010)

Activity - Intervention and Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed through Global Scholars to determine their academic placement in Compass Learning. These activities are individualized instruction based on Global Scholars score.	Academic Support Program			08/19/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

Activity - Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, high quality math instruction, teachers will implement intensive, systematic, and explicit math strategies in whole group, small group, and individual settings, specifically AMSTI and Go Math intervention strategies.	Academic Support Program			08/07/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, and resource teachers

Activity - Think Central	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line interactive software that is aligned with math curriculum and text book. It contains teaching videos to reinforce lessons and assessments. It also contains games and assignments that students can complete at home.	Academic Support Program			08/19/2013	05/27/2016	\$0 - No Funding Required	All teachers and students

Activity - Intregation of Technology into Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, highly qualified math instruction, teachers will implement intensive, systematic and explicit math strategies in whole group, small group and individual settings. Teachers will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation.	Academic Support Program			08/27/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

Activity - Math Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will incorporate the use of Math Facts In A Flash, Basic Skills, Star Fall, Khan Academy, Sum Dog and other web-based math programs into their daily instruction and practice.	Academic Support Program			08/19/2013	05/27/2016	\$0 - General Fund	All instructional staff

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

Goal 1:

All students at Caldwell Elementary School will make progress in reading.

Measurable Objective 1:

35% of All Students will demonstrate a proficiency with text complexity in Reading by 05/29/2015 as measured by a combination of results from data analysis of Aspire, Global Scholars, and STAR..

Strategy1:

Data Driven Instruction - Strategy: Data Driven Instruction – Students will take the Reading part of Global Scholar Performance Series benchmark assessment in the fall, winter, and spring during the school year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data and use results to target low achieving students and plan for RTI instruction in reading. In order to provide a more comprehensive view of each student, STAR, ACT Aspire, DIBELS, and running records will be analyzed. Instruction will be aligned with the Alabama Course of Study. Small group instruction during intervention will be used to target low achieving students.

Research Cited: National Reading Association, National Council of Teachers of English, and Alabama English Language Common Core Standards; What Matters for Struggling Readers, 2001, Richard Allington; What Really Matters in Response to Intervention, 2009, Richard Allington.

Activity - Apps and More	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use mobile devices to enhance reading achievement by interactive apps that are content specific.	Technology			08/13/2013	05/27/2016	\$0 - Title I Schoolwide	All instructional staff

Activity - Volume of Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to engage in actual reading time to increase their volume of reading. This will be accomplished through the use of dyad reading, silent sustained reading, and individualized guided reading with teachers. Students will have opportunities to use e-books, ipods, and other mobile devices to motivate students to make good choices for reading materials based on their interests.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, reading coach, and resource teachers.

Activity - Collaborative Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Low achieving students will be identified and instructional plans will be discussed for student achievement. Student scores will be tracked and compiled into Excel for each classroom teacher. This provides an easy format for meeting and teacher progress monitoring.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, Title I teachers, reading coach, and resource teachers.

Activity - Scott Foresman Reading Program integrated with Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation. Students will also be required to use the on line assessments on Renaissance Place for accountability and comprehension.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, reading coach, and resource teachers

Activity - STAR	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line reading assessment that will be administered to all students in the fall and spring to assign reading levels and measure growth throughout year.	Academic Support Program			08/19/2013	05/27/2016	\$0 - General Fund	All instructional staff

Goal 2:

All students at Caldwell Elementary School will make progress math.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in career readiness in Mathematics by 05/29/2015 as measured by analyzing the data from Aspire and Global Scholars..

Strategy1:

Data Driven Instruction - Students will take the math part of Global Scholar Performance Series benchmark assessment in the fall, winter, and spring during the school year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data from Global Scholars and ACT Aspire 2014 data and use results to target low achieving students to plan for individualized instruction.

Research Cited: National Council of the Teachers of Mathematics (2010)

Activity - Intregation of Technology into Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, highly qualified math instruction, teachers will implement intensive, systematic and explicit math strategies in whole group, small group and individual settings. Teachers will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation.	Academic Support Program			08/27/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

Activity - Math Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will incorporate the use of Math Facts In A Flash, Basic Skills, Star Fall, Khan Academy, Sum Dog and other web-based math programs into their daily instruction and practice.	Academic Support Program			08/19/2013	05/27/2016	\$0 - General Fund	All instructional staff

Activity - Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, high quality math instruction, teachers will implement intensive, systematic, and explicit math strategies in whole group, small group, and individual settings, specifically AMSTI and Go Math intervention strategies.	Academic Support Program			08/07/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, and resource teachers

Activity - Think Central	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line interactive software that is aligned with math curriculum and text book. It contains teaching videos to reinforce lessons and assessments. It also contains games and assignments that stduents can complete at home.	Academic Support Program			08/19/2013	05/27/2016	\$0 - No Funding Required	All teachers and students

Activity - Intervention and Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed through Global Scholars to determine their academic placement in Compass Learning. These activities are individualized instruction based on Global Scholars score.	Academic Support Program			08/19/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

Goal 3:

Engage and Empower the Learner Through Technology

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Measurable Objective 1:

80% of All Students will demonstrate a proficiency using technology in a variety of learning environments in Career & Technical by 05/22/2015 as measured by teacher observation.

Strategy1:

Teacher Training - Provide professional development opportunities for teachers to develop effective challenge based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

Research Cited: Principals report using classroom/student observation tools. Decreased usage of paper and hard copy materials and implementation of courses of study/lesson plans.

Activity - AMSTI Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training on implementing accelerated math and science programs for elementary grades.	Technology			08/19/2013	05/27/2016	\$0 - General Fund	Principal and teachers

Activity - eLearning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line professional development	Professional Learning			08/19/2013	05/27/2016	\$0 - No Funding Required	Instructional staff

Activity - Promethean Board Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes on how to use Promethean Board in the classroom.	Professional Learning			08/19/2013	05/27/2016	\$0 - No Funding Required	Instructional Staff

Activity - iPods and iPads	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for teachers and student use of iPods and iPads for instructional use in the classroom. This includes apps, ebooks, ibooks, and Internet research.	Technology			08/19/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

Activity - Atrium	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for teachers to incorporate Atrium into lesson planning to pull materials that are related to curriculum standards. Students will also use Atrium to research available materials.	Professional Learning			01/13/2014	05/20/2016	\$0 - No Funding Required	All instructional staff

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

EL students at Caldwell Elementary School will make progress in the area of writing

Measurable Objective 1:

A 53% increase of All Students will demonstrate a proficiency in writing leading to a .5 gain on the composite score of the ACCESS in Writing by 05/29/2015 as measured by ACCESS.

Strategy1:

Core Subject Area Writing - Students will be required to write using academic language at least once per week in each of the core subject areas.

Research Cited: Core EL Program, SDAIE

Activity - Weekly Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will write using social and instructional language or academic language in core subject areas at least once per week.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	Classroom teachers

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:**

All students at Caldwell Elementary School will make progress in reading.

Measurable Objective 1:

35% of All Students will demonstrate a proficiency with text complexity in Reading by 05/29/2015 as measured by a combination of results from data analysis of Aspire, Global Scholars, and STAR..

Strategy1:

Data Driven Instruction - Strategy: Data Driven Instruction – Students will take the Reading part of Global Scholar Performance Series benchmark assessment in the fall, winter, and spring during the school year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data and use results to target low achieving students and plan for RTI instruction in reading. In order to

provide a more comprehensive view of each student, STAR, ACT Aspire, DIBELS, and running records will be analyzed. Instruction will be aligned with the Alabama Course of Study. Small group instruction during intervention will be used to target low achieving students.

Research Cited: National Reading Association, National Council of Teachers of English, and Alabama English Language Common Core Standards; What Matters for Struggling Readers, 2001, Richard Allington; What Really Matters in Response to Intervention, 2009, Richard Allington.

Activity - STAR	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line reading assessment that will be administered to all students in the fall and spring to assign reading levels and measure growth throughout year.	Academic Support Program			08/19/2013	05/27/2016	\$0 - General Fund	All instructional staff

Activity - Collaborative Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and discussed in data meetings with individual classroom teachers, principal, Title I teachers, and reading coach. Low achieving students will be identified and instructional plans will be discussed for student achievement. Student scores will be tracked and compiled into Excel for each classroom teacher. This provides an easy format for meeting and teacher progress monitoring.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	principal, classroom teachers, Title I teachers, reading coach, and resource teachers.

Activity - Apps and More	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use mobile devices to enhance reading achievement by interactive apps that are content specific.	Technology			08/13/2013	05/27/2016	\$0 - Title I Schoolwide	All instructional staff

Activity - Scott Foresman Reading Program integrated with Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, high quality reading instruction, teachers will implement intensive, systematic, and explicit reading strategies in whole group, small group, and individual settings. Teacher will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation. Students will also be required to use the on line assessments on Renaissance Place for accountability and comprehension.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, reading coach, and resource teachers

Activity - Volume of Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to engage in actual reading time to increase their volume of reading. This will be accomplished through the use of dyad reading, silent sustained reading, and individualized guided reading with teachers. Students will have opportunities to use e-books, ipods, and other mobile devices to motivate students to make good choices for reading materials based on their interests.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, reading coach, and resource teachers.

Goal 2:

All students at Caldwell Elementary School will make progress math.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in career readiness in Mathematics by 05/29/2015 as measured by analyzing the data from Aspire and Global Scholars..

Strategy1:

Data Driven Instruction - Students will take the math part of Global Scholar Performance Series benchmark assessment in the fall, winter, and spring during the school year. Classroom teachers, principal, Title I teachers, and the reading coach will disaggregate student data from Global Scholars and ACT Aspire 2014 data and use results to target low achieving students to plan for individualized instruction.

Research Cited: National Council of the Teachers of Mathematics (2010)

Activity - Intervention and Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed through Global Scholars to determine their academic placement in Compass Learning. These activities are individualized instruction based on Global Scholars score.	Academic Support Program			08/19/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

Activity - Intregation of Technology into Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, highly qualified math instruction, teachers will implement intensive, systematic and explicit math strategies in whole group, small group and individual settings. Teachers will incorporate the use of interactive white board lessons for student instruction and assessment through teacher observation.	Academic Support Program			08/27/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

Activity - Math Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will incorporate the use of Math Facts In A Flash, Basic Skills, Star Fall, Khan Academy, Sum Dog and other web-based math programs into their daily instruction and practice.	Academic Support Program			08/19/2013	05/27/2016	\$0 - General Fund	All instructional staff

Activity - Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of effective, high quality math instruction, teachers will implement intensive, systematic, and explicit math strategies in whole group, small group, and individual settings, specifically AMSTI and Go Math intervention strategies.	Academic Support Program			08/07/2014	05/29/2015	\$0 - No Funding Required	classroom teachers, Title I teachers, and resource teachers

Activity - Think Central	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line interactive software that is aligned with math curriculum and text book. It contains teaching videos to reinforce lessons and assessments. It also contains games and assignments that stduents can complete at home.	Academic Support Program			08/19/2013	05/27/2016	\$0 - No Funding Required	All teachers and students

Goal 3:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

80% of All Students will demonstrate a proficiency using technology in a variety of learning environments in Career & Technical by 05/22/2015 as measured by teacher observation.

Strategy1:

Teacher Training - Provide professional development opportunities for teachers to develop effective challenge based lessons and units that

require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

Research Cited: Principals report using classroom/student observation tools. Decreased usage of paper and hard copy materials and implementation of courses of study/lesson plans.

Activity - Atrium	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for teachers to incorporate Atrium into lesson planning to pull materials that are related to curriculum standards. Students will also use Atrium to research available materials.	Professional Learning			01/13/2014	05/20/2016	\$0 - No Funding Required	All instructional staff

Activity - Promethean Board Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes on how to use Promethean Board in the classroom.	Professional Learning			08/19/2013	05/27/2016	\$0 - No Funding Required	Instructional Staff

Activity - eLearning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On line professional development	Professional Learning			08/19/2013	05/27/2016	\$0 - No Funding Required	Instructional staff

Activity - AMSTI Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training on implementing accelerated math and science programs for elementary grades.	Technology			08/19/2013	05/27/2016	\$0 - General Fund	Principal and teachers

Activity - iPods and iPads	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for teachers and student use of iPods and iPads for instructional use in the classroom. This includes apps, ebooks, ibooks, and Internet research.	Technology			08/19/2013	05/27/2016	\$0 - No Funding Required	All instructional staff

Goal 4:

All educators and students will have tools to access a comprehensive viable

Measurable Objective 1:

demonstrate a proficiency demonstrate a proficiency to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, by 05/27/2016 as measured by the Transform 2020 survey and the Speak Up now survey..

Strategy1:

Adequate Wireless Connectivity - Provide wireless connectivity to all areas of Caldwell Elementary School.

Research Cited: Loss of connectivity reports and Bandwidth traffic reports

Activity - Web-based activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Any class activity that requires the use of a constant reliable Internet connectivity to meet its goals.	Technology			08/19/2013	05/27/2016	\$0 - General Fund	Scottsboro Board of Education

Component 3: Instruction by Highly Qualified Staff

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

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

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

All teachers and staff meet the criteria for highly qualified status. This information is documented and kept on file at the office of the Superintendent of Education. Teacher assignments are based on levels of professional certification, specialized training, and level of experience.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turnover is low.

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

Caldwell Elementary School has several veteran teachers with advanced degrees ranging from Masters to a Doctorate in specific areas such as administration, reading specialist, counseling, and special education. One teacher is Nationally Board Certified as a classroom generalist. There are two teachers with less than five years classroom experience, and approximately nineteen teachers with fifteen plus years of classroom and/or resource experience.

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

Due to the low turnover rate no initiatives are in place.

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

Our school district has competitive salaries and benefits comparable to other systems to attract and retain highly qualified teachers. Scottsboro City School system provides new teacher orientation and mentoring opportunities.

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

The turnover rate is low and has been for several years.

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 Training:

1. Rtl
2. English Language Literacy Standards for College and Career Readiness
3. Alabama Course of Study : English Language Arts and Math
4. Common Core Standards: English Language Arts and Math
5. Insight Tools
6. Volume of Reading
7. How to Differentiate Instruction
8. Effective Comprehension Instructional Strategies
9. Grouping Students for Differentiated Instruction
10. AMSTI
11. How To Conduct/Grade A Running Record
12. How To Level Students After Conducting A Running Record - Independent, Instructional, Frustrational
13. Compass Learning
14. Data Driven Instruction

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

Professional Development Training:

1. Rtl
2. English Language Literacy Standards for College and Career Readiness
3. Alabama Course of Study : English Language Arts and Math
4. Common Core Standards: English Language Arts and Math
5. Insight Tools
6. Volume of Reading
7. How to Differentiate Instruction
8. Effective Comprehension Instructional Strategies
9. Grouping Students for Differentiated Instruction
10. AMSTI
11. How To Conduct/Grade A Running Record
12. How To Level Students After Conducting A Running Record - Independent, Instructional, Frustrational
13. Compass Learning
14. Data Driven Instruction

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.

Reading Coach mentors and provides professional development to new and inexperienced teachers. The principal assigns a mentor to new or inexperienced teachers.

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

Grade level meetings are conducted every Wednesday of each month. Specific topics suggested by reading coach are discussed during grade level meetings. On the third Wednesday of each month, the reading coach conducts grade level professional development required in the needs assessment: text complexity, reading comprehension, common core standards, and math strategies are some on-going professional development needs at Caldwell Elementary School.

July, 2014, the 4th grade teachers met for three hours with the reading coach and Title I reading teacher for on - going professional development: volume of reading, differentiated instruction, how to level and provide effective instruction to accelerate achievement, effective reading comprehension strategies, revisited Alabama English Language Arts Literacy Standards

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.

For the 2014-2015 school year, students are helped to transition from one grade level to the next. Students entering kindergarten are given a school readiness assessment to help them transition from preschool to kindergarten. There is a parent meeting for all kindergarten parents in the spring before students enter school. On the first few days of the new school year, students attend school in a small group setting so teachers and volunteers can help teach kindergartners school routines and procedures.

Starting in kindergarten and continuing through 4th grade, teachers meet in data meetings before school starts to share collected data on spreadsheets compiled by the reading coach from the previous school year.

When students transition to Collins Elementary, teachers take their classes on a field trip to the visit the school. They are given a tour of the classrooms and facilities, they meet teachers and the principal. Student data is sent to their new school and teachers.

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 attend faculty meetings, grade level meetings, and data analysis meetings. Information regarding school-based academic assessments are discussed and shared during these meetings. Information is given through emails, surveys, and votes.

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?

Before the 2014-2015 school year began, the reading coach created a spreadsheet for each individual teachers and compiled data from the following assessments: ACT Aspire, STAR, Global Scholars/math and reading, end-of-year Scott Foresman reading assessments, DIBELS, and NNAT. During the week of August 12 - August 16, 2014, the reading coach conducted data meetings with individual teacher, principal, and Title I teachers to analyze and discuss strengths and weaknesses per student. At this time, low achieving students were targeted for reading intervention/remediation and math remediation. Low achieving students will receive remediation in their regular classroom and intervention in Title I and resource classes.

Data meetings will be conducted each six - nine weeks to analyze ongoing formative assessments given in the classroom assure that low achieving students have shown progress in the areas of reading and math identified during data meetings.

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?

Data meetings conducted by the reading coach with individual teacher, principal, and Title I teachers to analyze and discuss strengths and weaknesses per student. Low achieving students are identified and targeted for intervention and remediation before students begin the academic school year. Classroom teachers provide remediation for these targeted students. In addition, resource teachers, Title I teachers, and the reading coach provide intervention for students targeted in reading and math. Small group and individualized instruction are provided during RTI.

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

In addition to making modifications for students who have an IEP, 504, or identified EL, the faculty at Caldwell make accommodations for student individual needs through differentiated instruction. Students at Caldwell work at their level of instruction provided through differentiated instruction. Teachers adjust teaching and learning methods to accommodate each child's learning needs and preferences in order to achieve maximum growth as a learner. Analyzing ongoing assessments during data meetings are essential. This provides feedback for the teacher to determine which students are making progress. Students who continue to experience difficulty mastering standards are referred to the Problem Solving Team. The PST makes recommendations for additional student supports which are then implemented and monitored. Follow up meetings are held to determine student progress. If student progress has not occurred, a referral for special education may be made.

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.

After school services at Caldwell Elementary are available to help students with academic needs. During the summer, academically needy students are can participate in academic summer camps. Throughout the year students are given a Compass Learning login for their individualized learning paths that they can access at home, during Caldwell's after school program, or at the Scottsboro Public Library.

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.

During the 2014-2015 school year, Caldwell addresses the challenges of economically disadvantaged, neglected/delinquent by referring students to the counselor for counseling. The counselor determines whether to refer students to Department of Human Resources. The counselor makes an outreach to outside services of Mountain Lakes or DHR. Economically Disadvantaged.

Weekend Goody Bags are sent home with Economically Disadvantaged students each weekend. These bags are filled with snacks. School supplies are also collected from our community annual fund raiser, Rock the Block. Caldwell Elementary School Student Council participates in a school wide canned food drive that provides food for the disadvantaged. Several classrooms at Caldwell Elementary School participates in Christmas Charities. Furthermore, local civic and church groups adopt disadvantaged students for Christmas Charities.

Homeless students are referred to counselor. A referral form is completed by the counselor and sent to Mr. Garner at the Central Office. Mr. Garner determines eligibility of homeless students. Mr. Garner releases funds for the homeless students to receive items for school, such as, school supplies, clothes, etc.

Special Education - referred by general ed teacher during PST. 8 weeks of researched based interventions (Rtl) - meet back with PST to determine if referral for special education is necessary. Once they are referred, the IEP team meets with parents and decides as a team whether or not to accept the referral. If the student is referred, testing process begins to determine if student qualifies under state guidelines.

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.

N/A

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?

Programs are coordinated and integrated by regularly schedule meetings to address the schools needs and goals. Teachers, reading coach, and Title I teachers meet regularly to discuss needs, analyze data, and determine intervention for low achieving students.

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.

Caldwell meets the requirements for the Title I program and the state sponsored gifted program. Faculty members meet to coordinate and integrate these programs. The regularly scheduled meetings help determine how these programs will support and help us to achieve our school wide goals.

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.

The Federal, State and local services are coordinated at district level. Information regarding needs and activities is provided to our school as needed. Current systems and activities in place are as follows: Safety Resource Officers, and School Nutrition Program. Funds are available for homeless children through the Federal Homeless Grant. Funds for needy children are also made available through our Student Council Program. Referrals are given to the school counselor.

Component 10: Evaluation

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

The leadership team is formed from faculty, staff, and parents. The team meets several times to review and evaluate the implementation of the school wide program. The team analyzes the data results from summative assessments, formative assessments, and surveys. The strengths and weaknesses are identified. From this data, decisions are made concerning goals, instructional strategies and intervention.

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?

Before the 2014-2015 school year began, the reading coach created a spreadsheet for each individual teachers and compiled data from the following assessments: ACT Aspire, STAR, Global Scholars/math and reading, end-of-year Scott Foresman reading assessments, DIBELS, and NNAT. During the week of August 4 - August 6, 2014, the reading coach conducted data meetings with individual teacher, principal, and Title I teachers to analyze and discuss strengths and weaknesses per student. At this time, low achieving students were targeted for reading intervention/remediation and math remediation. Low achieving students will receive remediation in their regular classroom and intervention in Title I and resource classes.

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?

Data meetings conducted by the reading coach with individual teacher, principal, and Title I teachers to analyze and discuss strengths and weaknesses per student. Low achieving students are identified and targeted for intervention and remediation before students begin the academic school year. Classroom teachers provide remediation for these targeted students. In addition, resource teachers, Title I teachers, and the reading coach provide intervention for students targeted in reading and math. Small group and individualized instruction are provided during RTI.

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?

Data meetings are conducted each six - nine weeks to analyze ongoing formative assessments given in the classroom to assure that low achieving students have shown progress in the areas of reading and math identified during data meetings.

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: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	27.38

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

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	0.0

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	27.38

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.0

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1262358.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	80484.0

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

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	27695.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	56822.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	9263.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total1,436,622.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Fully Funded teachers with salaries and benefits equaling \$139,062.04. Parental Involvement funds allocated equal \$1,358.95

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	140420.98

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

ACIP

Caldwell Elementary School

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Drug-free Schools**Provide a brief explanation and a breakdown of expenses.**

N/A

Label	Question	Value
10.	Title IV: For Safe and Drug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools**Provide a brief explanation and a breakdown of expenses.**

N/A

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)**Provide a brief explanation and a breakdown of expenses.**

N/A

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)**Provide a brief explanation and a breakdown of expenses.**

N/A

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant
Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
18.	Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
2.	Local Funds Provide the total.	0.0