



## **ACIP**

# **Collins Intermediate School**

## **Scottsboro City Board of Education**

Ms. Julie N Petty, Principal  
102 Legion Drive  
Scottsboro, AL 35768

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	6

## **Improvement Plan Stakeholder Involvement**

Introduction.....	8
Improvement Planning Process.....	9

## **Stakeholder Feedback Diagnostic**

Introduction.....	11
Stakeholder Feedback Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	15
Report Summary.....	16

## **Student Performance Diagnostic**

Introduction..... 18

Student Performance Data..... 19

Evaluative Criteria and Rubrics..... 20

Areas of Notable Achievement..... 21

Areas in Need of Improvement..... 22

Report Summary..... 23

**ACIP Assurances**

Introduction..... 25

ACIP Assurances..... 26

**Plan for ACIP 2014-15**

Overview..... 29

Goals Summary..... 30

    Goal 1: Students at Collins will meet grade level benchmarks in Math according to the ACT ASPIRE..... 31

    Goal 2: Students at Collins will meet grade level benchmarks in Reading according to the ACT ASPIRE..... 32

    Goal 3: Gifted and Talented students are offered enrichment activities or classes. A curriculum focusing on cognitive and affective development will be utilized throughout the year..... 33

    Goal 4: All teachers will be prepared and supported..... 34

    Goal 5: Students at Collins will transition smoothly from school to school..... 34

    Goal 6: The achievement gap between subgroups and school-wide performance will decrease..... 35

    Goal 7: All educators and students will have tools to access a comprehensive, viable infrastructure when and where they need it..... 36

    Goal 8: Teachers and Staff at Collins Intermediate School will participate in professional development activites geared toward technological awareness and usage..... 38

    Goal 9: ELL students will increase their proficiency within the content area of Writing as demonstrated on the ACCESS for ELLs assessment..... 38

Activity Summary by Funding Source..... 40

## **Strategies to Increase Parental Involvement**

Introduction.....	45
Strategies to Increase Parental Involvement.....	46

## **Title I Schoolwide Diagnostic**

Introduction.....	51
Component 1: Comprehensive Needs Assessment .....	52
Component 2: Schoolwide Reform Strategies .....	54
Component 3: Instruction by Highly Qualified Staff.....	65
Component 4: Strategies to Attract Highly Qualified Teachers .....	66
Component 5: High Quality and Ongoing Professional Development .....	67
Component 6: Transition Strategies.....	69
Component 7: Teacher Participation in Making Assessment Decisions .....	70
Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	71
Component 9: Coordination and Integration of Federal, State and Local Programs and Resources.....	73
Component 10: Evaluation.....	74

## **Coordination of Resources-Comprehensive Budget**

Introduction.....	76
I. State Foundation Funds: FTEs Earned.....	77
I. State Foundation Funds: Units Placed.....	78
I. State Foundation Funds:Total Salaries.....	79

II. Federal Funds.....	81
III. Local Funds (if applicable).....	84

# **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?**

The community population is about 15,000. Collins Intermediate School serves approximately 400 students in the rural, suburban town of Scottsboro in Jackson County, northeast Alabama. The majority of Scottsboro's population is Caucasian. About 7% of students are of African-American descent, and about 5% of the population is Hispanic. Staffing trends closely reflect these populations. Student numbers and populations have remained fairly consistent for the last three years. The staff and community have also experienced an expected level of consistency.

The recent economic recession presented some difficulties for community members as well as schools within the district. There has been a continuing drop in both new home construction and home purchasing. The unemployment rate is higher than the national average; thus, a large percentage of our students continue to qualify for free or reduced meals. Median family income is lower than the national average. Primary job opportunities are within the manufacturing and food service industries. There is some resistance to the recruitment of new businesses which would provide more diverse opportunities, including the technology related fields which flourish in neighboring counties. A large number of households do not have Internet access which affects business and educational opportunities.

Scottsboro is situated on the banks of the Tennessee River and has unique water accessibility. Our location provides area residents with opportunities for water sport and fishing hobbies. Tourists are attracted to our community because of fishing, golfing, boating, and camping activities. However, new businesses and jobs are rare while existing businesses are experiencing declines in revenues and undergoing cutbacks in employees. In addition, jobs and revenue expected from TVA employment through the Bellefonte Nuclear Plant facility have been recently withdrawn. Many young adults graduate and move elsewhere in search of employment. In most cases, this demographic does not return to live here.



## 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 Collins Intermediate 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 with 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 are essential 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 Collins, we prepare today's learners to be tomorrow's leaders. Through a variety of curricular and extra-curricular activities, students are exposed to diverse learning experiences.

## 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.**

Collins Intermediate School:

- Met benchmark goals on the ACT ASPIRE for the 2013-2014 school year in the content areas of Math and English. (According to the ACT ASPIRE website, students who reach "benchmark" levels are on track to successfully complete their first year of college-level courses.)
- Demonstrated an increase in math proficiency levels from 2012-2013 to 2013-2014.
- Hired an instructional assistant for the last twelve weeks of the 2013-2014 school year to facilitate the growth of traditionally lower-performing subgroups within the area of math.
- Received "close" scores in the content areas of Reading, Writing, and Science according to ASPIRE summative reports.
- Partnered with TVA to provide on-going enrichment activities and facilities for our students. Specifically, Collins has two large outdoor learning laboratories.
- Participated in a professional learning community through the reading and online discussion of *The Leader in Me*.
- Participated in various forms of professional development as we became a "Leader in Me" school. (During the spring and summer of 2013, Collins' staff traveled to Lighthouse Schools for on-site observations and completed three days of "The 7 Habits" signature training.)
- Created a teacher work space to allow greater accessibility and room for teachers to prepare materials.
- Attended "High Impact Instruction" training presented by our regional in-service center.
- Increased the number of computers available for student use in classrooms.
- Purchased the S.P.I.R.E. reading program for use with special education populations beginning in August, 2014.
- Attended school-wide professional development pertaining to College and Career Ready Standards (CCRS).
- Purchased iPods, iPads, and Nook tablets to be checked out for student use.
- Has been granted the funds to replace its dated computer labs with new computers and other technological equipment.
- Has implemented Scantron's Performance Series Assessments to track the vertical advancement of student learning.
- Began participating in a co-teaching pilot program in conjunction with the State Department of Education during the 2014-2015 school year.
- Participates in district-wide vertical alignment of common core curriculum standards.
- Offers a variety of clubs and organizations for students to participate in both during and after school hours: Outdoor Classroom, Jr. Master Gardeners, Leadership Ambassadors, Students for Christ, 4-H, and the Yearbook Editors.
- Have AMSTI trained teachers for science and math courses.
- Targets at-risk populations using co-teaching strategies in order to increase the number of students proficient in grade level math and reading.
- Will continue to receive professional development for co-teaching strategies.
- Participates in ongoing professional development conducted by the State Department of Education to increase student achievement.
- Is requesting additional personnel to assist lower-performing subgroups in the content areas of reading and math.
- Hosts an after school program which provides opportunities for tutoring, enrichment activities, and physical activities.
- Will target the content area of Reading in order to achieve benchmark levels on the ACT ASPIRE.

## **Additional Information**

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

Collins Intermediate School:

- Ensures every teacher maintains highly qualified teaching status.
- Has a new student orientation for fifth graders before school begins.
- Hosts family nights during which there are social and academic activities.
- Diligently monitors student progress through individual, group, and school-wide analysis.
- Provides transition guidance for students from school-to-school.
- Maintains partnerships with businesses and community members.
- Encourages parents and community leaders to visit and volunteer.
- Added "Remind" to increase communication with students, parents, and faculty.
- Maintains a school website notifying parents and community members of special events and involvement opportunities.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

A Leadership Team is formed by the administration and teaching staff at the beginning of the school year. The team includes representatives of various subjects, grade levels, special areas, and the community education coordinator. The principal schedules meetings for the year. The majority of the meetings are held on Wednesdays as a continuation of faculty/staff meetings. Community stakeholders are also chosen to be a part of the Leadership Team. These members include the parents of current students. They attend many meetings throughout the year. The leadership team organizes meetings in order to communicate information pertaining to the ACIP to faculty and staff. These meetings are also used to seek input from faculty, staff, parents, and community members. Weekly grade level meetings are held. The faculty and staff collaborate on a regular basis 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 improvement team consists of teachers from grade levels, as well as the media specialist, principal, counselor, Title I teachers, and the Community Education Coordinator. Parents are chosen among those that express an interest in the planning and implementation process. The PTO officers are involved in the development of the improvement plan. Community members are welcome to attend meetings and discuss how community involvement impacts school development and learning. Stakeholder responsibilities are discussed and delegated at these meetings.

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

The ACIP is under continuous development throughout the school year. The team communicates information from about the ACIP at PTO and Title I meetings, as well as at parental involvement activities, such as Reading and Math/Science Family Nights. The final plan is presented at a staff meeting and at a school board meeting. Stakeholders are given an opportunity to view the plan and give input throughout the process. The ACIP is available for viewing at the school, on the school's website, and on the district's website.

# **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	Survey results for students in grades 3-5 are attached. However, Collins Intermediate School is comprised of grades 5 and 6 only. Thus, the Grade 3-5 Student Survey attached is not specific to Collins; rather it reflects scores from 4 different schools within the district.	Parent Survey Staff Survey Student Survey Grades 3-5 Student Survey Grade 6

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

## **Areas of Notable Achievement**

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

Parents report that Collins has high academic expectations for students and provides a safe environment for learning. Staff highly rate that the purpose and direction of the school are clear and consistently adhered to. Students report that high expectations are a strength as well as being prepared for the next school year.

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

Surveys show a trend of increased knowledge of the school's academic goals and increased awareness of parental involvement opportunities. There is also an increase in parent satisfaction pertaining to the ability to contact classroom teachers regarding their child's progress.

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

Federal surveys are administered each spring. On the 2014 survey, 89% of parents report that our school encourages them to be involved. This is also consistent with the attendance we have at our parental involvement events.

## **Areas in Need of Improvement**

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

Students report that lack of respect for property by other students is a concern. Staff members have concerns pertaining to the process by which new staff members receive support for their professional practice. Parents show some disappointment with the school's governing body, in that it may interfere with the operation or leadership of the school.

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

No areas indicate a decreasing trend of satisfaction.

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

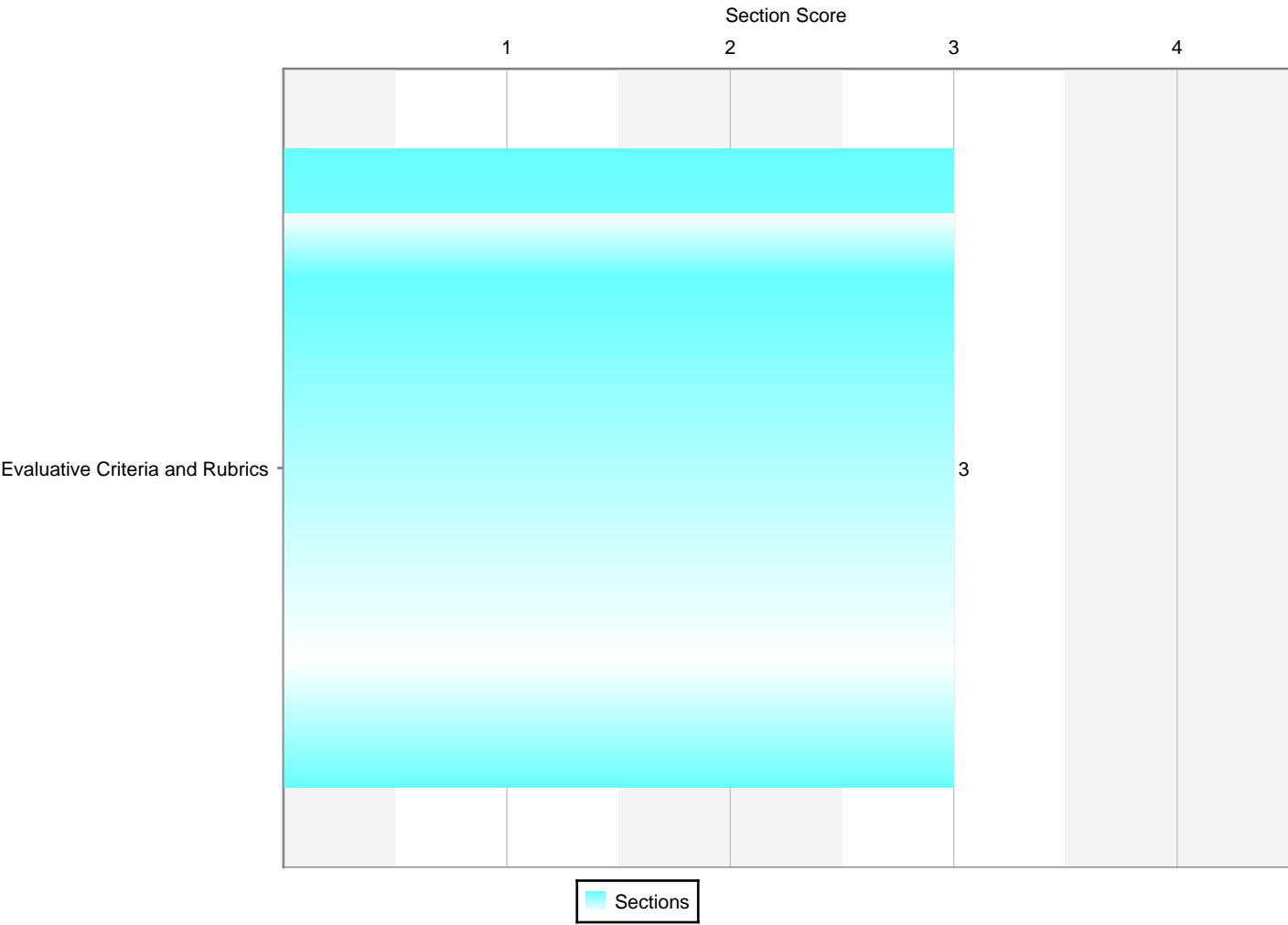
These surveys indicate that the vast majority of stakeholders feel safe and welcome in our school and are satisfied with its academic expectations.

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

Federal surveys completed each spring closely reflect the findings of these surveys.

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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	According to the ACT ASPIRE website, the definition of benchmark is as follows: "Students who are at and above the Benchmark are on track to have a high probability of future success in first-year college courses."	Student Performance Data



## 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?**

According to the ACT ASPIRE, the highest levels of student achievement are in English. Collins' English scores exceeded benchmark goals. Collins also achieved benchmark levels in Math.

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

Math performance greatly increased according to ASPIRE results. The ARMT Science Assessment demonstrated increased grade level proficiency from 2012-2013 to the 2013-2014 school year.

### **Which area(s) indicate the overall highest performance?**

The area with the overall highest achievement is English, exceedingly benchmark scores significantly.

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

The special education subgroup has shown a trend toward increasing performance within the area of Math.

### **Between which subgroups is the achievement gap closing?**

The special education subgroup's achievement gap is closing within the area of Math as indicated by the ASPIRE.

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

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

- Scantron's Performance Series and Compass Learning.

## Areas in Need of Improvement

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

According to the results of the ACT ASPIRE, Collins reached the national average for the Reading content. However, students did not meet ASPIRE's benchmark level.

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

The area that shows a negative trend in performance is reading/craft and structure.

### Which area(s) indicate the overall lowest performance?

The area with the overall lowest performance is reading/key ideas and details.

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

Due to changes of assessment instruments from 2012-2013 to 2013-2014, there is no data available which indicates that there is a decreasing trend of performance within a subgroup.

### Between which subgroups is the achievement gap becoming greater?

Due to changes of assessment instruments from 2012-2013 to 2013-2014, there is no data available which indicates that there is an increasing achievement gap between subgroups.

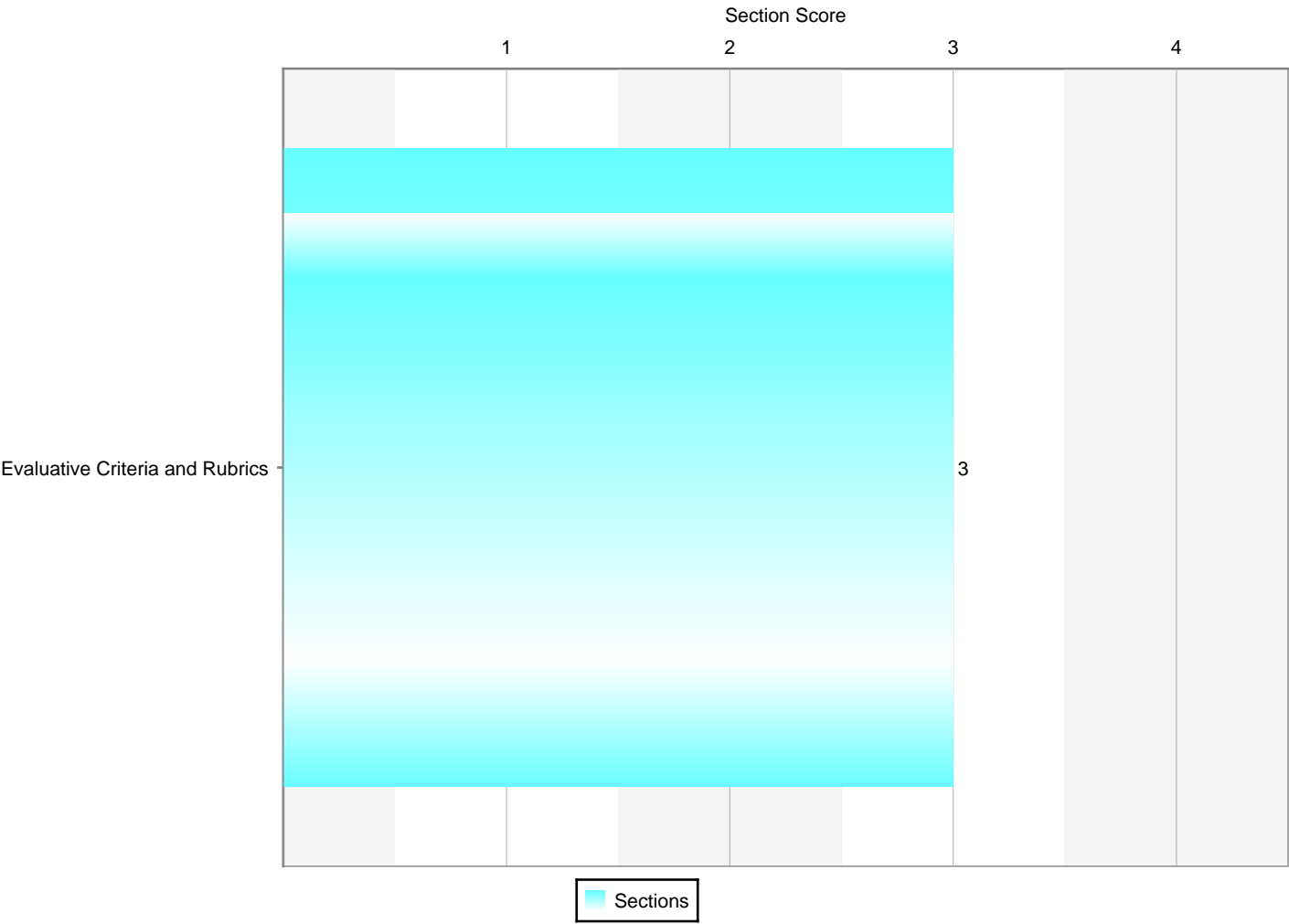
### Which of the above reported findings are consistent with findings from other data sources?

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

- Scantron's Performance Series, Compass Learning, and the STAR Reading Assessment.

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	Collins Intermediate School has a leadership team that consist of: teachers, administrator(s), the counselor, resource personnel, a media specialist, the 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 Collins Intermediate School's Student-Parent Handbook. It is also available on the school's website as well as the Scottsboro City Schools' 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 35768	

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	There are at least two Title I Parent Meetings each year. Meetings are offered during and after school hours. The information presented is made available at meetings and throughout the school year. In addition, materials which assist parents in the education of their children are provided. A copy of the Parents' Right-to-Know Policy is reviewed during Title I Parent Meetings and is available at Collins Intermediate School.	Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	The School-Parent Compact was developed by a team of stakeholders. It is reviewed and updated annually. Each fall, it is sent home to be read and signed. It is then kept on file in homerooms throughout the school year in order to be utilized and reviewed as needed.	School Parent Compact



# **Plan for ACIP 2014-15**

# Overview

**Plan Name**

Plan for ACIP 2014-15

**Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at Collins will meet grade level benchmarks in Math according to the ACT ASPIRE.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
2	Students at Collins will meet grade level benchmarks in Reading according to the ACT ASPIRE.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$3529
3	Gifted and Talented students are offered enrichment activities or classes. A curriculum focusing on cognitive and affective development will be utilized throughout the year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$53245
4	All teachers will be prepared and supported.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Students at Collins will transition smoothly from school to school.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	The achievement gap between subgroups and school-wide performance will decrease.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$325332
7	All educators and students will have tools to access a comprehensive, viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$62850
8	Teachers and Staff at Collins Intermediate School will participate in professional development activities geared toward technological awareness and usage.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	ELL students will increase their proficiency within the content area of Writing as demonstrated on the ACCESS for ELLs assessment.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: Students at Collins will meet grade level benchmarks in Math according to the ACT ASPIRE.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on grade level assessments in Mathematics by 05/22/2015 as measured by results of the ACT ASPIRE.

### Strategy 1:

Data Driven Instruction - Research based instruction will be utilized to increase student achievement. Instructional content will be aligned with the CCRS, Alabama's College and Career Ready Standards. Direct instruction, manipulatives, small group instruction, and individual interventions will be used to target unmet math standards.

Research Cited: National Council of the Teachers of Mathematics. (2010). NCTM Supports Teachers and Administrators to Implement Common Core Standards. Reston, VA.

Activity - AMSTI and HMH Math Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize strategies, methods, and materials from AMSTI and HMH "Go Math" in order to implement best teaching practices. "Go Math" textbooks can be accessed online for students at home.	Direct Instruction	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors, support personnel, and administration

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Personalized learning: Creating an environment in which the needs of individual students are valued and integrated into a personalized learning experience in order to help every student reach his or her full potential.	Academic Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors, support personnel, and administration

Activity - Performance Series Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed during each designated testing window. Data is analyzed by faculty, and shared with parents during parent-teacher conferences. Students receive individualized learning paths from Performance Series' corporate partner, Compass Learning.	Policy and Process	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors, support personnel, and administration

Activity - Think Central	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Think Central is a research based online database that includes digital 21st-century learning tools for both students and teachers. Students, teachers, and parents can utilize this website for access to textbooks and interactive math activities. These activities are used to provide timely support for daily math lessons and individualized preparation for chapter tests.	Academic Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors, support personnel, and administration
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## Goal 2: Students at Collins will meet grade level benchmarks in Reading according to the ACT ASPIRE.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on grade level assessments in Reading by 05/22/2015 as measured by results of the ACT ASPIRE.

### Strategy 1:

Data Driven Instruction - Research based instruction will be utilized to increase student achievement. Instructional content is aligned with the State Course of Study, CCRS. Direct instruction, small group instruction, cooperative learning groups, and individual interventions will be used to target unmet reading standards.

Research Cited: National Council of the Teachers of English. (2013). NCTE Recommends the Common Core Curriculum. Urbana, Illinois.

Activity - Harcourt Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of research based materials and strategies, teachers will implement intensive, explicit reading instruction. RTI strategies will be used throughout the school day. Whole group, small group, and individual instruction and interventions will be employed.	Direct Instruction	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors, support personnel, and administration

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reading is a researched based program in which students read books on their individualized reading levels, take AR quizzes, and get immediate feedback through scores and review of incorrect answers. This program allows students, parents, and teachers to easily monitor and manage students' independent reading practice, growth, and level of success.	Academic Support Program	08/07/2014	05/22/2015	\$3529	General Fund	Instructors, support personnel, and administration

Activity - STAR Reading Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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STAR Reading's research based test items meet the highest standards for reliability and validity. The STAR Assessment is given to progress monitor students three times a year. The results give teachers actionable data needed in major skill areas and places students in their zone of proximal development to guide the students in choosing appropriate reading materials. This, in turn, facilitates an increase in reading proficiency.	Policy and Process	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors, support personnel, and administration
Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Personalized learning: Creating an environment in which the needs of individual students are valued and integrated into a personalized learning experience helps every student reach his or her full potential.	Academic Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors, support personnel, and administration
Activity - Scantron's Performance Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are assessed during each designated window. Data is compiled and analyzed by faculty members at team, faculty, and data meetings. Following completion of assessments, individualized student learning paths are created in Compass Learning. This data is also used to guide classroom instruction.	Policy and Process	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors, support personnel, and administration
Activity - Differentiated Reading Material	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read increasingly challenging texts, including a variety of genre, to increase understanding of the many dimensions of the human experience and to facilitate engagement in collaborative discussions with diverse partners.	Direct Instruction	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors, support personnel, and administration

### **Goal 3: Gifted and Talented students are offered enrichment activities or classes. A curriculum focusing on cognitive and affective development will be utilized throughout the year.**

#### **Measurable Objective 1:**

100% of Gifted and Talented students will complete a portfolio or performance to demonstrate completion of a unit in Art & Humanities by 05/22/2015 as measured by a presentation, product, or observation by students, teachers, and parents.

#### **Strategy 1:**

Concept Based Units - Students exceeding academic standards have the opportunity to receive alternative assignments. At times, students will attend a gifted and talented resource class. The enrichment program is subject to state and federal guidelines and monitoring.

Research Cited: Colangelo, N., Assouline, S. & Marron, M. (2013). Curriculum Choices: Acceleration, Enrichment, Compacting, and Grouping. New York: Routledge.

Activity - Alternative Educational Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in enrichment activities to extend their learning experiences beyond grade level work.	Extra Curricular	08/07/2014	05/22/2015	\$53245	State Funds	Instructor and administration

## Goal 4: All teachers will be prepared and supported.

### Measurable Objective 1:

collaborate to maximize teacher effectiveness by 05/22/2015 as measured by team meetings, survey results, and student progress..

### Strategy 1:

Teacher Mentoring - New teachers will have supports put into place at the state level, district level, and school level. New teachers will work within a team of faculty to maximize the effectiveness of organizational and instructional strategies.

Research Cited: Grifn, C. (2004). Retaining and Supporting First Year Teachers. Gainesville, FL: University of Florida.

Activity - Retaining Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will be provided orientations and offered mentors in order to promote teacher effectiveness and student success.	Professional Learning	08/07/2014	05/22/2015	\$0	No Funding Required	State and local administration and teachers

## Goal 5: Students at Collins will transition smoothly from school to school.

### Measurable Objective 1:

demonstrate a behavior of preparation by assisting students as they enter and exit Collins by 05/22/2015 as measured by student participation..

### Strategy 1:

Structured Transitioning Among Schools - The school year prior to entering Collins, upcoming students visit the school for an orientation and tour. At the beginning of school, a Student-Parent orientation is held for new students. Students and parents meet faculty and tour the school.

In May prior to exiting Collins, sixth graders take a field trip to Scottsboro Junior High School. There, they meet personnel and tour the school. While still at Collins, students meet with the counselor from Scottsboro Junior High and turn in schedule requests for their seventh grade school year.

Research Cited: Jackson, B. (2012). 11 Tips for Adjusting to a New School. San Francisco, CA: Yale.

Activity - Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Fourth grade students visit Collins in the spring prior to their enrollment in fifth grade. Exiting Collins' students visit the Scottsboro Junior High School in the spring of their sixth grade year in preparation for transitioning to the seventh grade.	Field Trip	08/07/2014	05/22/2015	\$0	No Funding Required	Administration and teachers
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## Goal 6: The achievement gap between subgroups and school-wide performance will decrease.

### Measurable Objective 1:

A 5% increase of Students with Disabilities students will demonstrate a proficiency gravitating toward the mean of traditionally higher performing subgroups in Mathematics by 05/22/2015 as measured by Performance Series, ACT ASPIRE, STAR, and/or academic performance.

### Strategy 1:

Focused Intervention - The first of three universal Math and Reading screeners was administered in late August, 2014, using the norm-referenced assessment instrument, Performance Series by Scantron. Results of the May, 2014, ACT ASPIRE were received at the end of September.

A 30-60-90 Day Plan of Focused Intervention is described below to ensure ongoing services and continuous academic progress.

#### 30 Day Plan:

1. Data will be analyzed using all available assessment sources, including, but not limited to: Performance Series, ASPIRE, and STAR Reading.
2. Specific intervention priority will be given to students within subgroups who traditionally perform below grade level.
3. Resource teachers will monitor students and adjust the rosters of intervention classes to meet the needs revealed by assessment results.
4. Additional academic interventions will be provided to students who receive Special Education services.

\*These actions will be evidenced by ongoing assessment and performance data, documentation of Data Analysis, lesson plans, and intervention class rosters.

#### 60 Day Plan:

1. The second annual universal screeners of Math and Reading will be administered in in the winter of 2014-2015.
2. Following progress assessments, all available data will be analyzed by school and district personnel.
3. Student progress and progress toward the mastery of grade level standards will be examined.
4. Additional academic interventions will be put into place to address the needs of struggling students and problematic standards.

\*These strategies will be verified by Scantron's Performance Series assessment scores, documentation of Data Analysis, and observation by administrators.

#### 90 Day Plan:

1. All previously referenced interventions and evaluations will continue.
2. Following school-wide efforts to reduce achievement disparities, re-evaluation of student progress will be universally administered via Performance Series and the ACT ASPIRE.
3. Results will be used to determine both school-wide and subgroup achievement.



\*All above strategic interventions will be monitored through the use of score and progress documentation as well as supervisory examination by the Superintendent, Director of Federal Programs, Director of Special Education Services, Principal, and Assistant Principal.

Research Cited: Stillwell-Parvensky, J. (2011) Closing the Achievement Gap of Disadvantaged Students. Cambridge, MA: Harvard Kennedy School.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analysis of all available student data is being utilized to meet the individual needs of students as Collins Intermediate School endeavors to achieve academic proficiency within every subgroup.	Policy and Process	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors, support personnel, and administration

Activity - Intervention Assistance for At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and support personnel will provide intervention strategies to at-risk students in order to facilitate the achievement of grade level proficiency for all students.	Direct Instruction	08/07/2014	05/22/2015	\$325332	Title I Part A, State Funds	Instructors, support personnel, and administration

## Goal 7: All educators and students will have tools to access a comprehensive, viable infrastructure when and where they need it.

### Measurable Objective 1:

demonstrate a proficiency to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data (educators). by 06/01/2017 as measured by Transform2020 Plan-Strategies and Narrative; Transform2020 Survey Results: Teachers, Students, Administrators, Parents; Documented interviews with teachers, students, and administrators; District Capital Plan Report; Inventory, bandwidth traffic reports..

### Strategy 1:

Phone Service - To provide 1 GB Ethernet network and wireless network to all of the Scottsboro City School system - Brownwood Elementary School, Caldwell Elementary School, Collins Intermediate School, Nelson Elementary School, Scottsboro High School, Scottsboro Jr. High School, Page Administration Building, and Scottsboro City Schools Bus Transportation Department.

Research Cited: Transform2020 Plan-Strategies and Narrative; Transform2020 Survey Results: Teachers, Students, Administrators, Parents; Documented interviews with teachers, students, and administrators; District Capital Plan Report; Inventory Report; Bandwidth Traffic Reports; Compliance Review Report

Activity - Support and maintenance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Collins Intermediate School

Support and maintenance to keep the district network in proper working order.	Technology	08/01/2014	06/01/2017	\$12000	General Fund	Superintendent, Technology Director
<b>Activity - Internet Service</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide internet service to all Scottsboro City Schools.	Technology	08/01/2014	06/01/2017	\$10000	Other	Superintendent, Technology Director
<b>Activity - Network Security and Content Filtering</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide network security and content filtering to all of the Scottsboro City Schools System.	Technology	08/01/2014	06/01/2017	\$7500	General Fund	Superintendent, Technology Director
<b>Activity - Land line service</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide land line phone service to Brownwood Elementary School, Caldwell Elementary School, Collins Intermediate School, Nelson Elementary School, Scottsboro High School, Scottsboro Jr. High School, Page Administration Building, and Scottsboro City Schools Bus Transportation Department.	Technology	08/01/2014	06/01/2017	\$24800	General Fund	Superintendent, Technology Director
<b>Activity - Cell Service with no data</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
This is cellular service that is provided to select classrooms; building and grounds; student transportation and maintenance; and the resource officers – for security district wide (Brownwood Elementary School, Caldwell Elementary School, Collins Intermediate School, Nelson Elementary School, Scottsboro High School, Scottsboro Jr. High School, Page Administration Building, and Scottsboro City Schools Bus Transportation Department)	Technology	08/01/2014	06/01/2017	\$5300	General Fund	Superintendent, Technology Director, Curriculum Director, Principals
<b>Activity - Cell Service with data</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Telephone and data services provided for handheld devices that are distributed to the technology department for emergency communications and district network support; to the buildings and grounds, transportation, and maintenance supervisor, and for our district wide school nurse.	Technology	08/01/2014	06/01/2017	\$3250	General Fund	Superintendent, Technology Director, Curriculum Director

## Goal 8: Teachers and Staff at Collins Intermediate School will participate in professional development activities geared toward technological awareness and usage.

### Measurable Objective 1:

demonstrate a proficiency in the use of technology available in the school. by 06/01/2017 as measured by Transform 2020 Surveys, Lesson Plans, EducateAlabama..

### Strategy 1:

Teacher incorporation training - Participate in professional development opportunities 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: Implementation of Courses of Study-Lesson Plans

Activity - Professional Development Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will participate in various professional development opportunities throughout the school year to support on going programs in the school. Programs include, but are not limited to Performance Series, Think Central, Compass Learning, and Mobile device usage.	Technology	08/01/2014	06/01/2017	\$0	No Funding Required	School Administrator

## Goal 9: ELL students will increase their proficiency within the content area of Writing as demonstrated on the ACCESS for ELLs assessment.

### Measurable Objective 1:

100% of English Learners students will demonstrate a behavior of increased performance in the specified content area: in Writing by 05/22/2015 as measured by the ACCESS for ELLs assessment.

### Strategy 1:

Targeted Intervention - ELL students will receive direct instruction, interventions, and the opportunity for after hours instruction in order to increase achievement within the area of Writing.

Research Cited: National Dissemination Center, NICHCY. (2012). Response To Intervention. Washington, DC.

Activity - Monitor Implementation of Writing Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Collins Intermediate School

Data collected from STAR, Performance Series, the ACT ASPIRE, and ACCESS for ELLs will be used to ensure ELL students are increasing in Writing proficiency.	Academic Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Instructors, support personnel, and administration
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Internet Service	Provide internet service to all Scottsboro City Schools.	Technology	08/01/2014	06/01/2017	\$10000	Superintendent, Technology Director
<b>Total</b>					\$10000	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Assistance for At-Risk Students	Faculty and support personnel will provide intervention strategies to at-risk students in order to facilitate the achievement of grade level proficiency for all students.	Direct Instruction	08/07/2014	05/22/2015	\$203743	Instructors, support personnel, and administration
Alternative Educational Activities	Students will participate in enrichment activities to extend their learning experiences beyond grade level work.	Extra Curricular	08/07/2014	05/22/2015	\$53245	Instructor and administration
<b>Total</b>					\$256988	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Orientation	Fourth grade students visit Collins in the spring prior to their enrollment in fifth grade. Exiting Collins' students visit the Scottsboro Junior High School in the spring of their sixth grade year in preparation for transitioning to the seventh grade.	Field Trip	08/07/2014	05/22/2015	\$0	Administration and teachers
Compass Learning	Personalized learning: Creating an environment in which the needs of individual students are valued and integrated into a personalized learning experience helps every student reach his or her full potential.	Academic Support Program	08/07/2014	05/22/2015	\$0	Instructors, support personnel, and administration

AMSTI and HMH Math Programs	Teachers will utilize strategies, methods, and materials from AMSTI and HMH "Go Math" in order to implement best teaching practices. "Go Math" textbooks can be accessed online for students at home.	Direct Instruction	08/07/2014	05/22/2015	\$0	Instructors, support personnel, and administration
STAR Reading Assessment	STAR Reading's research based test items meet the highest standards for reliability and validity. The STAR Assessment is given to progress monitor students three times a year. The results give teachers actionable data needed in major skill areas and places students in their zone of proximal development to guide the students in choosing appropriate reading materials. This, in turn, facilitates an increase in reading proficiency.	Policy and Process	08/07/2014	05/22/2015	\$0	Instructors, support personnel, and administration
Data Analysis	Analysis of all available student data is being utilized to meet the individual needs of students as Collins Intermediate School endeavors to achieve academic proficiency within every subgroup.	Policy and Process	08/07/2014	05/22/2015	\$0	Instructors, support personnel, and administration
Think Central	Think Central is a research based online database that includes digital 21st-century learning tools for both students and teachers. Students, teachers, and parents can utilize this website for access to textbooks and interactive math activities. These activities are used to provide timely support for daily math lessons and individualized preparation for chapter tests.	Academic Support Program	08/07/2014	05/22/2015	\$0	Instructors, support personnel, and administration
Professional Development Opportunities	Teachers and staff will participate in various professional development opportunities throughout the school year to support on going programs in the school. Programs include, but are not limited to Performance Series, Think Central, Compass Learning, and Mobile device usage.	Technology	08/01/2014	06/01/2017	\$0	School Administrator
Retaining Highly Qualified Teachers	New teachers will be provided orientations and offered mentors in order to promote teacher effectiveness and student success.	Professional Learning	08/07/2014	05/22/2015	\$0	State and local administration and teachers
Differentiated Reading Material	Students will read increasingly challenging texts, including a variety of genre, to increase understanding of the many dimensions of the human experience and to facilitate engagement in collaborative discussions with diverse partners.	Direct Instruction	08/07/2014	05/22/2015	\$0	Instructors, support personnel, and administration
Compass Learning	Personalized learning: Creating an environment in which the needs of individual students are valued and integrated into a personalized learning experience in order to help every student reach his or her full potential.	Academic Support Program	08/07/2014	05/22/2015	\$0	Instructors, support personnel, and administration
Performance Series Assessments	Students will be assessed during each designated testing window. Data is analyzed by faculty, and shared with parents during parent-teacher conferences. Students receive individualized learning paths from Performance Series' corporate partner, Compass Learning.	Policy and Process	08/07/2014	05/22/2015	\$0	Instructors, support personnel, and administration

**ACIP**

Collins Intermediate School

Monitor Implementation of Writing Interventions	Data collected from STAR, Performance Series, the ACT ASPIRE, and ACCESS for ELLs will be used to ensure ELL students are increasing in Writing proficiency.	Academic Support Program	08/07/2014	05/22/2015	\$0	Instructors, support personnel, and administration
Harcourt Reading Program	Through the use of research based materials and strategies, teachers will implement intensive, explicit reading instruction. RTI strategies will be used throughout the school day. Whole group, small group, and individual instruction and interventions will be employed.	Direct Instruction	08/07/2014	05/22/2015	\$0	Instructors, support personnel, and administration
Scantron's Performance Series	Students are assessed during each designated window. Data is compiled and analyzed by faculty members at team, faculty, and data meetings. Following completion of assessments, individualized student learning paths are created in Compass Learning. This data is also used to guide classroom instruction.	Policy and Process	08/07/2014	05/22/2015	\$0	Instructors, support personnel, and administration
<b>Total</b>					<b>\$0</b>	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reading	Accelerated Reading is a researched based program in which students read books on their individualized reading levels, take AR quizzes, and get immediate feedback through scores and review of incorrect answers. This program allows students, parents, and teachers to easily monitor and manage students' independent reading practice, growth, and level of success.	Academic Support Program	08/07/2014	05/22/2015	\$3529	Instructors, support personnel, and administration
Cell Service with no data	This is cellular service that is provided to select classrooms; building and grounds; student transportation and maintenance; and the resource officers – for security district wide (Brownwood Elementary School, Caldwell Elementary School, Collins Intermediate School, Nelson Elementary School, Scottsboro High School, Scottsboro Jr. High School, Page Administration Building, and Scottsboro City Schools Bus Transportation Department)	Technology	08/01/2014	06/01/2017	\$5300	Superintendent, Technology Director, Curriculum Director, Principals
Cell Service with data	Telephone and data services provided for handheld devices that are distributed to the technology department for emergency communications and district network support; to the buildings and grounds, transportation, and maintenance supervisor, and for our district wide school nurse.	Technology	08/01/2014	06/01/2017	\$3250	Superintendent, Technology Director, Curriculum Director

**ACIP**

Collins Intermediate School

Support and maintenance	Support and maintenance to keep the district network in proper working order.	Technology	08/01/2014	06/01/2017	\$12000	Superintendent, Technology Director
Land line service	Provide land line phone service to Brownwood Elementary School, Caldwell Elementary School, Collins Intermediate School, Nelson Elementary School, Scottsboro High School, Scottsboro Jr. High School, Page Administration Building, and Scottsboro City Schools Bus Transportation Department.	Technology	08/01/2014	06/01/2017	\$24800	Superintendent, Technology Director
Network Security and Content Filtering	Provide network security and content filtering to all of the Scottsboro City Schools System.	Technology	08/01/2014	06/01/2017	\$7500	Superintendent, Technology Director
<b>Total</b>					\$56379	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Assistance for At-Risk Students	Faculty and support personnel will provide intervention strategies to at-risk students in order to facilitate the achievement of grade level proficiency for all students.	Direct Instruction	08/07/2014	05/22/2015	\$121589	Instructors, support personnel, and administration
<b>Total</b>					\$121589	



# **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.**

A minimum of two Title I parent meetings are held each school year. Written notice of Title I requirements is explained at these meetings. A PowerPoint presentation of Title I requirements, including the 1% set aside, is used to convey information about our school's participation in Title I and parental involvement opportunities. The principal, Title I teachers, community education coordinator and parents are in attendance. Parents have the opportunity to ask questions and provide feedback.

### **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.**

Each fall, two Title I Parent Meetings are held at Collins. One meeting is held during school hours while the other is scheduled after school. 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, Collins' faculty provides:

- Student-Parent Orientation annually.
- Online access to the Student-Parent Handbook.
- Thursday Folders containing weekly assessments and information.
- Up-to-date student and school information on the INOW Parent Portal.
- Online access to presentations, web links, and e-textbooks.
- Information about Title I programs and opportunities to participate in the school's decision making process.
- Multi-media notices pertaining to academic assessments, achievement expectations, and curriculum.
- 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. During parent-teacher conferences, the compacts are used to identify areas of satisfaction or concern in order to guide students toward continual improvement and achievement of goals.

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

Parents are asked to evaluate the Continuous Improvement Plan through survey(s) and participation in meetings. Based upon the most recent data, the Collins' leadership team evaluates and revises its ACIP annually. A copy of the ACIP is available to be viewed at the school and online.

Parents are encouraged to be involved in the creation and evaluation of the ACIP. Parental feedback is solicited at school assemblies, meetings, online, during parental involvement activities, and during parent conferences. Parents have a variety of ways to contact the school: telephone, email, and during both formal and informal school meetings.

#### **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)**

Collins' faculty assists parents in the understanding of the state's content standards and assessments through meetings, literature, information posted on the school website, web links, the INOW parent portal, Remind, and parent-teacher conferences. These multiple formats are used to discuss standards and student achievement. Questions relating to results and strategies to increase student achievement are addressed.

Collins has a continually-updated online progress report and grading system; so parents may monitor student progress at any time. Parents receive paper progress reports or report cards every 4 1/2 weeks as well as a weekly folder containing timely information about educational topics and student achievement.

#### **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, Collins' partner organization, offers year-round literacy and training opportunities to all community members. Parents are notified of these opportunities via media, advertisements, and school notices.

A federal grant also allows for the "21st Century Community Learning Center" after school program on the Collins campus. Academic, social, and community involvement opportunities are the focus of this program.

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 in-service, 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. Collins has an active PTO and officers. There are many special activities during the school year during which parents are encouraged to attend and participate in, including: Black and Gold Spirit Day, a Holiday Program, Field Day, Awards Day, and many other special events and assemblies. Also, there are: a Student-Parent Orientation Night before school begins, a Reading-themed Fall Festival, and Math and Science themed Family Night. The faculty ensures that parental involvement activities take place at Collins multiple times per year.

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

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

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

Collins Intermediate 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)**

Collins has a relatively small ELL population of students. When possible, information regarding school meetings, parent notices, etc., is made 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)**

Collins Intermediate 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.

**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.**

Collins Intermediate faculty and staff provide 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. Collins is a handicap accessible building. For homebound parents, special accommodations are made. Scottsboro City Schools conducts 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?

Each faculty member completes a Professional Education Profile in the fall of each year. An Alabama State Department of Education program, "EducateAL," is utilized to assess and summarize results. Responses identify strengths and weaknesses regarding staff.

Student and parent surveys are completed online at various times of the year. These surveys include questions about curriculum and instruction, extra-curricular activities, school facilities, and school climate.

A variety of assessments are conducted throughout the year; these are used in order to facilitate continual evaluation. Review of academic and professional data is done at regular intervals.

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

According to the ACT ASPIRE assessment of May 2014, English is identified as the greatest strength with both grades 5 and 6 meeting grade level benchmarks.

Reading is identified as a relative weakness. While both grades equaled the national average on Reading scores, neither grade met the benchmark level. Both fell into the "close" range on summative assessments.

Professional Evaluation Strengths include: Teacher preparation, Classroom management, Test Data analysis, Differentiated instruction and assessment, Data driven instruction, Increased use of technology, and Positive classroom environment.

Professional Evaluation Weaknesses include: Limited time for vertical planning in grades K-8 and limited time within the school day for teachers to plan, prepare, and review data.

### 3. What conclusions were drawn from the results?

Improvement in the area of reading achievement must be attained using a variety of methods. For example, the following activities are utilized: continuing professional development, integration of reading instruction and practice in other subject areas, interventions during and after school hours, alternative instructional materials and methods, and targeted, data driven instruction.

Professional evaluation weaknesses will be addressed using innovative approaches. Seven professional development days scheduled are included within the school calendar. These professional development periods allow more time for planning and preparation, vertical meetings, departmental meetings, and data review.

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

Stakeholder perception of Collins' curriculum, environment, and staff is positive overall.

According to the ASPIRE, Collins benchmarked in both English and Math schoolwide. For Reading, Science, and Writing, Collins did not meet the benchmark scaled score. However, it is identified as "close" in all of these areas and meets or exceeds the National Average for each one.

Subgroups with lower achieving scores are targeted using a variety of research-based strategies. School programs are aligned to address the varying needs of student populations. Therefore, the gap between subgroups is decreasing.

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

The school's leadership team meets to review comprehensive results. The team analyzes data to determine strengths and weakness. Weaknesses are addressed by creating targeted goals and objectives. Professional development, along with the use of new programs, methods, and resources are utilized in order to improve upon identified weaknesses.

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

A variety of instruments are utilized to ensure evaluation of data in a timely manner.

The ACT ASPIRE state assessment was given in the spring of 2014. The STAR Reading Assessment is given two to three times per year. Scantron's Performance Series Math and Reading assessments are given three times per year. Scores are reviewed by teachers and then analyzed in meetings.

Goals are determined based upon the school's inclusive review of multiple types of data.

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

All populations and subgroups are given multiple opportunities to provide data relating to their unique needs and opinions. Assessment data of subgroups is actively examined. Data is specifically reviewed for the following subgroups: special education, ELL, race, and students who receive free or reduced lunch.

Special attention is given to the results of these subgroups and additional plans are put into place to increase achievement within any subgroup which is not performing at a level which meets or exceeds the mean data results for the school.

## 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:

Students at Collins will meet grade level benchmarks in Math according to the ACT ASPIRE.

#### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency on grade level assessments in Mathematics by 05/22/2015 as measured by results of the ACT ASPIRE.

#### Strategy1:

Data Driven Instruction - Research based instruction will be utilized to increase student achievement. Instructional content will be aligned with the CCRS, Alabama's College and Career Ready Standards. Direct instruction, manipulatives, small group instruction, and individual interventions will be used to target unmet math standards.

Research Cited: National Council of the Teachers of Mathematics. (2010). NCTM Supports Teachers and Administrators to Implement Common Core Standards. Reston, VA.

Activity - Performance Series Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed during each designated testing window. Data is analyzed by faculty, and shared with parents during parent-teacher conferences. Students receive individualized learning paths from Performance Series' corporate partner, Compass Learning.	Policy and Process			08/07/2014	05/22/2015	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - Think Central	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Think Central is a research based online database that includes digital 21st-century learning tools for both students and teachers. Students, teachers, and parents can utilize this website for access to textbooks and interactive math activities. These activities are used to provide timely support for daily math lessons and individualized preparation for chapter tests.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - AMSTI and HMH Math Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize strategies, methods, and materials from AMSTI and HMH "Go Math" in order to implement best teaching practices. "Go Math" textbooks can be accessed online for students at home.	Direct Instruction			08/07/2014	05/22/2015	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Personalized learning: Creating an environment in which the needs of individual students are valued and integrated into a personalized learning experience in order to help every student reach his or her full potential.	Academic Support Program			08/07/2014	05/22/2015	\$3500 - General Fund	Instructors, support personnel, and administration

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

### Goal 1:

All teachers will be prepared and supported.

### Measurable Objective 1:

collaborate to maximize teacher effectiveness by 05/22/2015 as measured by team meetings, survey results, and student progress..

### Strategy1:

Teacher Mentoring - New teachers will have supports put into place at the state level, district level, and school level. New teachers will work within a team of faculty to maximize the effectiveness of organizational and instructional strategies.

Research Cited: Grifn, C. (2004). Retaining and Supporting First Year Teachers. Gainesville, FL: University of Florida.

Activity - Retaining Highly Qualified Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will be provided orientations and offered mentors in order to promote teacher effectiveness and student success.	Professional Learning			08/07/2014	05/22/2015	\$0 - No Funding Required	State and local administration and teachers

### Goal 2:

All educators and students will have tools to access a comprehensive, viable infrastructure when and where they need it.

### Measurable Objective 1:

demonstrate a proficiency to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in

order to access the Internet, digital learning resources, productivity tools, online assessments, and data (educators). by 06/01/2017 as measured by Transform2020 Plan-Strategies and Narrative; Transform2020 Survey Results: Teachers, Students, Administrators, Parents; Documented interviews with teachers, students, and administrators; District Capital Plan Report; Inventory, bandwidth traffic reports..

**Strategy1:**

Phone Service - To provide 1 GB Ethernet network and wireless network to all of the Scottsboro City School system - Brownwood Elementary School, Caldwell Elementary School, Collins Intermediate School, Nelson Elementary School, Scottsboro High School, Scottsboro Jr. High School, Page Administration Building, and Scottsboro City Schools Bus Transportation Department.

Research Cited: Transform2020 Plan-Strategies and Narrative; Transform2020 Survey Results: Teachers, Students, Administrators, Parents; Documented interviews

with teachers, students, and administrators; District Capital Plan Report; Inventory Report; Bandwidth Traffic Reports; Compliance Review Report

Activity - Network Security and Content Filtering	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide network security and content filtering to all of the Scottsboro City Schools System.	Technology			08/01/2014	06/01/2017	\$7500 - General Fund	Superintendent, Technology Director

Activity - Internet Service	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide internet service to all Scottsboro City Schools.	Technology			08/01/2014	06/01/2017	\$10000 - Other	Superintendent, Technology Director

Activity - Land line service	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide land line phone service to Brownwood Elementary School, Caldwell Elementary School, Collins Intermediate School, Nelson Elementary School, Scottsboro High School, Scottsboro Jr. High School, Page Administration Building, and Scottsboro City Schools Bus Transportation Department.	Technology			08/01/2014	06/01/2017	\$24800 - General Fund	Superintendent, Technology Director

Activity - Cell Service with no data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is cellular service that is provided to select classrooms; building and grounds; student transportation and maintenance; and the resource officers – for security district wide (Brownwood Elementary School, Caldwell Elementary School, Collins Intermediate School, Nelson Elementary School, Scottsboro High School, Scottsboro Jr. High School, Page Administration Building, and Scottsboro City Schools Bus Transportation Department)	Technology			08/01/2014	06/01/2017	\$5300 - General Fund	Superintendent, Technology Director, Curriculum Director, Principals

Activity - Cell Service with data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Telephone and data services provided for handheld devices that are distributed to the technology department for emergency communications and district network support; to the buildings and grounds, transportation, and maintenance supervisor, and for our district wide school nurse.	Technology			08/01/2014	06/01/2017	\$3250 - General Fund	Superintendent, Technology Director, Curriculum Director

Activity - Support and maintenance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and maintenance to keep the district network in proper working order.	Technology			08/01/2014	06/01/2017	\$12000 - General Fund	Superintendent, Technology Director

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

#### Goal 1:

Students at Collins will meet grade level benchmarks in Reading according to the ACT ASPIRE.

#### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on grade level assessments in Reading by 05/22/2015 as measured by results of the ACT ASPIRE.

#### Strategy1:

Data Driven Instruction - Research based instruction will be utilized to increase student achievement. Instructional content is aligned with the State Course of Study, CCRS. Direct instruction, small group instruction, cooperative learning groups, and individual interventions will be used to target unmet reading standards.

Research Cited: National Council of the Teachers of English. (2013). NCTE Recommends the Common Core Curriculum. Urbana, Illinois.

Activity - Harcourt Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of research based materials and strategies, teachers will implement intensive, explicit reading instruction. RTI strategies will be used throughout the school day. Whole group, small group, and individual instruction and interventions will be employed.	Direct Instruction			08/07/2014	05/22/2015	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Personalized learning: Creating an environment in which the needs of individual students are valued and integrated into a personalized learning experience helps every student reach his or her full potential.	Academic Support Program			08/07/2014	05/22/2015	\$3500 - General Fund	Instructors, support personnel, and administration

Activity - Accelerated Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reading is a researched based program in which students read books on their individualized reading levels, take AR quizzes, and get immediate feedback through scores and review of incorrect answers. This program allows students, parents, and teachers to easily monitor and manage students' independent reading practice, growth, and level of success.	Academic Support Program			08/07/2014	05/22/2015	\$3930 - General Fund	Instructors, support personnel, and administration

Activity - Scantron's Performance Series	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are assessed during each designated window. Data is compiled and analyzed by faculty members at team, faculty, and data meetings. Following completion of assessments, individualized student learning paths are created in Compass Learning. This data is also used to guide classroom instruction.	Policy and Process			08/07/2014	05/22/2015	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - Differentiated Reading Material	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read increasingly challenging texts, including a variety of genre, to increase understanding of the many dimensions of the human experience and to facilitate engagement in collaborative discussions with diverse partners.	Direct Instruction			08/07/2014	05/22/2015	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - STAR Reading Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Reading's research based test items meet the highest standards for reliability and validity. The STAR Assessment is given to progress monitor students three times a year. The results give teachers actionable data needed in major skill areas and places students in their zone of proximal development to guide the students in choosing appropriate reading materials. This, in turn, facilitates an increase in reading proficiency.	Policy and Process			08/07/2014	05/22/2015	\$3930 - Booster Fund	Instructors, support personnel, and administration

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

##### Goal 1:

Students at Collins will meet grade level benchmarks in Reading according to the ACT ASPIRE.

##### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on grade level assessments in Reading by 05/22/2015 as measured by results of the ACT ASPIRE.

##### Strategy1:

Data Driven Instruction - Research based instruction will be utilized to increase student achievement. Instructional content is aligned with the State Course of Study, CCRS. Direct instruction, small group instruction, cooperative learning groups, and individual interventions will be used to target unmet reading standards.

Research Cited: National Council of the Teachers of English. (2013). NCTE Recommends the Common Core Curriculum. Urbana, Illinois.



Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Personalized learning: Creating an environment in which the needs of individual students are valued and integrated into a personalized learning experience helps every student reach his or her full potential.	Academic Support Program			08/07/2014	05/22/2015	\$3500 - General Fund	Instructors, support personnel, and administration

Activity - STAR Reading Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Reading's research based test items meet the highest standards for reliability and validity. The STAR Assessment is given to progress monitor students three times a year. The results give teachers actionable data needed in major skill areas and places students in their zone of proximal development to guide the students in choosing appropriate reading materials. This, in turn, facilitates an increase in reading proficiency.	Policy and Process			08/07/2014	05/22/2015	\$3930 - Booster Fund	Instructors, support personnel, and administration

Activity - Accelerated Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reading is a researched based program in which students read books on their individualized reading levels, take AR quizzes, and get immediate feedback through scores and review of incorrect answers. This program allows students, parents, and teachers to easily monitor and manage students' independent reading practice, growth, and level of success.	Academic Support Program			08/07/2014	05/22/2015	\$3930 - General Fund	Instructors, support personnel, and administration

Activity - Scantron's Performance Series	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are assessed during each designated window. Data is compiled and analyzed by faculty members at team, faculty, and data meetings. Following completion of assessments, individualized student learning paths are created in Compass Learning. This data is also used to guide classroom instruction.	Policy and Process			08/07/2014	05/22/2015	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - Harcourt Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of research based materials and strategies, teachers will implement intensive, explicit reading instruction. RTI strategies will be used throughout the school day. Whole group, small group, and individual instruction and interventions will be employed.	Direct Instruction			08/07/2014	05/22/2015	\$0 - No Funding Required	Instructors, support personnel, and administration

Activity - Differentiated Reading Material	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read increasingly challenging texts, including a variety of genre, to increase understanding of the many dimensions of the human experience and to facilitate engagement in collaborative discussions with diverse partners.	Direct Instruction			08/07/2014	05/22/2015	\$0 - No Funding Required	Instructors, support personnel, and administration

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

**Goal 1:**

The achievement gap between subgroups and school-wide performance will decrease.

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency gravitating toward the mean of traditionally higher performing subgroups in Mathematics by 05/22/2015 as measured by Performance Series, ACT ASPIRE, STAR, and/or academic performance.

**Strategy1:**

Focused Intervention - The first of three universal Math and Reading screeners was administered in late August, 2014, using the norm-referenced assessment instrument, Performance Series by Scantron. Results of the May, 2014, ACT ASPIRE were received at the end of September.

A 30-60-90 Day Plan of Focused Intervention is described below to ensure ongoing services and continuous academic progress.

**30 Day Plan:**

1. Data will be analyzed using all available assessment sources, including, but not limited to: Performance Series, ASPIRE, and STAR Reading.
2. Specific intervention priority will be given to students within subgroups who traditionally perform below grade level.
3. Resource teachers will monitor students and adjust the rosters of intervention classes to meet the needs revealed by assessment results.
4. Additional academic interventions will be provided to students who receive Special Education services.

\*These actions will be evidenced by ongoing assessment and performance data, documentation of Data Analysis, lesson plans, and intervention class rosters.

60 Day Plan:

1. The second annual universal screeners of Math and Reading will be administered in in the winter of 2014-2015.
2. Following progress assessments, all available data will be analyzed by school and district personnel.
3. Student progress and progress toward the mastery of grade level standards will be examined.
4. Additional academic interventions will be put into place to address the needs of struggling students and problematic standards.

\*These strategies will be verified by Scantron's Performance Series assessment scores, documentation of Data Analysis, and observation by administrators.

90 Day Plan:

1. All previously referenced interventions and evaluations will continue.
2. Following school-wide efforts to reduce achievement disparities, re-evaluation of student progress will be universally administered via Performance Series and the ACT ASPIRE.
3. Results will be used to determine both school-wide and subgroup achievement.

\*All above strategic interventions will be monitored through the use of score and progress documentation as well as supervisory examination by the Superintendent, Director of Federal Programs, Director of Special Education Services, Principal, and Assistant Principal.

Research Cited: Stillwell-Parvensky, J. (2011) Closing the Achievement Gap of Disadvantaged Students. Cambridge, MA: Harvard Kennedy School.

Activity - Intervention Assistance for At-Risk Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and support personnel will provide intervention strategies to at-risk students in order to facilitate the achievement of grade level proficiency for all students.	Direct Instruction			08/07/2014	05/22/2015	\$203743 - State Funds \$121589 - Title I Part A	Instructors, support personnel, and administration

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of all available student data is being utilized to meet the individual needs of students as Collins Intermediate School endeavors to achieve academic proficiency within every subgroup.	Policy and Process			08/07/2014	05/22/2015	\$0 - No Funding Required	Instructors, support personnel, and administration

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

**Goal 1:**

ELL students will increase their proficiency within the content area of Writing as demonstrated on the ACCESS for ELLs assessment.

**Measurable Objective 1:**

100% of All Students will demonstrate a behavior of increased performance in the specified content area: in Writing by 05/22/2015 as measured by the ACCESS for ELLs assessment.

**Strategy1:**

Targeted Intervention - ELL students will receive direct instruction, interventions, and the opportunity for after hours instruction in order to increase achievement within the area of Writing.

Research Cited: National Dissemination Center, NICHCY. (2012). Response To Intervention. Washington, DC.

Activity - Monitor Implementation of Writing Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data collected from STAR, Performance Series, the ACT ASPIRE, and ACCESS for ELLs will be used to ensure ELL students are increasing in Writing proficiency.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Instructors, support personnel, and administration

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

**Goal 1:**

Gifted and Talented students are offered enrichment activities or classes. A curriculum focusing on cognitive and affective development will be utilized throughout the year.

**Measurable Objective 1:**

100% of All Students will complete a portfolio or performance to demonstrate completion of a unit in Art & Humanities by 05/22/2015 as measured by a presentation, product, or observation by students, teachers, and parents.

**Strategy1:**

Concept Based Units - Students exceeding academic standards have the opportunity to receive alternative assignments. At times, students will attend a gifted and talented resource class. The enrichment program is subject to state and federal guidelines and monitoring.

Research Cited: Colangelo, N., Assouline, S. & Marron, M. (2013). Curriculum Choices: Acceleration, Enrichment, Compacting, and Grouping. New York: Routledge.

**ACIP**

Collins Intermediate School

Activity - Alternative Educational Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in enrichment activities to extend their learning experiences beyond grade level work.	Extra Curricular			08/07/2014	05/22/2015	\$53245 - State Funds	Instructor and administration

### 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. 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 rate at Collins is very low. Usually, transfers or new hires occur in response to the retirement or promotion of other employees.

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

Collins has several veteran teachers, many with advanced degrees. The percentage of personnel with less than five years of experience is negligible.

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

Scottsboro City Board of Education maintains rigorous standards for employment. Graduate degrees and prior experience are requested for new applicants. Principals interview prospective employees to determine the best suited instructor for available positions.

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

Our school system has competitive salaries and benefits in order to attract and retain highly qualified teachers. Additional supports are also in place, such as new teacher orientation and mentoring.

### 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?

Collins engages in continuous professional development, including:

- ARI / CCRS Awareness
- "Essential Tools for Working Collaboratively for All Students"
- "Essential Tools for All Learners"
- Classroom Management
- "High-Impact Instruction"
- Performance Series
- Compass Learning

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

The faculty and stakeholders engage in frequent professional development, including:

- Test-Taking Tips for Families
- 504 Americans with Disabilities Act
- Integration of Health into Core Subjects Using the Health Teacher website
- Nook Training
- Digital and Technology Training
- "Creating Positive Interactions"
- In-service
- Institute
- "The Leader in Me"

### 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.

Goal 1:

All teachers will be prepared and supported.

Measurable Objective 1:

Collaborate to maximize teacher effectiveness by 05/22/2015 as measured by team meetings, survey results, and student progress.

Strategy 1:

Teacher Mentoring - New teachers will have supports put into place at the state level, district level, and school level. New teachers work within a team of faculty to maximize the effectiveness of organizational and instructional strategies.



Research Cited: Grifn, C. (2004). Retaining and Supporting First Year Teachers. Gainesville, FL: University of Florida.

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

Several days per year are set aside for professional development. Some professional development topics are district or school wide while others are departmentalized. Professional development activities take place during and after school hours, throughout the school year, and even during the summer months. Many follow-up sessions are scheduled so that newly learned information is sustained by continual support throughout the implementation phase.

## **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.**

The school year prior to entering Collins, upcoming students visit the school for an orientation and tour. At the beginning of school, a Student-Parent orientation is held for new students. Students and parents meet faculty and tour the school.

In May prior to exiting Collins, sixth graders take a field trip to Scottsboro Junior High School. There, they meet personnel and tour the school. While still at Collins, students meet with the counselor from Scottsboro Junior High and turn in schedule requests for their seventh grade school year.

## 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, departmental meetings, and data analysis meetings. Information and opinions are shared among faculty at meetings. A leadership team of representatives meets to discuss important school decisions. Input is solicited 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?**

Multiple assessment results are analyzed at the beginning of the school year to determine whether students have the need for additional academic assistance through programs such as Title I or EL. During the first weeks of school, the faculty vigilantly monitors student progress to determine if new or further interventions are necessary.

In the fall of each school year, Collins' students complete the Performance Series Assessment in math and reading. Scaled scores are reported to teachers. Scores are reviewed by teachers to determine areas of strengths and weaknesses. Weaknesses are addressed through data driven instruction. The highest performing students are provided above grade level learning opportunities.

### **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?**

Classroom teachers and resource personnel work with students in small groups and individually. Students who are experiencing difficulty have access to additional support in the regular classroom and through small group intervention classes. RTI methods and materials are available for students who work below grade level. These methods are utilized throughout the school day and in multiple settings.

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

In addition to making modifications and accommodations for students who have an IEP, 504, or ELL plan, faculty and staff address the needs of students who are not identified using a variety of instructional resources. Students who continue to experience difficulty mastering standards are referred to the Problem Solving Team (PST). The PST makes recommendations for additional student supports which are then implemented and monitored. The PST holds a follow up meeting to determine whether the student is still experiencing difficulties. If interventions did not improve student performance, a referral for special education or other community resource 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.**

Collins is the recipient of a "21st Century Learning" federal grant. Students receiving free or reduced lunch can attend this after school program at no charge. Other students pay a nominal fee. Academic, social, and physical activities are part of the daily curriculum. Remediation and enrichment opportunities are also frequently made available. Homework assistance is provided daily.

**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.**

Federal funds are set aside each year to accommodate the needs of any migrant, neglected, or homeless students. The cognitive and affective development of ELL, Special Education, and students receiving free and reduced lunch are monitored closely by faculty and staff. Assistance is provided as promptly as possible to meet the individual needs of students facing any such impediment.

**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?**

Team and faculty planning are regularly scheduled for purposes of reviewing school status, programs, and goals. Coordination and integration of programs are reviewed to determine revisions in order to ensure that the programs continue to successfully address the school's existing needs and goals.

### **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.**

Schoolwide goals are reviewed throughout the school year by faculty and staff. Goals are considered in regard to program implementation. Revisions of programs are based upon current indicators to ensure the continued effective use of programs and resources.

Collins meets the requirements to acquire Title I federal funds, state funds for gifted and talented classes, and an after school program to meet the specialized needs of at risk and higher performing students. These programs are monitored and evaluated by government agencies.

### **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.**

Information is gathered and reviewed at the Central Office. Needs, strengths, and strategies of implementation are identified at the district level and disseminated to appropriate personnel. School personnel then coordinate schoolwide goals and services according to the information provided. Programs are then integrated to meet the school's specific needs.

## Component 10: Evaluation

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

A team consisting of faculty, staff, and parents meet at varying times to review the schoolwide program. After reviewing data results from a variety of instruments, strengths and weaknesses are identified. The team then discusses school improvement goals including instructional strategies and interventions.

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

The principal reviews annual achievement results. Then, data results are disseminated to faculty and staff for review. The faculty analyzes data in meetings by department and grade level. The leadership team evaluates the schoolwide plan in conjunction with assessment results and indicators. Student and instructional goals are identified in order to meet existing school needs.

### 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?

Assessment data is examined multiple times per year. The faculty identifies and employees strategies to be used to assist individuals and subgroups so that all students progress toward grade level proficiency.

Lower performing students are closely monitored to ensure continual improvement. Schoolwide program modifications are made when deemed necessary in order to increase student achievement.

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

The review of the improvement plan is an ongoing process throughout the school year. Meetings which include faculty, staff, and parents are held regularly. Data is reviewed and the team discusses strengths and weaknesses. Weaknesses are targeted and school goals are identified. Data is used to refocus instruction at regular intervals so that continuous progress is being achieved. Morning and afternoon parent meetings are held to solicit parental input in regard to our schoolwide program.

# **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.	19.33

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.	0.5

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

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**I. State Foundation Funds: Units Placed**

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>1.</b>	Provide the number of classroom teachers.	19.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>2.</b>	Provide the number of Administrators.	1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>3.</b>	Provide the number of Assistant Principals.	0.5

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>4.</b>	Provide the number of Counselors.	1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>5.</b>	Provide the number of Librarians.	1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>6.</b>	Provide the number of Career and Technical Education Administrators.	0.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>7.</b>	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.	985150.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	203306.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	28526.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	51371.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	49295.0

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.	7440.0

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

Total1,325,088.00

## II. Federal Funds

### Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

1.7 Title I Teacher Units: \$121,589.40

Parental Involvement Funds: \$1,365.12

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	122954.52

### 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.

\$770 was allocated for substitutes in order for teachers to attend professional development activities.

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**

Collins Intermediate 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.

Instruction Salary, Substitute Pay, and Benefits Packages: \$203743  
Health Services: \$14900  
Speech Pathologist: \$31199  
  
Software, Telecommunication, Student Supplies, Building Services: \$159,103

Label	Question	Value
2.	Local Funds Provide the total.	408945.0