

ACIP

Thurston T. Nelson Elementary School

Scottsboro City Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Nelson Elementary School is one of three elementary schools in the Scottsboro City School System serving kindergarten through fourth grade students. Nelson Elementary School currently serves approximately 265 students and 57% of these students qualify for free or reduced lunches.

Nelson Elementary School is located in the small town of Scottsboro, Alabama. The city of Scottsboro is a rural/suburban town situated in the foothills of the Appalachian Mountains on the 69,000 acre Guntersville Lake of the Tennessee River in the northeast corner of Jackson County, Alabama. The 2014 population estimate of the Scottsboro Community is approximately 14,831 based on Census Department projections. 89.8% of Scottsboro citizens are Caucasian, 4.6% are African-American and 3.5% are Hispanic. The racial/ethnic and gender population percentages are closely represented in staffing trends.

There are approximately 2,700 students enrolled in the Scottsboro City School System. This has been the average annual enrollment for the past five years. The majority of the student population is Caucasian. About 7% of students in the Scottsboro City School System are of African -American descent, and about 5% of the population is Hispanic.

The median household income of Scottsboro residents is estimated to be at \$37,748.00. The primary job opportunities in Scottsboro are found in the manufacturing and food service industries. Professional occupations are primarily in the legal, education and medical fields.

Our community is unique in that it possesses an abundance of outdoor resources. Our location provides abundant opportunities for water sports, fishing, and outdoor hobbies. Tourists are attracted to our community due to numerous fishing, golfing, boating, and camping activities. Our community is located between the large cities of Huntsville and Chattanooga, allowing for the conveniences, revenue, and cultural opportunities found in more urban areas. Scottsboro is also located within 50 miles of several Universities and Community Colleges.

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.

PURPOSE: The purpose of Scottsboro City Schools is to maximize the learning of all students.

MISSION: The mission for Nelson Elementary School states that students at Nelson Elementary School will be engaged in an academically rich environment which allows all students to achieve at their maximum learning potential in a safe and nurturing atmosphere. Nelson Elementary School is dedicated to the potential of every student by enabling them to become productive members of society. This mission will be accomplished by providing a challenging curriculum taught by a competent, caring, and professional staff.

Nelson Elementary School embodies its purpose and mission by providing the following opportunities to enrich student and adult learning and allow all learners to reach their fullest potential:

- * A wide variety of research-based instructional and assessment strategies are used that motivate, engage, and maximize the learning of all students.
- * Schoolwide Title I services are available for all students.
- * A master schedule is developed that reflects uninterrupted blocks of time set aside for reading and math instruction, tiered instruction and interventions, art, music, physical education, library, computer, and counseling classes.
- * A diverse and challenging curriculum that is aligned with College and Career Readiness Standards is taught by a highly qualified and skilled professional staff with high expectations for all students.
- * Multiple opportunities to serve in leadership roles are offered to students throughout the school year through the schoolwide Leader In Me model.
- * Nelson Elementary School provides a safe, nurturing, and student-centered environment that promotes a feeling of self-worth.
- * Ongoing professional development and collaboration opportunities are offered for teachers and staff.
- * Multiple opportunities are provided for staff members, students, and parents to participate in continuous improvement efforts at Nelson Elementary School including: membership on the Continuous Improvement Plan Team, the Leadership Team, the Lighthouse Team, the Student Lighthouse Team, the Student Support Team, the Title I Budget Committee, the Technology Team, and various interview committees for new hires throughout the school year.

Nelson Elementary School embodies its purpose and mission by providing the following resources for students and staff members:

- * updated textbooks, technology, and teaching materials
- * professional development activities designed and developed around individual Professional Learning Plans
- * Alabama Reading Initiative Instructional Coach
- * Title I teacher
- * Special Education/Collaborative Resource teacher and two Special Education paraprofessionals
- * Scholastic News Interactive subscriptions
- * enhanced and updated school security system and plan
- * materials and training designed to help parents work with their children to improve achievement
- * appropriate, research-based and individualized computer software designed to enhance student learning and achievement

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.

Nelson Elementary School made many notable achievements in the last three years and improved in the following ways:

- * Implemented the Leader In Me leadership model fall 2012.
- * Integrated leadership language into daily curriculum and instruction.
- * Established grade level and school wide community service goals and projects.
- * Established leadership roles and responsibilities for all students at Nelson Elementary School.
- * Consistently maintained the highest reading and math scores in the Scottsboro City School system.
- * Established an annual school wide Reading Word Count Goal to encourage and reward readers.
- * Recognized and rewarded individual students monthly for outstanding academic progress in reading and math.
- * Worked to create a "welcoming" climate in Nelson Elementary School by including diverse groups of parents, community leaders, and stakeholders on various committees to make decisions involving our school and students.
- * Purchased a digital sign in front of the school to increase parent involvement and community awareness of school events.
- * Established a partnership with the Pre-K program that was moved to Nelson Elementary School in 2012. Improvements were made to the playground as a result of this partnership.
- * Staff completed three days of "7 Habits" signature training in summer 2012.
- * Established a staff and student Lighthouse Team to plan and lead school improvement efforts.
- * Hosts an after school program which provides opportunities for tutoring, enrichment activities, and physical activities.
- * Underwent extensive refurbishments to improve the appearance of school grounds, hallways, classrooms, and restrooms. Staff and community volunteers worked diligently to complete the improvements on weekends and during the summer months.
- * Installed security cameras, security lights, and monitors throughout Nelson Elementary School.
- * Partners with a variety of civic clubs and community organizations that offer activities for students both during and after school hours including: Rotary Club, Lions Club, Kiwanis Club, 4-H, Boy Scouts/Girl Scouts, Scottsboro Recreation Department, Scottsboro High School chemistry, forensics, and health clubs, Highlands Medical Center, Scottsboro Three Arts Club/Education Foundation, Scottsboro Police and Fire Departments, and Impact Learning Center.
- * Received a STEM grant from TVA in 2013.
- * Received iPads from the Bynum Foundation.
- * Implemented the Global Scholar Performance Series Assessments for K-4th grade students to track the vertical advancement of student learning.
- * Linked the Global Scholar Assessments with Compass Learning Odyssey to provide personalized learning paths for all students at Nelson Elementary School.
- * Implemented Collaborative/Team Teaching models in third and fourth grade classrooms to provide individualized, leveled, and differentiated instruction based on individual learning needs.
- * Implemented Go Math! core math program for grades K-4th.
- * Two teachers received certification for Project Lead The Way lead teacher
- * Participate in district-wide vertical alignment of CCRS Standards
- * Participate in quarterly CCRS meeting and system planning.

Nelson Elementary School will strive to improve in the following areas in the next three years:

- * Continue to build a culture of leadership in classrooms and throughout the school.
- * Continue tracking individual and school wide progress through data collecting, analyzing, and goal setting routines.
- * Increase communication and participation between Nelson Elementary School and preschool programs in the community.
- * Continue to add and update technology (computers, iPads, Promethean boards, projectors, etc) and computer software at Nelson Elementary School.
- * Replace out of date library books.
- * Consider purchasing or creating identification cards to display in vehicles to enhance security during afternoon dismissal.
- * Implement the alignment of College and Career Readiness Standards in K through 4th grade curriculum.
- * Continue to participate in purposeful professional development based on Individual Learning Plans and school needs.

Additional Information

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

Nelson Elementary School:

- * Strives to create a positive climate that promotes respect and responsibility.
- * Teachers and staff create a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of all learners.
- * Organizes and promotes various parental involvement programs for all parents throughout the year including: Back to School Family Night, Title I Family Reading/Math/Science & Health nights, Seven Habits/ Leadership Night, Books for Breakfast, Muffins for Mom, Donuts for Dad, Field Day, and PTO meetings.
- * Holds monthly data/grade level meetings to review data from academic assessments and plan differentiated instructional strategies for individual students based on data.
- * Teachers differentiate instruction in ways that exhibit a deep understanding of how culture, ethnic, social background, second language learning, special needs, exceptionalities, and learning styles affect student motivation, cognitive processing, and academic performance.
- * Qualifies as a Title I school. A full-time Title I teacher is employed using a portion of Title I funds. A Title I budget committee meets each year to develop a budget that also includes funds for the following: professional development, classroom supplies, technology hardware, and parental involvement.
- * All teachers meet highly qualified standards.
- * Employs an Alabama Reading Initiative Instructional Coach who works with kindergarten through fourth grade teachers to plan and deliver research-based, data-driven, and best instructional strategies for all students and provides ongoing, job-embedded professional development designed to motivate, engage, and maximize the learning of all students.
- * All teachers engage in continuous learning and self-improvement and collaborate with colleagues to create and adopt research-based practices to achieve ongoing classroom and school improvement.
- * Uses data gathered from the following benchmark assessments to identify individual strengths and weaknesses in student performance and plan individualized instructional strategies to improve the learning of all students: ACT Aspire, Scott Foresman Reading Street Unit Tests, DIBELS, Go Math! Unit Assessments, STAR Reading and Math Assessments, and Global Scholar Performance Series Assessments.
- * Faculty, staff, and parents are involved in decisions regarding the use of state academic assessments and other data sources in order to improve the achievement of individual students and the overall instructional program through monthly data meetings, grade level planning meetings, Title I meetings, Student Support Team meetings, parent/teacher conferences, and service on committees in the areas of curriculum and instruction, climate, communications, staff development, and planning.

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.

Nelson Elementary School engages a variety of stakeholders in the development of the school's improvement plan. An Instructional Leadership Team/Continuous Improvement Plan Team is selected at the beginning of each school year. The Leadership Team includes the principal, CIP facilitator, counselor, Title I teacher, two grade level (faculty) representatives, and two parent/community stakeholders. The parent/ community stakeholders and two grade level faculty representatives are selected each year based on their active involvement in all areas of the school and their expressed interest in the school improvement process. Each year, the CIP facilitator emails invitations in August to all those asked to serve on the Instructional Leadership Team. The faculty and staff at Nelson Elementary School collaborated with the Leadership Team on a regular basis during faculty meetings, designated professional development days, monthly grade level/data meetings, Title I meetings, parental involvement programs, Student Support Team meetings, and parent/teacher conferences to review, evaluate, and revise the Continuous Improvement Plan.

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

The Nelson Elementary Instructional Leadership Team (2013-2014) includes:

Principal/Administrator - Dale Hancock
Facilitator/ARI Instructional Coach - Kelli Holland
Counselor - Kandice Paradise
Title I Reading Teacher - Carolyn Deerman
4th grade teacher - Rebecca Rogers
2nd grade teacher - Allison Black
Parent/Community Stakeholder - Natalie Harbin
Parent/Community Stakeholder - Emily Stewart

Nelson Elementary School faculty, staff, and parents are involved in decisions regarding the use of state academic assessment and other data sources in order to improve the achievement of individual students and the overall instructional program through monthly grade level/data meetings, Title I parent meetings, Title I budget meetings, Title I surveys, parent involvement programs, faculty meetings, designated professional development days, interview committees, parent/teacher conferences, and service on committees in the areas of curriculum and instruction, climate, communications, staff development, and planning.

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 Instructional Leadership Team at Nelson Elementary School actively participates each year in establishing attainable and measurable
SY 2014-2015

goals, identifying strengths and weaknesses noted in data, reviewing, evaluating, and revising the school's Continuous Improvement Plan. All stakeholders are notified throughout the review process. A copy of the plan is available for review on the school website, the Central Office, the Title I teacher's classroom, and the parent information area located in the front office of the school. Stakeholder input is encouraged regarding the revision of the plan. After the plan is finalized and approved, stakeholders who find the plan to be unsatisfactory have the right to submit their specific concerns in writing to the school. The school will submit any stakeholder concerns or suggestions to the Central Office at the same time the CIP is submitted.

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	Nelson Elementary School Title I Parent Survey	Nelson Elementary School Title I Parent Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Results from the Title I Parent Survey Report indicate:

97% of the parents who participated in the survey feel welcome in Nelson Elementary School

97% of the parents who participated in the survey feel that the school encourages them to be involved in their child's education

90% of the parents who participated in the survey understand report cards and test scores

98% of the parents who participated in the survey know the grade level expectations in reading and/or math

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

The number of Title I Parent Surveys completed and returned to Nelson Elementary School increased from 88 surveys in 2010 to 122 surveys in 2014.

The results from the 2014 survey show a 1% increase in parents who feel welcome at the school.

The results from the 2014 survey show a 2% increase in parents who feel the school encourages them to be involved in their child's education.

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

N/A

Areas in Need of Improvement

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

The results from the 2014 Nelson Elementary School Title I Parent Survey indicate that only 50% of the parents who participated in the survey know how they can be involved in school planning/review committees.

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

The results of the 2014 Nelson Elementary School Title I Parent Survey indicate a 3% decrease from 2013 in the number of participants who feel they know the schools' academic goals and how they can be involved.

What are the implications for these stakeholder perceptions?

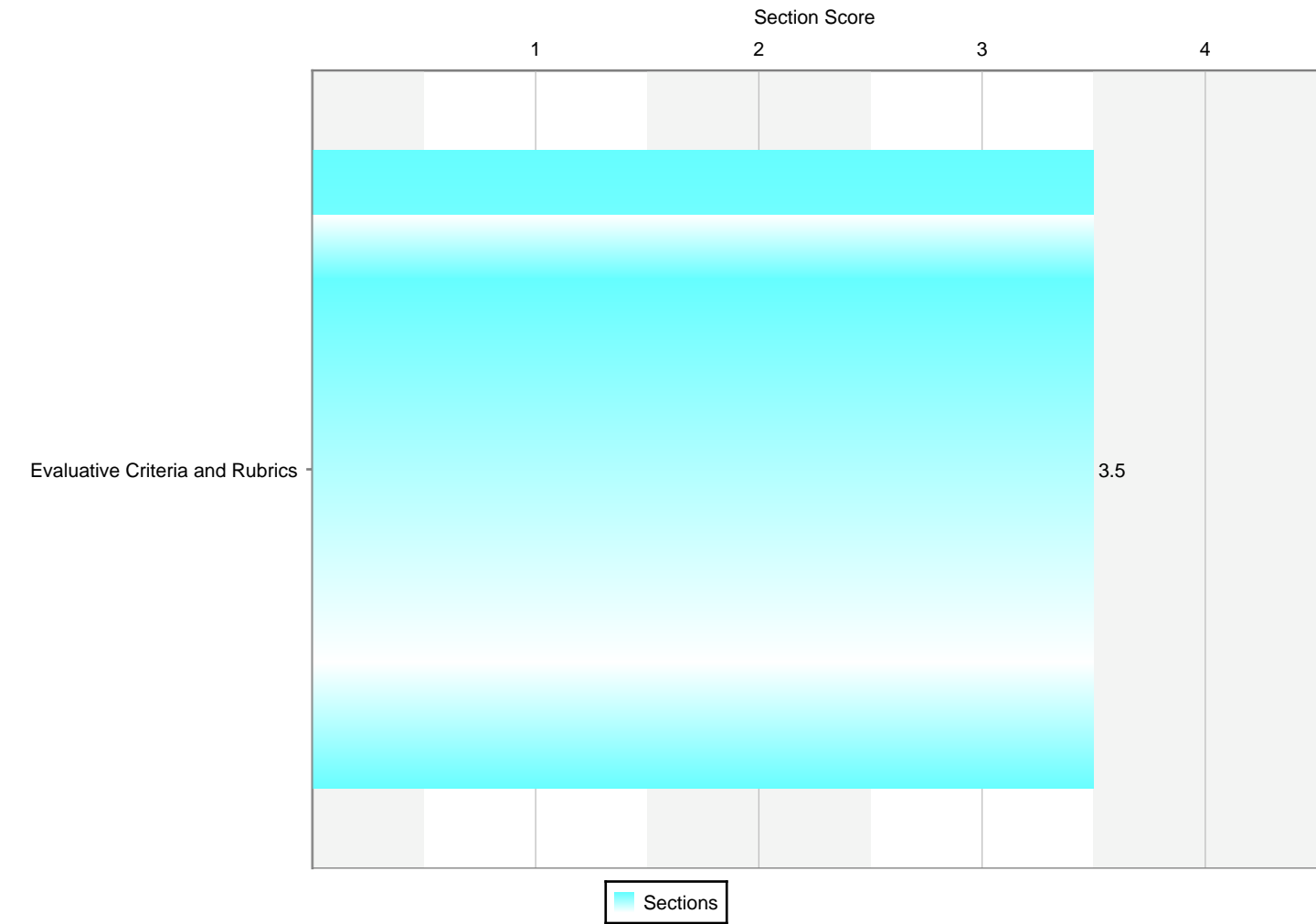
Nelson Elementary School will increase efforts to offer a variety of parental involvement opportunities that include participation in planning and reviewing academic goals.

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

N/A

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Attached are the results from Nelson's Fall Global Scholar testing and the most recent ACT Aspire data. Each of these documents drive our curriculum and strategic teaching methods. Meetings occur approximately every four weeks to review student performance and possible strategies for improvement.	Student Performance Documentation

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

According to the ACT Aspire administered spring 2014, English is a strength with third and fourth grade attaining the 81st percentile nationally. 94% of fourth grade and 69% of third are nationally ready in English. Global Scholar shows these same trends.

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

From ARMT data in 2013-2014, the number of third and fourth grade students at Nelson Elementary School who scored at Levels III and IV in reading increased 2% in one year. The Aspire test has not been given enough to determine a trend.

Which area(s) indicate the overall highest performance?

According to the ACT Aspire administered spring 2014, third and fourth grade students at Nelson Elementary School performed highest in the area of English and scored above National Ready in the areas of math and reading.

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

Being a Title I school, Nelson targets our free and reduced subgroup in the areas of reading.

Between which subgroups is the achievement gap closing?

N/A

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

Both the Global Scholar Performance Series Assessment and ACT Aspire scores administered in spring 2014, show similar findings in reading and math.

Areas in Need of Improvement

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

According to the ACT Aspire administered in spring 2014, math is below the expected level at the 50th percentile and reading is below the expected level at the 49th percentile even though they scored above national readiness.

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

Results from the ACT Aspire show a negative trend in writing with third and fourth graders scoring at the 28th percentile.

Results from Global Scholar show a negative trend in math with fourth grade scoring Average Low in the second quartile.

Which area(s) indicate the overall lowest performance?

Results from the ACT Aspire show our lowest performance in writing with third and fourth graders scoring at the 28th percentile.

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

N/A

Between which subgroups is the achievement gap becoming greater?

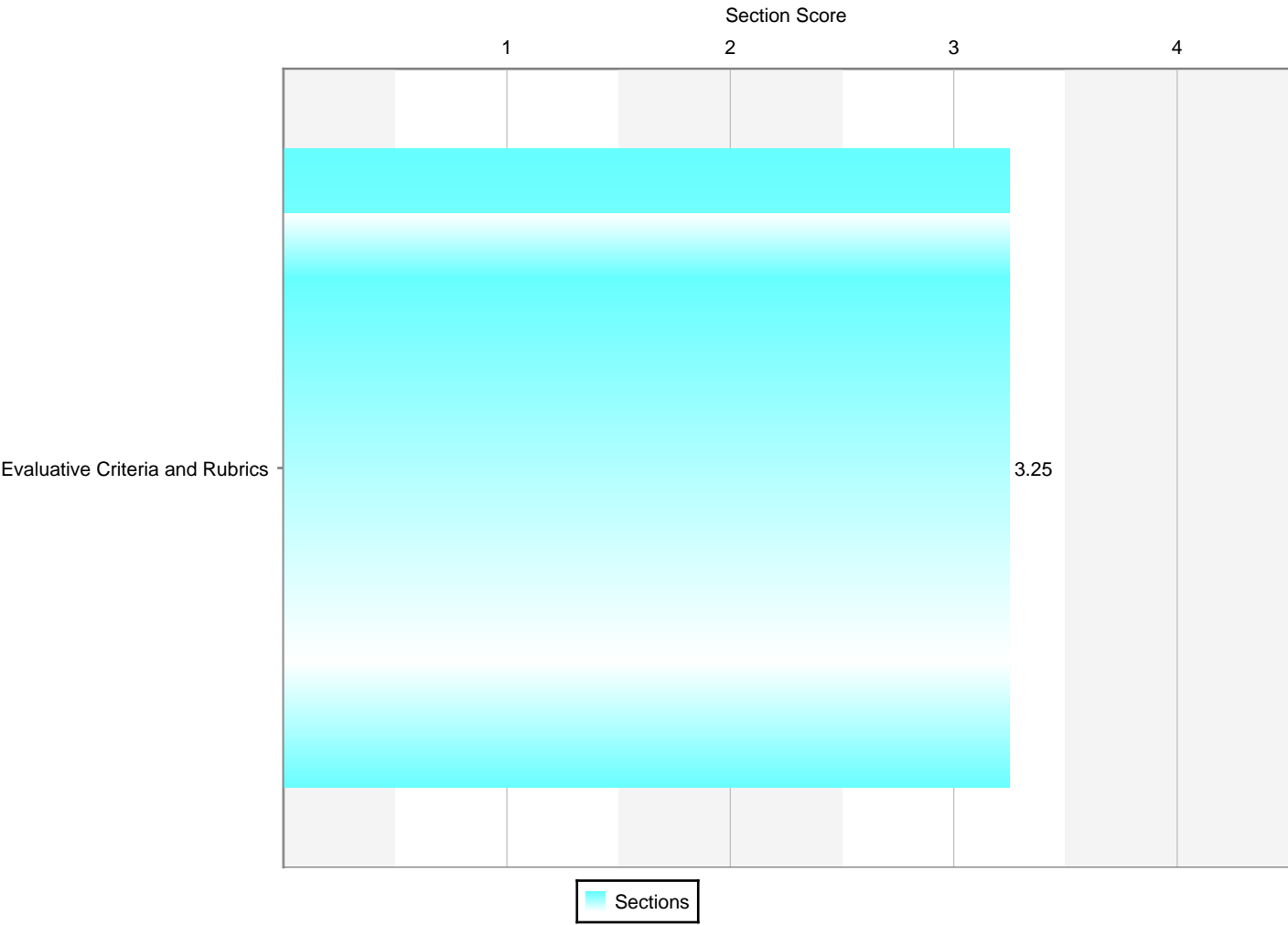
N/A

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

Both the Global Scholar Performance Series Assessment and ACT Aspire scores administered in spring 2014, show similar findings in reading and math.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The Nelson Elementary Instructional Leadership Team (2014-2015) includes: Principal/Administrator - Dale Hancock Facilitator/ARI Instructional Coach - Kelli Holland Counselor - Kandice Paradise Title I Reading Teacher - Carolyn Deerman 4th grade teacher - Rebecca Rogers 2nd grade teacher - Allison Black Parent/Community Stakeholder - Monica Hogan Parent/Community Stakeholder - Erica Estes	

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		Policy Statement

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Melinda Adkins Title IX & Dr. Judith Berry Title VI Scottsboro City Board of Education 305 South Scott Street Scottsboro, AL 35768 256-218-2100	

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		PI Plan

ACIP

Thurston T. Nelson Elementary School

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		Title I Compact

Plan for ACIP 2014-2015

Overview

Plan Name

Plan for ACIP 2014-2015

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 Nelson Elementary School will raise proficiency levels in reading comprehension across all content areas.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
2	The Leader In Me leadership model will continue to be implemented for all students at Nelson Elementary School.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$5600
3	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
4	All teachers at Nelson Elementary School will use technology to connect with community members, parents, and stakeholders.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Students at Nelson Elementary School will raise proficiency levels in reading comprehension across all content areas.

Measurable Objective 1:

90% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency in reading comprehension across all content areas in Reading by 05/21/2015 as measured by DIBELS (Retell Fluency), STAR Reading Assessment, Scott Foresman Reading Street Unit Benchmark Assessments, Global Scholar Performance Series Reading Assessment.

Strategy 1:

Comprehension Improvement - Teachers will apply research-based teaching strategies to motivate and engage all students at Nelson Elementary School to interact thoughtfully with text across all content areas.

Activity - ARI Instructional Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ARI instructional coach will work with kindergarten through fourth grade teachers at Nelson Elementary School to plan and deliver research-based comprehension strategies to motivate and engage all students to interact thoughtfully and comprehend functional and textual/informational materials across all content areas.	Academic Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	ARI Instructional Coach
Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading test/assessment	Academic Support Program	08/07/2014	05/22/2015	\$0	Other	Educational Leader/Faculty
Activity - Global Scholar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Global Scholar is an academic program used to determine educational growth.	Academic Support Program	08/07/2014	05/22/2015	\$0	Other	Educational Leader/Faculty

Goal 2: The Leader In Me leadership model will continue to be implemented for all students at Nelson Elementary School.

Measurable Objective 1:

demonstrate a behavior of leadership by continuing to incorporate leadership skills and various opportunities to strengthen those skills into the core curriculum at Nelson Elementary School by 05/21/2015 as measured by evidence of the 7 Habits and other leadership principles being present through modeling, instruction, curriculum, traditions, systems, and the environment at Nelson Elementary School.

Strategy 1:

Leadership Training - Ongoing training and support will empower teachers, staff, parents, and students at Nelson Elementary School to sustain and continually improve its leadership model. Training will be available for new staff, parents, and other stakeholders. The 7 Habits will be institutionalized through systematic renewal.

Activity - TLIM Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training and support for incorporating the 7 Habits of Highly Effective People and other basic leadership skills will be offered throughout the year to encourage and strengthen an environment of leadership at Nelson Elementary School.	Professional Learning	08/07/2014	05/22/2015	\$5600	Title I Schoolwide	Dale Hancock - Principal Stephen Covey/7 Habits/Leader In Me Consultants and Trainers

Activity - Technology assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty members will perform web searches to expand their knowledge base as it relates to The Leader In Me Program. Utilizing internet searches for this purpose will expose teachers to new ideas that can enhance their Leader In Me lesson plans.	Technology	09/01/2013	05/31/2017	\$0	Other	Educational Leader/Faculty

Goal 3: 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 05/27/2016 as measured by as measured by Transform2020 Plan-Strategies and Narrative.

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

ACIP

Thurston T. Nelson Elementary School

Activity - Support and Maintenance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and maintenance to keep the district network in proper working order.	Technology	08/19/2013	05/27/2016	\$12000	General Fund	Superintendent, Technology Director
Activity - Internet Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Internet Service to Scottsboro City Schools Schools: All Schools	Technology	08/16/2013	05/27/2016	\$10000	Other	Superintendent, Technology Director
Activity - Network Security and Content Filtering	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide network security and content filtering to all of the Scottsboro City School System	Technology	08/16/2013	05/27/2016	\$7500	General Fund	Superintendent, Technology Director
Activity - Land line service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/16/2013	05/27/2016	\$24800	General Fund	Superintendent, Technology Director
Activity - Cell service with no data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/16/2012	05/27/2016	\$5300	General Fund	Superintendent, Technology Director, Curriculum Director, Principals
Activity - Cell service with data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/16/2013	05/27/2016	\$3250	General Fund	Superintendent, Technology Director, Curriculum Director

Goal 4: All teachers at Nelson Elementary School will use technology to connect with community members, parents, and stakeholders.

Measurable Objective 1:

demonstrate a proficiency to successfully navigate web-based applications relating to social interactions and communications. by 05/30/2014 as measured by lists containing texts, tweets, phonecalls, and emails.

Strategy 1:

Communication - Faculty members will maintain open channels of dialogue to inform parents on their child's educational progress and stakeholders on upcoming school events.

Research Cited: Records and transcripts will show efforts to reach parents/stakeholders and parent feedback will judge the merits of this strategy.

Activity - Remind 101	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate through social media applications such as Remind 101 to connect with parents and stakeholders.	Parent Involvement	09/01/2013	05/31/2017	\$0	Other	Educational Leader/Faculty

Activity - Twitter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate through social media applications such as Remind 101 to connect with parents and stakeholders.	Parent Involvement	08/16/2013	05/26/2017	\$0	Other	Educational Leader/Faculty

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
Accelerated Reader	Reading test/assessment	Academic Support Program	08/07/2014	05/22/2015	\$0	Educational Leader/Faculty
Twitter	Teachers will communicate through social media applications such as Remind 101 to connect with parents and stakeholders.	Parent Involvement	08/16/2013	05/26/2017	\$0	Educational Leader/Faculty
Internet Service	Provide Internet Service to Scottsboro City Schools Schools: All Schools	Technology	08/16/2013	05/27/2016	\$10000	Superintendent, Technology Director
Global Scholar	Global Scholar is an academic program used to determine educational growth.	Academic Support Program	08/07/2014	05/22/2015	\$0	Educational Leader/Faculty
Remind 101	Teachers will communicate through social media applications such as Remind 101 to connect with parents and stakeholders.	Parent Involvement	09/01/2013	05/31/2017	\$0	Educational Leader/Faculty
Technology assistance	Faculty members will perform web searches to expand their knowledge base as it relates to The Leader In Me Program. Utilizing internet searches for this purpose will expose teachers to new ideas that can enhance their Leader In Me lesson plans.	Technology	09/01/2013	05/31/2017	\$0	Educational Leader/Faculty
Total					\$10000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ARI Instructional Coaching	The ARI instructional coach will work with kindergarten through fourth grade teachers at Nelson Elementary School to plan and deliver research-based comprehension strategies to motivate and engage all students to interact thoughtfully and comprehend functional and textual/informational materials across all content areas.	Academic Support Program	08/07/2014	05/22/2015	\$0	ARI Instructional Coach
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support and Maintenance	Support and maintenance to keep the district network in proper working order.	Technology	08/19/2013	05/27/2016	\$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	08/16/2013	05/27/2016	\$24800	Superintendent, Technology Director
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	08/16/2012	05/27/2016	\$5300	Superintendent, Technology Director, Curriculum Director, Principals
Network Security and Content Filtering	Provide network security and content filtering to all of the Scottsboro City School System	Technology	08/16/2013	05/27/2016	\$7500	Superintendent, Technology Director
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	08/16/2013	05/27/2016	\$3250	Superintendent, Technology Director, Curriculum Director
Total					\$52850	

Title I Schoolwide

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

Thurston T. Nelson Elementary School

TLIM Professional Development	Teacher training and support for incorporating the 7 Habits of Highly Effective People and other basic leadership skills will be offered throughout the year to encourage and strengthen an environment of leadership at Nelson Elementary School.	Professional Learning	08/07/2014	05/22/2015	\$5600	Dale Hancock - Principal Stephen Covey/7 Habits/Leader In Me Consultants and Trainers
Total					\$5600	

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.

Two meetings are conducted each year by our Parent Involvement Coordinator to explain Title I and encourage parent involvement.

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.

A meeting is conducted twice a year to explain the Title I program and encourage parent involvement. A group of selected parents are asked to participate on the Title I budget committee and all parents are sent a survey once a year. In addition, the principal and Title I teacher are always willing to meet with parents and discuss any concerns.

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.

A letter is sent with students who are served in a pull-out setting explaining the criteria of the class. The Title I teacher sends home assessments at the end of each unit to show progress.

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).

There is a guideline to follow in developing the compact and all students, parents, and teachers sign this document.

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

Parents can contact the administrator with any concerns with the Continuous Improvement Plan.

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)

Parents will be sent state assessment scores and information on state standards. There will also be a meeting explaining how to interpret the new assessments. The information is always provided electronically on the school's website.

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)

Title I provides books and literature to each student and to all parents as they register their child for Kindergarten. Resources are also available on the school's website for academic help.

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)

Teachers and staff use Remind, Twitter, and the school's website to build communication with parents and stakeholders.

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)

Each year our school conducts a Back to School Night. This night encourages parents to become involved in their child's educational process by providing opportunities to volunteer, making connections with teachers, and given resources for help at home.

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)

Information is sent in a variety of formats and is offered in the home language of the student. Information is also transmitted electronically via the website and Remind.

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)

Parental support will be offered on an as needed basis provided by the teacher and/or administrator.

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.

All information is provided in the language of origin. ELL offers a meeting for parents to give information and answer questions annually. All teachers are given professional development by the ELL Coordinator to familiarize themselves with the laws and best practices.

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?

Information was gathered about student achievement and attendance.

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

Based on our assessments in reading and math, there is a need to increase student achievement in both subjects. Reading scored in the 49th percentile and math scored in the 50th percentile. An increase of 2% in each subject is our goal for the upcoming year.

3. What conclusions were drawn from the results?

Professional development will be provided for tiered instruction and teaching and assessing in the format of the Aspire test.

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

On the Aspire test there was an achievement gap between the Hispanic population and all other students.

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

Our goals, strategies, and activities are addressed based on our school's priorities and deficiencies.

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

The data was taken from multiple assessments which included: DIBELS, ACT Aspire, STAR, and Global Scholar.

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

We recognize the achievement gap between our ELL and all students. Our objectives, goals, and strategies address this gap.

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 Nelson Elementary School will raise proficiency levels in math.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in math by increasing math achievement by 2% in Mathematics by 05/22/2015 as measured by Go Math! Chapter and Unit Tests, STAR Math Assessment, Global Scholar Performance Series Math Assessment, Mid-Term and Nine Weeks Progress Reports..

Strategy1:

Math Improvement - All students at Nelson Elementary School will receive high-quality math instruction that is designed and differentiated to meet individual needs. The Go Math! series will be used as the core math program for K-4th grade students. Math interventions will be provided to students who may need to receive additional instruction that is designed to meet their specific needs while at the same time accelerating their growth toward grade-level expectations.

Research Cited:

Activity - Global Scholar	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Global Scholar is an academic program used to assess educational growth.	Academic Support Program			08/07/2014	05/22/2015	\$0 - Other	Educational Leader/Teacher

Activity - Tiered Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tiered math instruction will be delivered to all students at Nelson Elementary School in the following settings: Tier I-whole group and small group instruction, Tier II-small group and individualized practice in classroom and/or computer lab with teacher and/or research-based math software, Tier III-small group and individualized math interventions with classroom teacher, Title I teacher, paraprofessional, and/or Collaborative Resource/Special Education teacher.	Academic Support Program			08/07/2014	05/22/2015	\$10000 - Title I Schoolwide	Classroom teacher, Title I teacher, and/or Collaborative Resource/Special Education teacher

Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Testing/Assessment	Academic Support Program			08/07/2014	05/22/2015	\$0 - Other	Educational Leader/Faculty

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

Goal 1:

Students at Nelson Elementary School will raise proficiency levels in reading comprehension across all content areas.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in reading comprehension across all content areas in Reading by 05/21/2015 as measured by DIBELS (Retell Fluency), STAR Reading Assessment, Scott Foresman Reading Street Unit Benchmark Assessments, Global Scholar Performance Series Reading Assessment.

Strategy1:

Comprehension Improvement - Teachers will apply research-based teaching strategies to motivate and engage all students at Nelson Elementary School to interact thoughtfully with text across all content areas.

Research Cited:

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading test/assessment	Academic Support Program			08/07/2014	05/22/2015	\$5000 - Title I Schoolwide	Educational Leader/Faculty

Activity - ARI Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ARI instructional coach will work with kindergarten through fourth grade teachers at Nelson Elementary School to plan and deliver research-based comprehension strategies to motivate and engage all students to interact thoughtfully and comprehend functional and textual/informational materials across all content areas.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	ARI Instructional Coach

Activity - Global Scholar	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Global Scholar is an academic program used to determine educational growth.	Academic Support Program			08/07/2014	05/22/2015	\$0 - Other	Educational Leader/Faculty

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

Goal 1:

Students at Nelson Elementary School will raise proficiency levels in math.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in math by increasing math achievement by 2% in Mathematics by 05/22/2015 as measured by Go Math! Chapter and Unit Tests, STAR Math Assessment, Global Scholar Performance Series Math Assessment, Mid-Term and Nine Weeks Progress Reports..

Strategy1:

Math Improvement - All students at Nelson Elementary School will receive high-quality math instruction that is designed and differentiated to meet individual needs. The Go Math! series will be used as the core math program for K-4th grade students. Math interventions will be provided to students who may need to receive additional instruction that is designed to meet their specific needs while at the same time accelerating their growth toward grade-level expectations.

Research Cited:

Activity - Tiered Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tiered math instruction will be delivered to all students at Nelson Elementary School in the following settings: Tier I-whole group and small group instruction, Tier II-small group and individualized practice in classroom and/or computer lab with teacher and/or research-based math software, Tier III-small group and individualized math interventions with classroom teacher, Title I teacher, paraprofessional, and/or Collaborative Resource/Special Education teacher.	Academic Support Program			08/07/2014	05/22/2015	\$10000 - Title I Schoolwide	Classroom teacher, Title I teacher, and/or Collaborative Resource/Special Education teacher

Activity - Global Scholar	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Global Scholar is an academic program used to assess educational growth.	Academic Support Program			08/07/2014	05/22/2015	\$0 - Other	Educational Leader/Teacher

Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Testing/Assessment	Academic Support Program			08/07/2014	05/22/2015	\$0 - Other	Educational Leader/Faculty

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

Goal 1:

Students at Nelson Elementary School will raise proficiency levels in reading comprehension across all content areas.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in reading comprehension across all content areas in Reading by 05/21/2015 as measured by DIBELS (Retell Fluency), STAR Reading Assessment, Scott Foresman Reading Street Unit Benchmark Assessments, Global Scholar Performance Series Reading Assessment.

Strategy1:

Comprehension Improvement - Teachers will apply research-based teaching strategies to motivate and engage all students at Nelson Elementary School to interact thoughtfully with text across all content areas.

Research Cited:

Activity - Global Scholar	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Global Scholar is an academic program used to determine educational growth.	Academic Support Program			08/07/2014	05/22/2015	\$0 - Other	Educational Leader/Faculty

Activity - ARI Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ARI instructional coach will work with kindergarten through fourth grade teachers at Nelson Elementary School to plan and deliver research-based comprehension strategies to motivate and engage all students to interact thoughtfully and comprehend functional and textual/informational materials across all content areas.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	ARI Instructional Coach

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading test/assessment	Academic Support Program			08/07/2014	05/22/2015	\$5000 - Title I Schoolwide	Educational Leader/Faculty

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

Goal 1:

Students at Nelson Elementary School will raise proficiency levels in reading comprehension across all content areas.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in reading comprehension across all content areas in Reading by 05/21/2015 as measured by DIBELS (Retell Fluency), STAR Reading Assessment, Scott Foresman Reading Street Unit Benchmark Assessments, Global Scholar Performance Series Reading Assessment.

Strategy1:

Comprehension Improvement - Teachers will apply research-based teaching strategies to motivate and engage all students at Nelson Elementary School to interact thoughtfully with text across all content areas.

Research Cited:

Activity - Global Scholar	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Global Scholar is an academic program used to determine educational growth.	Academic Support Program			08/07/2014	05/22/2015	\$0 - Other	Educational Leader/Faculty

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading test/assessment	Academic Support Program			08/07/2014	05/22/2015	\$5000 - Title I Schoolwide	Educational Leader/Faculty

Activity - ARI Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ARI instructional coach will work with kindergarten through fourth grade teachers at Nelson Elementary School to plan and deliver research-based comprehension strategies to motivate and engage all students to interact thoughtfully and comprehend functional and textual/informational materials across all content areas.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	ARI Instructional Coach

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

Students at Nelson Elementary School will raise proficiency levels in reading comprehension across all content areas.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in reading comprehension across all content areas in Reading by 05/21/2015 as measured by DIBELS (Retell Fluency), STAR Reading Assessment, Scott Foresman Reading Street Unit Benchmark Assessments, Global Scholar Performance Series Reading Assessment.

Strategy1:

Comprehension Improvement - Teachers will apply research-based teaching strategies to motivate and engage all students at Nelson Elementary School to interact thoughtfully with text across all content areas.

Research Cited:

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading test/assessment	Academic Support Program			08/07/2014	05/22/2015	\$5000 - Title I Schoolwide	Educational Leader/Faculty

Activity - ARI Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ARI instructional coach will work with kindergarten through fourth grade teachers at Nelson Elementary School to plan and deliver research-based comprehension strategies to motivate and engage all students to interact thoughtfully and comprehend functional and textual/informational materials across all content areas.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	ARI Instructional Coach

Activity - Global Scholar	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Global Scholar is an academic program used to determine educational growth.	Academic Support Program			08/07/2014	05/22/2015	\$0 - Other	Educational Leader/Faculty

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:

Students at Nelson Elementary School will raise proficiency levels in math.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in math by increasing math achievement by 2% in Mathematics by 05/22/2015 as measured by Go Math! Chapter and Unit Tests, STAR Math Assessment, Global Scholar Performance Series Math Assessment, Mid-Term and Nine Weeks Progress Reports..

Strategy1:

Math Improvement - All students at Nelson Elementary School will receive high-quality math instruction that is designed and differentiated to meet individual needs. The Go Math! series will be used as the core math program for K-4th grade students. Math interventions will be provided to students who may need to receive additional instruction that is designed to meet their specific needs while at the same time accelerating their growth toward grade-level expectations.

Research Cited:

Activity - Tiered Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tiered math instruction will be delivered to all students at Nelson Elementary School in the following settings: Tier I-whole group and small group instruction, Tier II-small group and individualized practice in classroom and/or computer lab with teacher and/or research-based math software, Tier III-small group and individualized math interventions with classroom teacher, Title I teacher, paraprofessional, and/or Collaborative Resource/Special Education teacher.	Academic Support Program			08/07/2014	05/22/2015	\$10000 - Title I Schoolwide	Classroom teacher, Title I teacher, and/or Collaborative Resource/Special Education teacher

Activity - Global Scholar	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Global Scholar is an academic program used to assess educational growth.	Academic Support Program			08/07/2014	05/22/2015	\$0 - Other	Educational Leader/Teacher

Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Testing/Assessment	Academic Support Program			08/07/2014	05/22/2015	\$0 - Other	Educational Leader/Faculty

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.

Faculty and staff use collaborative teaching, tiered instruction, and teachers are assigned based on strengths and expertise.

Component 4: Strategies to Attract Highly Qualified Teachers

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

It is less than 5%.

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

80% of certified teachers have over 15 years of experience in teaching. Highly effective teachers are assigned to classes with the greatest need.

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

Teachers are recruited by a committee of stakeholders, teachers, and students to insure that quality candidates are considered.

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

Incentives and benefits for longevity are offered to retain highly qualified teachers.

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?

N/A

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?

ARI Instructional Coach Internship- State Department of Education

Project Lead the Way- Lead Teacher Certification Auburn University

The Leader in Me- Empowerment Day Franklin Covey

Formative and Summative Assessment- Rick Wormelli

ACT Aspire Testing- Interpreting Data ACT

High-Impact Instruction- Jim Knight

SAMUEL- School Assistance Meeting for Understanding English Language Learners

School Attendance: Utilizing Early Warning Truancy Prevention Processes in a Tiered Dropout Prevention Support Model

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

ARI Instructional Coach Internship- State Department of Education

Project Lead the Way- Lead Teacher Certification Auburn University

The Leader in Me- Empowerment Day Franklin Covey

Formative and Summative Assessment- Rick Wormelli

ACT Aspire Testing- Interpreting Data ACT

High-Impact Instruction- Jim Knight

SAMUEL- School Assistance Meeting for Understanding English Language Learners

School Attendance: Utilizing Early Warning Truancy Prevention Processes in a Tiered Dropout Prevention Support Model

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.

New teachers are assigned to veteran faculty members for support, to orientate them to school procedures and policies, and to model lessons and classroom management. Administration gives literature that support the school's initiatives, philosophy, and culture. The district also provides a new teacher orientation.

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

The Instructional Coach attends meetings quarterly provided by ARI

The Leader in Me has several stages of training.

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Project Lead the Way requires continued training annually.

SAMUEL training is conducted annually.

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.

Teachers are included in the development of student class assignments based on needs and personality. Kindergartners attend in small groups the first days of school to help with school adjustments. Fourth graders visit the intermediate school in May to help with transition.

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?

Grade level meetings are conducted monthly. Supplemental materials and training are provided at teacher's request.

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?

The same process is used to identify struggling students whether they are general education students or gifted students.

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?

Students receive small group instruction from classroom and resource teachers. Students may receive Tier III instruction that includes targeted assistance instruction.

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

Teachers give assignments based on individual student need. Accommodations, interventions, and enrichment activities are provided as needed.

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.

N/A

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.

A home-language survey is given to each student at the beginning of the school year. Students who are identified and are struggling are monitored by the ELL teacher. Free and Reduced meals are made available for students who qualify. IEPs are developed for special needs students and are explained to the classroom teachers and parents. The school works with and provides resources to the appropriate agencies to provide services for children who are neglected, abused, emotionally challenged, and economically disadvantaged.

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?**

Appropriate personnel at the school and district level oversee the implementation of the programs.

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.

A home-language survey is given to each student at the beginning of the school year. Students who are identified and are struggling are monitored by the ELL teacher. Free and Reduced meals are made available for students who qualify. IEPs are developed for special needs students and are explained to the classroom teachers and parents. The school works with and provides resources to the appropriate agencies to provide services for children who are neglected, abused, emotionally challenged, and economically disadvantaged.

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

The guidance counseling plan incorporates violence prevention lessons throughout the year. The school works with the district nutrition program to provide free/reduced meals for qualifying students. The school also works with community agencies to provide food for economically disadvantaged students on the weekends.

Component 10: Evaluation

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

The school evaluates the program by formal and informal assessments, teacher observations, and needs assessment.

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 school analyzes the data as a faculty and determines the priority of 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?

The school determines achievement through weekly progress monitoring and end of the year assessments such as DIBELS, Global Scholar, STAR, and ACT Aspire.

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?

Grade level meetings are held monthly to discuss the progress of goals and adjustments are made on a needs basis.

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.	16.27

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

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

Label	Question	Value
4.	Provide the number of Counselor assigned units.	0.5

Label	Question	Value
5.	Provide the number of Librarian assigned units.	0.5

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	16.27

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

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

Label	Question	Value
4.	Provide the number of Counselors.	0.5

Label	Question	Value
5.	Provide the number of Librarians.	0.5

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

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

I. State Foundation Funds:Total Salaries

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

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	790438.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	86700.0

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

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	50468.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	57916.0

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.	21861.0

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

Total1,007,383.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Title I funds support salary and benefits for one Title I teacher, parental involvement, and classroom supplies.

Title I Teacher- \$73,613.00

Parental Involvement- \$842.43

Classroom Supplies- \$12,697.00

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	87152.43

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

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

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

N/A

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

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

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

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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.

Local funds paid for teaching units, instructional coach salary and benefits, occupational and physical therapy, and SLP salary and benefits.

Label	Question	Value
2.	Local Funds Provide the total.	308838.0