ACIP

Hayden Elementary School

Blount County Board of Education

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Hayden, AL 35079

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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?

Hayden Elementary is a third and fourth grade school with a student population of approx. 358. Hayden is a mixed rural/suburban community with only a few businesses in the area. Over the past three years, the student population has decreased slightly and as a result the school has lost several teaching units. One unit was added in the 2013-2014 school year to accommodate an increase in special education students with severe needs. Hayden Elementary School serves the needs of students living in/around the West Blount community. The current population of these areas is unknown because multiple zip codes are represented in the school zone and census data does not accurately represent the population for it. There is little diversity in the student population, with the majority being white. There is currently one ELL student enrolled at Hayden Elementary. Free and reduced lunch percentages equal approximately 47% of the student population.

One of the largest challenges for this school and related community is the location and its related lack of services. In the past two years, an urgent care office has located in Hayden, providing more accessible medical care. Mental health services are limited and are a minimum of 30 minutes or more away. The closest public library is 15 minutes away.

The demographics for the school this school year are:

Male 186
Female 172

White 353
Black 4
Other 1

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.

At the beginning of the 2014-2015 school year, the faculty and staff of Hayden Elementary school revisited the school's vision, mission, and beliefs statement. Although these still reflect our beliefs about teaching and learning, it was decided that a slogan to describe these things was needed so that the meaning could be conveyed in a few words. In the end, "Love, learn, lead" was chosen as a slogan to summarize the beliefs of our school. The vision, mission, etc., were left intact, but the slogan is used for the sake of simplicity, especially with students and parents.

Vision:
We are passionate about fostering a love of learning in students who will create a better world.

Although we are focused on quantitative data that shows student growth in academic areas, we are also very aware that a love of learning can not be represented by scores on an assessment. We continue to look for ways to make school an enjoyable place, and this is done through designing high-quality instruction with real-life application, as well as a focus on developing life-long habits, such as a love of reading. We offer many activities throughout the year, from theater and dance performances, our school talent show, school musical, and fun activities such as a Native American Festival, Spring and Fall Festivals, Reading and Writing Celebration Week, Try-It Days in the Lunchroom, etc.

Mission Statement: Our purpose is to inspire students through learning to achieve their highest potential.

Every teacher at Hayden Elementary School has high expectations for student learning. Data is constantly assessed to determine if students are learning. Monthly meetings of the school's problem-solving team identify students of concern through screening assessments, grades, and behavior. Students and families are involved in this process. Plans are created, and feedback is given each month, or more often, depending on the student's needs. Behavior plans are used throughout the school with students who are struggling with behavior inside or outside the classroom. Reward systems are used for some students, while others are included in special activities to encourage their involvement.

Our Beliefs:
- Teachers must be compassionate and passionate toward all students to inspire success.
- It is important for parents to be actively involved in their child's life.
- Learning is a life-long endeavor that happens in a variety of settings.
- Schools are integral parts of the community and must be safe, diverse, and challenging.
- Teachers have a responsibility to give their best to each child and help them discover their own self-worth.
- Students are unique individuals with varying interests and talents that require diverse instructional approaches.

These beliefs are seen in every classroom. Teachers prioritize relationships with students because they know that learning cannot take place if a positive relationship is not established. A huge effort is made to keep parents informed of what is going on with their child at school, ranging from class agendas and newsletters, personal phone calls and emails, the school's website and phone call system, as well as events that invite parents to participate in their child's learning. Recognizing that students learn in different ways, teachers have increased

their knowledge of learning styles and brain-based research to provide more effective instruction. Students are taught to analyze their personal learning style and recognize activities that maximize their learning potential. Students who need additional encouragement or support are identified and jobs around the school are given, whether it be morning announcements, afternoon helper duty, peer support, or student leadership.

Within our school we have private guiding beliefs that are referred to in our decision-making processes:
-What's best for kids comes before what's convenient for adults.
-Treat kids and their families how we would want schools to treat us and our kids.
-Building good relationships is essential to everything we do, everyday, and with every person.
-Assume good intentions but prepare for negative reactions.
-What we do affects forever; our actions should reflect it.

Discussions are held often to make sure that our faculty's response to students and parents reflect the spirit of our school and what we want to accomplish for students.

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.

Instructionally, one of the big areas of improvement in the past few years has been a restructure of how students are taught, specifically departmentalization. Teachers now either teach a combination of math and science or English/Language Arts and social studies. Departmentalization has allowed teachers to specialize their professional learning and avoid overload and burnout. Professional learning teams for math and ELA are actively in place.

Departmentalization has produced more consistent instruction across the school, especially in math. This has occurred primarily because of intense collaboration and peer support. Although ELA classrooms are departmentalized, they have not developed the level of consistency with new standards that math has accomplished, although they achieved a great deal in the first couple of years. Establishing this in math has been an important culture shift in the school, with common lesson plans, projects, and assessments. The desire for consistency has to be balanced with the ability to adapt to individual classes and students' needs and learning styles. This continues to be a problem of practice for our school, especially in English/ Language Arts, as the new standards are implemented. Third grade still has as a primary component of instruction teaching students how to read, which is highly individualized.

In the area of technology, the past few years have added a variety of new equipment. We have added an additional computer lab for 3rd grade students. We have also added about 6 touchboards and many IPAD and nook devices for teachers and students. Every classroom is equipped with an ELMO document camera and a LCD projector. Two classrooms have classroom response systems. We are continually writing new grants to add more technology such as more IPADs, Nooks, and Touchboards. A second class set of the Forte keyboarding programs to help students with keyboarding skills and writing has been recently added as well.

School safety has increased dramatically within the past 3 years, with the addition of security cameras and a buzzer for the entrance of the school. New radios were purchased, and faculty and staff have increased their knowledge of emergency procedures. Tabletop scenarios were conducted with multiple agencies in the fall of 2013 and again in August of 2015. A safety committee was formed to make procedures across the school more consistent and effective. A panic button system was installed, and reliability measures were put in place to ensure student safety. The Office of the Attorney General of Alabama selected this school to receive an Award of Excellence for School Safety.

Additional Information

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

Several Hayden Elementary teachers were selected to be trainers for AMSTI, and they trained numerous teachers, both from Blount County and outside the school district, in AMSTI methods.

Hayden Elementary faculty and teachers continue to attend technology training and workshops. They are bringing this information back and applying it in their instruction. They continue to use and share new technology with their students and allow students to use the technology during class.

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.

At the beginning of the 2016-2017 school year, parents completed surveys, which included a place for them to include their contact information and willingness to serve on school committees. Those names were used to ask for volunteers for serving on the school's continuous improvement committee. The school's continuous improvement committee selected one of those volunteers to serve on the continuous improvement committee. The committee asked this representative to serve on the committee.

The school's Community Advisory Board, which is made up of community members, is provided periodic updates on activities at the school and invited into the school for events. A member of the community advisory board is selected by the school's continuous improvement committee to serve on the committee. A member of the committee invited this person.

Faculty and staff were given the opportunity to volunteer to serve on the team for continuous improvement. Grade level teachers, resource teachers, and support staff representatives were chosen based on these volunteers.

Meetings of the continuous improvement committee are held at times agreed upon by all committee members. Communication is conducted through email and by phone.

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

Parent stakeholder group - Parent Vickie Prince - member of the continuous improvement committee
Community stakeholder group - Community member Mandi Green - member of the continuous improvement committee

Teachers stakeholder group - Grade level members were chosen as well as those representing resource team members, such as special education and counselor
Administration - principal

All of these members have attended meetings, discussed options, and voted on budgets and decisions regarding the direction of the school.

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 full improvement plan, and a summary of the plan, were communicated through the school's website. A summary was distributed to all faculty and staff, as well as committee members. Feedback on the plan was sought through the school's website as well. Although the progress is regularly communicated to committee members and faculty and staff, the process for the parent stakeholder and community stakeholder is less defined. Communication remains one of the larger challenges for the community as a whole, and that has been

discussed as an issue for this type of process.

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	The student performance data document was created offline and uploaded.	2016.2017 Student Performance Data Document

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?

Third grade ASPIRE Math data improved from 61% meeting proficiency in 2015 to 71% meeting proficiency in 2016. The percentage of third grade students who are proficient in reading grew from 40% to 43%.

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

Student performance in math continues to improve over multiple years of assessment.

Which area(s) indicate the overall highest performance?

Third grade math represents the highest overall performance with 71% of the students being proficient.

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

Because our subgroups are relatively small, data for these groups vary widely from year to year. The performance of one or two students can skew this data drastically. It is very difficult to compare this data from year to year, especially over a long period of time.

Between which subgroups is the achievement gap closing?

Because our subgroups are relatively small, data for these groups vary widely from year to year. The performance of one or two students can skew this data drastically. It is very difficult to compare this data from year to year, especially over a long period of time.

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

STAR data aligns with ASPIRE data, showing our students to be more proficient in math, having more deficits present in reading.

Areas in Need of Improvement

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

The percentage of fourth grade students who demonstrated proficiency in math decreased from 62% to 54% from 2015 to 2016, respectively. Student data as measured by ASPIRE Reading demonstrates an overall school-wide proficiency decrease of 4 percentage points. The percentage of third grade students who are proficient in reading grew from 40% to 43%, while the percentage of fourth grade students showing proficiency decreased from 56% to 45%.

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

Our 2015 ASPIRE data was lower than anticipated in reading and math. This trend has continued as the same group of students took the ASPIRE test in 2016 as fourth grade students.

Which area(s) indicate the overall lowest performance?

Third grade students show the lowest overall performance in reading with 43% of the students meeting the proficiency benchmark.

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

Because our subgroups are relatively small, data for these groups vary widely from year to year. The performance of one or two students can skew this data drastically. It is very difficult to compare this data from year to year, especially over a long period of time.

Between which subgroups is the achievement gap becoming greater?
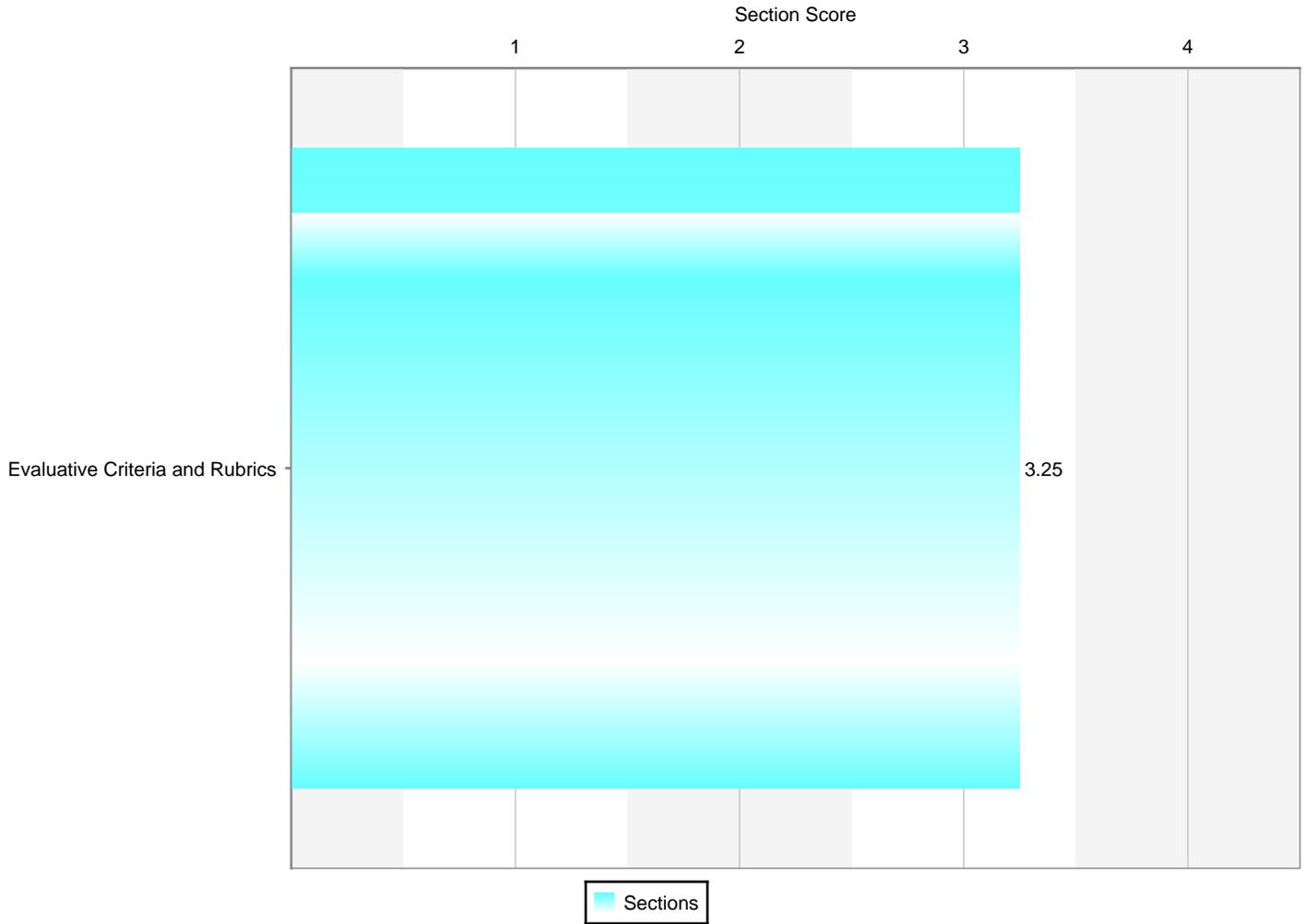
Because our subgroups are relatively small, data for these groups vary widely from year to year. The performance of one or two students can skew this data drastically. It is very difficult to compare this data from year to year, especially over a long period of time.

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

Like the ASPIRE, STAR data shows deficiencies to be present in reading, particularly in third grade.

Report Summary

Scores By Section

Section Score

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		CIP signatures

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		Designated employee

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		Parents Right to Know

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		School Parent Compact

ACIP
Hayden Elementary School

Plan for ACIP

Overview

Plan Name

Plan for ACIP

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	All students at Hayden Elementary School will become proficient in reading skills.	Objectives: 1 Strategies: 2 Activities: 8	Academic	$27309
2	All students at Hayden Elementary School will become proficient in mathematics skills.	Objectives: 1 Strategies: 2 Activities: 7	Academic	$0
3	All EL students who enter Hayden Elementary School will achieve proficiency of language attainment skills.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$631
4	All students at Hayden Elementary School will feel a sense of belonging at school and will be recognized for the good things that they do.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
5	All faculty and staff at Hayden Elementary School will collaborate to improve parental involvement in partnership with District level support.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	$3309

Goal 1: All students at Hayden Elementary School will become proficient in reading skills.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency of grade level performance in Reading by 05/25/2017 as measured by Aspire data..

Strategy 1:

High-quality Tier 1 Reading - Core reading that integrates fluency, vocabulary acquisition and comprehension instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research: 2012. Common Core Curriculum Maps - Language Arts. San Francisco, CA.

Wiggins, G. and McTighe, J. (1998). Understanding by Design. ASCD. Alexandria, VA.

Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works. ASCD. Alexandria, VA.

Frey, N., Fisher, D. (2013). Rigorous Reading: 5 Access Points for Comprehending Complex Texts. Thousand Oaks, CA.

Activity - Use of Supplemental Materials to Instruct and Assist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and use supplemental materials, including copies of small portions of text, assessments, remediation, and program reports that will be used to further student understanding of learning objectives and analyze and report student progress in this area.	Academic Support Program	08/10/2016	05/25/2017	$7000	Title I Part A	Teachers and Administration

Activity - Increased Technology Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the use of technology throughout instruction and assessment to improve student engagement and increase opportunities for feedback.	Technology	08/10/2016	05/25/2017	$10000	Title I Part A, Title I Part A	Reading teachers, technology coordinator

Activity - Quality Instructional Planning through Educator Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers (3-4) will provide high quality instruction, to all students, implementing the College and Career Readiness Standards through intentional planning. Teachers will be given time for grade level planning.	Academic Support Program, Professional Learning	08/10/2016	05/25/2017	$0	No Funding Required	Administrators and Faculty

Activity - Quality Instruction through Educator Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will utilize the results of the Educator Effectiveness self-reflection, observations to increase professional awareness, and identification of a school wide indicator for a focused area of improvement Climate, Planning, Engagement, Formative Assessment, Discourse and questioning, Rigor, Content Knowledge, and/or Differentiated instruction (Emphasis on Discourse and Questioning). Teachers will be given time for grade level planning and/or peer observations. High quality, ongoing PD will be provided throughout the year. | Academic Support Program, Professional Learning | 08/08/2016 | 05/25/2017 | $10309 | Title I Part A, Title I Part A | Administrators, Faculty |

Strategy 2:

Tiered Instruction (II and III) - Teachers will provide additional reading support on a daily basis through small group lessons and/or intervention lessons to students who are deficient in skills as measured by STAR reading or other local screening tools.

Category: Develop/Implement College and Career Ready Standards

Research Cited: White, S. (2011). Beyond the Numbers: Making Data Work for Teachers and School Leaders. Englewood, CO.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings.Englewood, CO.

Wiliam, D. (2011). Embedded formative assessment. Bloomington, IN.

Tomlinson, C., McTighe, J. (2006). Integrating Differentiated Instruction and Understanding by Design, Alexandria, VA.

Activity - Reading Screening for Deficiencies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use screening tools in the regular classroom (or special education classroom for special education students) to monitor and plan instruction for students who are deficient in reading skills.	Academic Support Program	08/10/2016	05/25/2017	$0	No Funding Required	Reading teachers

Activity - Tier 2 Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will support students who lack understanding of grade-level skills as needed through small group instruction in the regular classroom, during the regular school day.	Academic Support Program	08/10/2016	05/25/2017	$0	No Funding Required	ELA teachers, instructional coach

Activity - Tier 3 Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 3 intervention programs will be used with students who demonstrate significant gaps in learning. SPIRE, and other remedial resources, will be incorporated into Tier 3 intervention.	Academic Support Program	08/08/2016	05/25/2017	$0	No Funding Required	Special education teachers and aides, all reading teachers

Activity - RTI Intervention Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Student response to intervention will be tracked through the RtI process to ensure adequate monitoring and improvement.	Academic Support Program	08/10/2016	05/25/2017	$0	No Funding Required	RTI chairperson, RTI committee members, classroom teachers, principal

Goal 2: All students at Hayden Elementary School will become proficient in mathematics skills.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency of grade level performance in Mathematics by 05/25/2017 as measured by Aspire data..

Strategy 1:

High Quality Tier 1 Math Instruction - Use of research-based math strategies such as AMSTI strategies and the OGAP framework will provide effective student instruction for Tier 1 to all students daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sousa, D. (2008). How the Brain Learns Mathematics. Thousand Oaks, CA.

Bamberger, H., Oberdorf, C., Schultz-Ferrell, K. (2010). Portsmouth, NH.

Bamberger, H., Oberdorf, C. (2010). Portsmouth, NH.

Activity - Math Problem-Solving Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of students will be taught a variety of math problem-solving strategies daily during Tier 1 instruction by regular classroom teachers during the school day.	Direct Instruction	08/10/2016	05/25/2017	$0	No Funding Required	Math Teachers, Administration

Activity - Use of Supplemental Materials to Instruct and Assist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create or purchase supplemental materials to increase student learning of concepts and build math fluency skills. Teachers will also use software such as Ten Marks and hardware like Chromebooks, etc.	Academic Support Program	08/10/2016	05/25/2017	$0	No Funding Required	Math teachers, Administration

Activity - Interactive Math Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will integrate writing into math curriculum through interactive math journals to increase justification and reasoning skills and vocabulary.	Academic Support Program	08/10/2016	05/25/2017	$0	No Funding Required	Math teachers

Activity - Questioning and Discourse	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will focus on providing students with practice of various levels of questioning through Number Talks, formative assessments, and unit assessments. Differentiation will be an additional focus of the math department. High quality Professional development will be provided as needed as well as time needed for grade-level instructional planning.	Academic Support Program	08/10/2016	05/25/2017	$0	No Funding Required	Math teachers

Strategy 2:

Tier 2 & 3 Math Intervention - 100% of math teachers will provide additional support daily through Tier 2 instruction during math intervention, with additional Tier 3

instruction provided by special education and/or designated personnel.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sousa, D. (2008). How the Brain Learns Mathematics. Thousand Oaks, CA.

Bamberger, H., Oberdorf, C., Schultz-Ferrell, K. (2010). Portsmouth, NH.

Bamberger, H., Oberdorf, C. (2010). Portsmouth, NH.

Activity - Tier 2 Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of classroom teachers will provide Tier 2 instruction to students not making progress toward mastery of the standard being taught.	Academic Support Program	08/10/2016	05/25/2017	$0	No Funding Required	Math teachers

Activity - RTI Intervention Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of students who are more than 1 or more years behind in math skills will be monitored through RtI to assess improvement and/or the need to change intervention strategies and methods.	Academic Support Program	08/10/2016	05/25/2017	$0	No Funding Required	Math teachers, RtI team members

Activity - Tier 3 Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of students who are 2 or more years behind grade level will receive Tier 3 intervention through the special education teacher or classroom teacher.	Academic Support Program	08/10/2016	05/25/2017	$0	No Funding Required	Math teachers, special education teachers

Goal 3: All EL students who enter Hayden Elementary School will achieve proficiency of language attainment skills.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency 100% of English Learners students will demonstrate a proficiency of WIDA standards in English Language Arts by 05/25/2017 as measured by ACCESS.

Strategy 1:

ELL Teacher - ELL teacher will work with regular education teacher to design and monitor instruction to improve ELL students' acquisition of language and academic skills.

Category:

Research Cited: What Does Research Tell Us About Teaching Reading to English Language Learners?

Suzanne Irujo. The ELL Outlook. Course Crafters, Inc. www.coursecrafters.com.

Activity - EL Identification/Services Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will be provided with core academic services and supplemental support as deemed appropriate.	Academic Support Program	08/17/2015	05/23/2018	$0	No Funding Required	ELL teacher; principal; regular education teachers.

Activity - Core Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will receive core instruction from general education teachers in all areas.	Direct Instruction	08/17/2015	05/23/2018	$0	Title I Schoolwide	Regular education teachers

Activity - Support Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive support services by ELL teachers as determined by data. Progress reports and Report cards will be sent home to parents of EL and Migrant students in a language they understand, as outlined in the District EL Plan. Additional support for students will happen through the District Migrant Parent Liaison. Support includes but is not limited to tutoring, family literacy, nutrition and health.	Academic Support Program	08/17/2015	05/23/2018	$0	Title I Schoolwide	ELL teacher

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education and ELL teacher will collaborate to ensure mastery of core standards and WIDA standards.	Policy and Process	05/26/2016	05/23/2018	$631	Title I Part A	EL teacher; regular education teacher, Administration

Goal 4: All students at Hayden Elementary School will feel a sense of belonging at school and will be recognized for the good things that they do.

Measurable Objective 1:

collaborate to increase the percent of students who report that they feel recognized for the good things that they do through bi-weekly celebrations involving the entire student body using baseline data of 89% growing to 92% by 05/25/2017 as measured by pre and post surveys given to students at school..

Strategy 1:

CELEBRATION - Faculty and students will meet bi-weekly to recognize student and faculty successes and accomplishments.

Category: Develop/Implement Student and School Culture Program

Research Cited: Cotton, K. (2003). Principals and Student Achievement: What the research says. ASCD.

Activity - Team Formation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All fourth graders will be assigned to one of six teams: Hayden, Wildcats, Black, Gold, Pride, and Spirit. Fourth graders will be tapping third grade students into a team based on a faculty predetermined list. After the first year of implementation, students will remain on their team the entire two years of their education at Hayden Elementary.	Behavioral Support Program	08/08/2016	05/25/2017	$0	No Funding Required	Administrator, Teachers, Support Staff

Activity - Team Time Fridays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alternating Fridays students will meet with their team to participate in team building activities and service projects.	Behavioral Support Program	08/08/2016	05/25/2017	$0	No Funding Required	Administrator, Teachers, Support Staff

Activity - Celebration Fridays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alternating Fridays students will participate with their teams in CELEBRATIONS. Celebration Fridays will be designed by students participating in Project Based units, Monday-Thursday, throughout the school year.	Behavioral Support Program	08/08/2016	05/25/2017	$0	No Funding Required	Administrator, Teachers, Support Staff

Goal 5: All faculty and staff at Hayden Elementary School will collaborate to improve parental involvement in partnership with District level support.

Measurable Objective 1:

collaborate to improve parental involvement in grades 3-4 by 05/25/2017 as measured by parental involvement data..

Strategy 1:

District Parental Liaison - All faculty and staff will work in collaboration with the District Parental Liaison, utilizing the parental involvement funds (95% of 1% Title I allocation) Each school is represented on the District-wide Federal Programs Advisory Committee and annually discusses and votes to determine how to use their parental involvement allocation. Blount County Schools has voted to combine their school parental involvement allocations to provide a district-wide parental involvement specialist and resources to work with schools and at the district level to provide parents with opportunities to be involved in their child's educational career.

Category: Implement Community Based Support and Intervention System

Research Cited: Georgiou, S. N. (2007). Parental involvement: Beyond demographics. International Journal about Parents in Education, 1, 59–62

Activity - Communication with Parents/Guardians	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents. Additionally, a Parent survey will be conducted and an involvement link will be provided on the Blount County Schools website.	Parent Involvement	08/08/2016	05/25/2017	$0	No Funding Required	District Level Parent Liaison

Activity - Support for Administrators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information will be provided for the Federal Programs Information Session for all Title I schools as well as assistance regarding compliance with Title I law for Parental Involvement.	Parent Involvement	08/08/2016	05/25/2017	$0	No Funding Required	District Level Parent Liaison, Administrator

Activity - Support for Parents/Guardians	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Parent Advisory Council will convene at least twice a year to develop the plan activities.	Parent Involvement	08/08/2016	05/25/2017	$0	No Funding Required	District Level Parent Liaison

Activity - KID CRAFTERS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent with Preschoolers will provide parents and preschoolers with the materials and resources that will that will prepare future students with skills needed for Kindergarten.	Parent Involvement	08/08/2016	05/25/2017	$0	No Funding Required	District Level Parent Liaison

Activity - Medical Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school nurse will be employed to partner with parents and staff to maximize instructional time for each student.	Academic Support Program, Parent Involvement	08/01/2016	05/25/2017	$3309	Title I Part A	Administrator, school nurse, all faculty

Activity - LOCAL LEVEL: School Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hayden Primary students will tour HES each spring to build awareness of expectations and familiarity with the school.	Academic Support Program, Behavioral Support Program	08/10/2016	05/25/2017	$0	No Funding Required	Administration and Counselor

Activity - LOCAL LEVEL: IEP Team Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hayden Elementary teachers will attend IEP meetings each spring for upcoming third graders to determine if additional needs exist.	Academic Support Program, Behavioral Support Program	08/10/2016	05/25/2017	$0	No Funding Required	Administration

Activity - LOCAL LEVEL: Transition to Hayden MS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth graders visit Hayden Middle in the spring to familiarize students with the campus and expectations of HMS.	Academic Support Program, Behavioral Support Program	08/10/2016	05/25/2017	$0	No Funding Required	Administration and Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Core Instruction	ELL students will receive core instruction from general education teachers in all areas.	Direct Instruction	08/17/2015	05/23/2018	$0	Regular education teachers
Support Service	Students will receive support services by ELL teachers as determined by data. Progress reports and Report cards will be sent home to parents of EL and Migrant students in a language they understand, as outlined in the District EL Plan. Additional support for students will happen through the District Migrant Parent Liaison. Support includes but is not limited to tutoring, family literacy, nutrition and health.	Academic Support Program	08/17/2015	05/23/2018	$0	ELL teacher
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Medical Services	A school nurse will be employed to partner with parents and staff to maximize instructional time for each student.	Academic Support Program, Parent Involvement	08/01/2016	05/25/2017	$3309	Administrator, school nurse, all faculty
Increased Technology Use	Teachers will increase the use of technology throughout instruction and assessment to improve student engagement and increase opportunities for feedback.	Technology	08/10/2016	05/25/2017	$7500	Reading teachers, technology coordinator
Increased Technology Use	Teachers will increase the use of technology throughout instruction and assessment to improve student engagement and increase opportunities for feedback.	Technology	08/10/2016	05/25/2017	$2500	Reading teachers, technology coordinator
Use of Supplemental Materials to Instruct and Assist	Teachers will create and use supplemental materials, including copies of small portions of text, assessments, remediation, and program reports that will be used to further student understanding of learning objectives and analyze and report student progress in this area.	Academic Support Program	08/10/2016	05/25/2017	$7000	Teachers and Administration

Teacher Collaboration	General education and ELL teacher will collaborate to ensure mastery of core standards and WIDA standards.	Policy and Process	05/26/2016	05/23/2018	$631	EL teacher; regular education teacher, Administration
Quality Instruction through Educator Effectiveness	Teachers will utilize the results of the Educator Effectiveness self-reflection, observations to increase professional awareness, and identification of a school wide indicator for a focused area of improvement Climate, Planning, Engagement, Formative Assessment, Discourse and questioning, Rigor, Content Knowledge, and/or Differentiated instruction (Emphasis on Discourse and Questioning). Teachers will be given time for grade level planning and/or peer observations. High quality, ongoing PD will be provided throughout the year.	Academic Support Program, Professional Learning	08/08/2016	05/25/2017	$4940	Administrators, Faculty
Quality Instruction through Educator Effectiveness	Teachers will utilize the results of the Educator Effectiveness self-reflection, observations to increase professional awareness, and identification of a school wide indicator for a focused area of improvement Climate, Planning, Engagement, Formative Assessment, Discourse and questioning, Rigor, Content Knowledge, and/or Differentiated instruction (Emphasis on Discourse and Questioning). Teachers will be given time for grade level planning and/or peer observations. High quality, ongoing PD will be provided throughout the year.	Academic Support Program, Professional Learning	08/08/2016	05/25/2017	$5369	Administrators, Faculty
				Total	$31249	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interactive Math Journals	Math teachers will integrate writing into math curriculum through interactive math journals to increase justification and reasoning skills and vocabulary.	Academic Support Program	08/10/2016	05/25/2017	$0	Math teachers
Math Problem-Solving Strategies	100% of students will be taught a variety of math problem-solving strategies daily during Tier 1 instruction by regular classroom teachers during the school day.	Direct Instruction	08/10/2016	05/25/2017	$0	Math Teachers, Administration
Quality Instructional Planning through Educator Effectiveness	All classroom teachers (3-4) will provide high quality instruction, to all students, implementing the College and Career Readiness Standards through intentional planning. Teachers will be given time for grade level planning.	Academic Support Program, Professional Learning	08/10/2016	05/25/2017	$0	Administrators and Faculty
LOCAL LEVEL: Transition to Hayden MS	Fourth graders visit Hayden Middle in the spring to familiarize students with the campus and expectations of HMS.	Academic Support Program, Behavioral Support Program	08/10/2016	05/25/2017	$0	Administration and Counselor

Team Formation	All fourth graders will be assigned to one of six teams: Hayden, Wildcats, Black, Gold, Pride, and Spirit. Fourth graders will be tapping third grade students into a team based on a faculty predetermined list. After the first year of implementation, students will remain on their team the entire two years of their education at Hayden Elementary.	Behavioral Support Program	08/08/2016	05/25/2017	$0	Administrator, Teachers, Support Staff
Tier 3 Reading Intervention	Tier 3 intervention programs will be used with students who demonstrate significant gaps in learning. SPIRE, and other remedial resources, will be incorporated into Tier 3 intervention.	Academic Support Program	08/08/2016	05/25/2017	$0	Special education teachers and aides, all reading teachers
Support for Parents/Guardians	A Parent Advisory Council will convene at least twice a year to develop the plan activities.	Parent Involvement	08/08/2016	05/25/2017	$0	District Level Parent Liaison
Communication with Parents/Guardians	A 'Home-School Connection Newsletter will be provided to parents of K-6 students as will the Parent Information Brochure to all K-12 parents. Additionally, a Parent survey will be conducted and an involvement link will be provided on the Blount County Schools website.	Parent Involvement	08/08/2016	05/25/2017	$0	District Level Parent Liaison
LOCAL LEVEL: IEP Team Participation	Hayden Elementary teachers will attend IEP meetings each spring for upcoming third graders to determine if additional needs exist.	Academic Support Program, Behavioral Support Program	08/10/2016	05/25/2017	$0	Administration
Support for Administrators	Information will be provided for the Federal Programs Information Session for all Title I schools as well as assistance regarding compliance with Title I law for Parental Involvement.	Parent Involvement	08/08/2016	05/25/2017	$0	District Level Parent Liaison, Administrator
Tier 2 Reading Intervention	Teachers will support students who lack understanding of grade-level skills as needed through small group instruction in the regular classroom, during the regular school day.	Academic Support Program	08/10/2016	05/25/2017	$0	ELA teachers, instructional coach
RTI Intervention Tracking	100% of students who are more than 1 or more years behind in math skills will be monitored through RtI to assess improvement and/or the need to change intervention strategies and methods.	Academic Support Program	08/10/2016	05/25/2017	$0	Math teachers, RtI team members
Use of Supplemental Materials to Instruct and Assist	Teachers will create or purchase supplemental materials to increase student learning of concepts and build math fluency skills. Teachers will also use software such as Ten Marks and hardware like Chromebooks, etc.	Academic Support Program	08/10/2016	05/25/2017	$0	Math teachers, Administration
Tier 3 Math Intervention	100% of students who are 2 or more years behind grade level will receive Tier 3 intervention through the special education teacher or classroom teacher.	Academic Support Program	08/10/2016	05/25/2017	$0	Math teachers, special education teachers

Team Time Fridays	Alternating Fridays students will meet with their team to participate in team building activities and service projects.	Behavioral Support Program	08/08/2016	05/25/2017	$0	Administrator, Teachers, Support Staff
RTI Intervention Tracking	Student response to intervention will be tracked through the RtI process to ensure adequate monitoring and improvement.	Academic Support Program	08/10/2016	05/25/2017	$0	RTI chairperson, RTI committee members, classroom teachers, principal
EL Identification/Services Process	ELL students will be provided with core academic services and supplemental support as deemed appropriate.	Academic Support Program	08/17/2015	05/23/2018	$0	ELL teacher; principal; regular education teachers.
Tier 2 Math Intervention	100% of classroom teachers will provide Tier 2 instruction to students not making progress toward mastery of the standard being taught.	Academic Support Program	08/10/2016	05/25/2017	$0	Math teachers
Celebration Fridays	Alternating Fridays students will participate with their teams in CELEBRATIONS. Celebration Fridays will be designed by students participating in Project Based units, Monday-Thursday, throughout the school year.	Behavioral Support Program	08/08/2016	05/25/2017	$0	Administrator, Teachers, Support Staff
Questioning and Discourse	Math teachers will focus on providing students with practice of various levels of questioning through Number Talks, formative assessments, and unit assessments. Differentiation will be an additional focus of the math department. High quality Professional development will be provided as needed as well as time needed for grade-level instructional planning.	Academic Support Program	08/10/2016	05/25/2017	$0	Math teachers
KID CRAFTERS	Parent with Preschoolers will provide parents and preschoolers with the materials and resources that will that will prepare future students with skills needed for Kindergarten.	Parent Involvement	08/08/2016	05/25/2017	$0	District Level Parent Liaison
Reading Screening for Deficiencies	Teachers will use screening tools in the regular classroom (or special education classroom for special education students) to monitor and plan instruction for students who are deficient in reading skills.	Academic Support Program	08/10/2016	05/25/2017	$0	Reading teachers
LOCAL LEVEL: School Visits	Hayden Primary students will tour HES each spring to build awareness of expectations and familiarity with the school.	Academic Support Program, Behavioral Support Program	08/10/2016	05/25/2017	$0	Administration and Counselor
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		HES Title I Parent Survey

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Parents feel welcome at school, can reach their child's teacher, and discuss academic progress. Parents feel knowledgeable about what their child should know in reading and mathematics.

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

Parents communicate with their child's teacher through emails and parent-teacher conferences.

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

They are all consistent.

Areas in Need of Improvement

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

Parents do not know what it means to be a Title I school.

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

Parent knowledge about the school's referral program to community services outside the school.

What are the implications for these stakeholder perceptions?
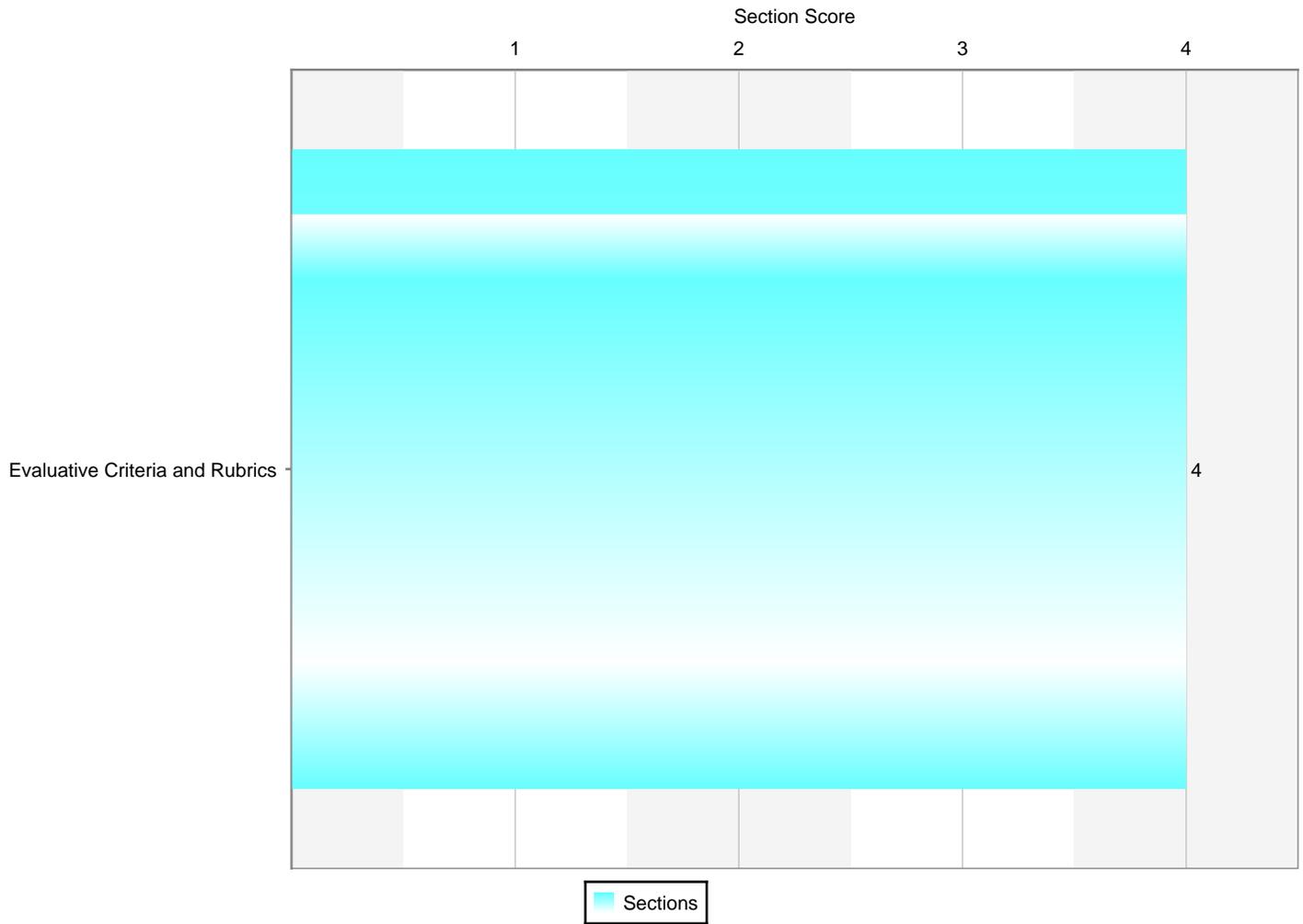
Lack of participation

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

They are all consistent.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4

Sections

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?

A survey was given to all teachers in the spring regarding effectiveness of the 2015-2016 CIP. These results were used by the Leadership Team to establish activities for this year's CIP. Administration and teachers review data in monthly RtI meetings. Administration reviews school-wide STAR data for reading and math. Departments meet monthly to discuss assessments and use the data to drive instruction.

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

Teachers need to increase the rigor to better prepare students for the CCRS, particilarly in reading. Text complexity data continues to be an area of concern for Hayden Elementary. Aspire data indicates some tiered support is needed in reading and math in order to fill deficiencies.

Attendance and discipline data does not reveal any major areas of concern. Discipline incidents have increased somewhat due to a change in school administration and the leadership's style of behavior management.

Student advocacy goals were addressed during the previous year. We will continue to build upon these goals in order to increase student advocacy at our school.

3. What conclusions were drawn from the results?

Teachers need to go deeper with content to enable students to apply their knowledge. Teachers need to create an environment that challenges all learners. Resources have been purchased to support ELA where the needs were the greatest. Students have been screened in reading and math. Deficiencies have been identified so that remedial instruction can be provided where needed.

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

Hayden Elementary will implement a structure to further support student advocacy to increase student recognition and connections to school.

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

All of our strategies and action steps are written to increase the rigor for Tier I/II/III Reading, Tier I/II/III Math, EL, Attendance, and special education.

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

Teachers use STAR data and progress monitoring to analyze student progress and drive instruction. Teachers use ASPIRE data to analyze deficiencies in their instruction. ASPIRE data can also be used to compare our school to other schools that participated in the ASPIRE. Our school also uses math and reading screening tools to identify and address specific student deficiencies that exist.

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

Teachers use multi-sensory language strategies to differentiate instruction to reach all types of learners. Teachers pull small groups and teach content through various strategies and interventions to close the gaps in core instruction. Hayden Elementary students receive tiers 2, and 3 based on data from formative assessments, STAR, SPIRE placement tests, and ASPIRE data.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

All students at Hayden Elementary School will become proficient in reading skills.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency of grade level performance in Reading by 05/25/2017 as measured by Aspire data..

Strategy1:

High-quality Tier 1 Reading - Core reading that integrates fluency, vocabulary acquisition and comprehension instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research: 2012. Common Core Curriculum Maps - Language Arts. San Francisco, CA.

Wiggins, G. and McTighe, J. (1998). Understanding by Design. ASCD. Alexandria, VA.

Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works. ASCD. Alexandria, VA.

Frey, N., Fisher, D. (2013). Rigorous Reading: 5 Access Points for Comprehending Complex Texts. Thousand Oaks, CA.

Activity - Quality Instruction through Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the results of the Educator Effectiveness self-reflection, observations to increase professional awareness, and identification of a school wide indicator for a focused area of improvement Climate, Planning, Engagement, Formative Assessment, Discourse and questioning, Rigor, Content Knowledge, and/or Differentiated instruction (Emphasis on Discourse and Questioning). Teachers will be given time for grade level planning and/or peer observations. High quality, ongoing PD will be provided throughout the year.	Professional Learning Academic Support Program	08/08/2016	05/25/2017	$4940 - Title I Part A $5369 - Title I Part A	Administrators, Faculty

Activity - Increased Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the use of technology throughout instruction and assessment to improve student engagement and increase opportunities for feedback.	Technology	08/10/2016	05/25/2017	$7500 - Title I Part A $2500 - Title I Part A	Reading teachers, technology coordinator

Activity - Quality Instructional Planning through Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers (3-4) will provide high quality instruction, to all students, implementing the College and Career Readiness Standards through intentional planning. Teachers will be given time for grade level planning.	Academic Support Program Professional Learning	08/10/2016	05/25/2017	$0 - No Funding Required	Administrators and Faculty

Activity - Use of Supplemental Materials to Instruct and Assist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use supplemental materials, including copies of small portions of text, assessments, remediation, and program reports that will be used to further student understanding of learning objectives and analyze and report student progress in this area.	Academic Support Program	08/10/2016	05/25/2017	$7000 - Title I Part A	Teachers and Administration

Strategy2:

Tiered Instruction (II and III) - Teachers will provide additional reading support on a daily basis through small group lessons and/or

intervention lessons to students who are deficient in skills as measured by STAR reading or other local screening tools.

Category: Develop/Implement College and Career Ready Standards

Research Cited: White, S. (2011). Beyond the Numbers: Making Data Work for Teachers and School Leaders. Englewood, CO.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings.Englewood, CO.

Wiliam, D. (2011). Embedded formative assessment. Bloomington, IN.

Tomlinson, C., McTighe, J. (2006). Integrating Differentiated Instruction and Understanding by Design, Alexandria, VA.

Activity - Tier 2 Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will support students who lack understanding of grade-level skills as needed through small group instruction in the regular classroom, during the regular school day.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	ELA teachers, instructional coach

Activity - RTI Intervention Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student response to intervention will be tracked through the RtI process to ensure adequate monitoring and improvement.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	RTI chairperson, RTI committee members, classroom teachers, principal

Activity - Reading Screening for Deficiencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use screening tools in the regular classroom (or special education classroom for special education students) to monitor and plan instruction for students who are deficient in reading skills.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Reading teachers

Activity - Tier 3 Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 intervention programs will be used with students who demonstrate significant gaps in learning. SPIRE, and other remedial resources, will be incorporated into Tier 3 intervention.	Academic Support Program	08/08/2016	05/25/2017	$0 - No Funding Required	Special education teachers and aides, all reading teachers

Goal 2:

All students at Hayden Elementary School will become proficient in mathematics skills.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency of grade level performance in Mathematics by 05/25/2017 as measured by Aspire data..

Strategy1:

High Quality Tier 1 Math Instruction - Use of research-based math strategies such as AMSTI strategies and the OGAP framework will provide effective student instruction for Tier 1 to all students daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sousa, D. (2008). How the Brain Learns Mathematics. Thousand Oaks, CA.

Bamberger, H., Oberdorf, C., Schultz-Ferrell, K. (2010). Portsmouth, NH.

Bamberger, H., Oberdorf, C. (2010). Portsmouth, NH.

Activity - Questioning and Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will focus on providing students with practice of various levels of questioning through Number Talks, formative assessments, and unit assessments. Differentiation will be an additional focus of the math department. High quality Professional development will be provided as needed as well as time needed for grade-level instructional planning.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Activity - Use of Supplemental Materials to Instruct and Assist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create or purchase supplemental materials to increase student learning of concepts and build math fluency skills. Teachers will also use software such as Ten Marks and hardware like Chromebooks, etc.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, Administration

Activity - Math Problem-Solving Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of students will be taught a variety of math problem-solving strategies daily during Tier 1 instruction by regular classroom teachers during the school day.	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Math Teachers, Administration

Activity - Interactive Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will integrate writing into math curriculum through interactive math journals to increase justification and reasoning skills and vocabulary.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Strategy2:

Tier 2 & 3 Math Intervention - 100% of math teachers will provide additional support daily through Tier 2 instruction during math intervention,

with additional Tier 3 instruction provided by special education and/or designated personnel.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sousa, D. (2008). How the Brain Learns Mathematics. Thousand Oaks, CA.

Bamberger, H., Oberdorf, C., Schultz-Ferrell, K. (2010). Portsmouth, NH.

Bamberger, H., Oberdorf, C. (2010). Portsmouth, NH.

Activity - Tier 3 Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of students who are 2 or more years behind grade level will receive Tier 3 intervention through the special education teacher or classroom teacher.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, special education teachers

Activity - RTI Intervention Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of students who are more than 1 or more years behind in math skills will be monitored through RtI to assess improvement and/or the need to change intervention strategies and methods.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, RtI team members

Activity - Tier 2 Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of classroom teachers will provide Tier 2 instruction to students not making progress toward mastery of the standard being taught.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

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

Goal 1:

All students at Hayden Elementary School will become proficient in reading skills.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency of grade level performance in Reading by 05/25/2017 as measured by Aspire data..

Strategy1:

High-quality Tier 1 Reading - Core reading that integrates fluency, vocabulary acquisition and comprehension instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research: 2012. Common Core Curriculum Maps - Language Arts. San Francisco, CA.

Wiggins, G. and McTighe, J. (1998). Understanding by Design. ASCD. Alexandria, VA.

Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works. ASCD. Alexandria, VA.

Frey, N., Fisher, D. (2013). Rigorous Reading: 5 Access Points for Comprehending Complex Texts. Thousand Oaks, CA.

Activity - Quality Instructional Planning through Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers (3-4) will provide high quality instruction, to all students, implementing the College and Career Readiness Standards through intentional planning. Teachers will be given time for grade level planning.	Professional Learning Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Administrators and Faculty

Activity - Use of Supplemental Materials to Instruct and Assist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use supplemental materials, including copies of small portions of text, assessments, remediation, and program reports that will be used to further student understanding of learning objectives and analyze and report student progress in this area.	Academic Support Program	08/10/2016	05/25/2017	$7000 - Title I Part A	Teachers and Administration

Activity - Increased Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the use of technology throughout instruction and assessment to improve student engagement and increase opportunities for feedback.	Technology	08/10/2016	05/25/2017	$7500 - Title I Part A $2500 - Title I Part A	Reading teachers, technology coordinator

Activity - Quality Instruction through Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the results of the Educator Effectiveness self-reflection, observations to increase professional awareness, and identification of a school wide indicator for a focused area of improvement Climate, Planning, Engagement, Formative Assessment, Discourse and questioning, Rigor, Content Knowledge, and/or Differentiated instruction (Emphasis on Discourse and Questioning). Teachers will be given time for grade level planning and/or peer observations. High quality, ongoing PD will be provided throughout the year.	Professional Learning Academic Support Program	08/08/2016	05/25/2017	$4940 - Title I Part A $5369 - Title I Part A	Administrators, Faculty

Strategy2:

Tiered Instruction (II and III) - Teachers will provide additional reading support on a daily basis through small group lessons and/or

intervention lessons to students who are deficient in skills as measured by STAR reading or other local screening tools.

Category: Develop/Implement College and Career Ready Standards

Research Cited: White, S. (2011). Beyond the Numbers: Making Data Work for Teachers and School Leaders. Englewood, CO.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings.Englewood, CO.

Wiliam, D. (2011). Embedded formative assessment. Bloomington, IN.

Tomlinson, C., McTighe, J. (2006). Integrating Differentiated Instruction and Understanding by Design, Alexandria, VA.

Activity - Tier 3 Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 intervention programs will be used with students who demonstrate significant gaps in learning. SPIRE, and other remedial resources, will be incorporated into Tier 3 intervention.	Academic Support Program	08/08/2016	05/25/2017	$0 - No Funding Required	Special education teachers and aides, all reading teachers

Activity - Tier 2 Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will support students who lack understanding of grade-level skills as needed through small group instruction in the regular classroom, during the regular school day.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	ELA teachers, instructional coach

Activity - RTI Intervention Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student response to intervention will be tracked through the RtI process to ensure adequate monitoring and improvement.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	RTI chairperson, RTI committee members, classroom teachers, principal

Activity - Reading Screening for Deficiencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use screening tools in the regular classroom (or special education classroom for special education students) to monitor and plan instruction for students who are deficient in reading skills.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Reading teachers

Goal 2:

All students at Hayden Elementary School will become proficient in mathematics skills.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency of grade level performance in Mathematics by 05/25/2017 as measured by Aspire data..

Strategy1:

High Quality Tier 1 Math Instruction - Use of research-based math strategies such as AMSTI strategies and the OGAP framework will provide

effective student instruction for Tier 1 to all students daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sousa, D. (2008). How the Brain Learns Mathematics. Thousand Oaks, CA.

Bamberger, H., Oberdorf, C., Schultz-Ferrell, K. (2010). Portsmouth, NH.

Bamberger, H., Oberdorf, C. (2010). Portsmouth, NH.

Activity - Use of Supplemental Materials to Instruct and Assist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create or purchase supplemental materials to increase student learning of concepts and build math fluency skills. Teachers will also use software such as Ten Marks and hardware like Chromebooks, etc.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, Administration

Activity - Questioning and Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will focus on providing students with practice of various levels of questioning through Number Talks, formative assessments, and unit assessments. Differentiation will be an additional focus of the math department. High quality Professional development will be provided as needed as well as time needed for grade-level instructional planning.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Activity - Math Problem-Solving Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of students will be taught a variety of math problem-solving strategies daily during Tier 1 instruction by regular classroom teachers during the school day.	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Math Teachers, Administration

Activity - Interactive Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will integrate writing into math curriculum through interactive math journals to increase justification and reasoning skills and vocabulary.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Strategy2:

Tier 2 & 3 Math Intervention - 100% of math teachers will provide additional support daily through Tier 2 instruction during math intervention, with additional Tier 3 instruction provided by special education and/or designated personnel.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sousa, D. (2008). How the Brain Learns Mathematics. Thousand Oaks, CA.

Bamberger, H., Oberdorf, C., Schultz-Ferrell, K. (2010). Portsmouth, NH.

Bamberger, H., Oberdorf, C. (2010). Portsmouth, NH.

Activity - RTI Intervention Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of students who are more than 1 or more years behind in math skills will be monitored through RtI to assess improvement and/or the need to change intervention strategies and methods.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, RtI team members

Activity - Tier 2 Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of classroom teachers will provide Tier 2 instruction to students not making progress toward mastery of the standard being taught.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Activity - Tier 3 Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of students who are 2 or more years behind grade level will receive Tier 3 intervention through the special education teacher or classroom teacher.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, special education teachers

Goal 3:

All EL students who enter Hayden Elementary School will achieve proficiency of language attainment skills.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency 100% of English Learners students will demonstrate a proficiency of WIDA standards in English Language Arts by 05/25/2017 as measured by ACCESS.

Strategy1:

ELL Teacher - ELL teacher will work with regular education teacher to design and monitor instruction to improve ELL students' acquisition of language and academic skills.

Category:

Research Cited: What Does Research Tell Us About Teaching Reading to English Language Learners?

Suzanne Irujo. The ELL Outlook. Course Crafters, Inc. www.coursecrafters.com.

Activity - Support Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support services by ELL teachers as determined by data. Progress reports and Report cards will be sent home to parents of EL and Migrant students in a language they understand, as outlined in the District EL Plan. Additional support for students will happen through the District Migrant Parent Liaison. Support includes but is not limited to tutoring, family literacy, nutrition and health.	Academic Support Program	08/17/2015	05/23/2018	$0 - Title I Schoolwide	ELL teacher

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive core instruction from general education teachers in all areas.	Direct Instruction	08/17/2015	05/23/2018	$0 - Title I Schoolwide	Regular education teachers

Activity - EL Identification/Services Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided with core academic services and supplemental support as deemed appropriate.	Academic Support Program	08/17/2015	05/23/2018	$0 - No Funding Required	ELL teacher; principal; regular education teachers.

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education and ELL teacher will collaborate to ensure mastery of core standards and WIDA standards.	Policy and Process	05/26/2016	05/23/2018	$631 - Title I Part A	EL teacher; regular education teacher, Administration

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

Goal 1:

All students at Hayden Elementary School will become proficient in reading skills.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency of grade level performance in Reading by 05/25/2017 as measured by Aspire data..

Strategy1:

High-quality Tier 1 Reading - Core reading that integrates fluency, vocabulary acquisition and comprehension instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research: 2012. Common Core Curriculum Maps - Language Arts. San Francisco, CA.

Wiggins, G. and McTighe, J. (1998). Understanding by Design. ASCD. Alexandria, VA.

Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works. ASCD. Alexandria, VA.

Frey, N., Fisher, D. (2013). Rigorous Reading: 5 Access Points for Comprehending Complex Texts. Thousand Oaks, CA.

Activity - Use of Supplemental Materials to Instruct and Assist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use supplemental materials, including copies of small portions of text, assessments, remediation, and program reports that will be used to further student understanding of learning objectives and analyze and report student progress in this area.	Academic Support Program	08/10/2016	05/25/2017	$7000 - Title I Part A	Teachers and Administration

Activity - Quality Instructional Planning through Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers (3-4) will provide high quality instruction, to all students, implementing the College and Career Readiness Standards through intentional planning. Teachers will be given time for grade level planning.	Professional Learning Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Administrators and Faculty

Activity - Increased Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the use of technology throughout instruction and assessment to improve student engagement and increase opportunities for feedback.	Technology	08/10/2016	05/25/2017	$7500 - Title I Part A $2500 - Title I Part A	Reading teachers, technology coordinator

Activity - Quality Instruction through Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the results of the Educator Effectiveness self-reflection, observations to increase professional awareness, and identification of a school wide indicator for a focused area of improvement Climate, Planning, Engagement, Formative Assessment, Discourse and questioning, Rigor, Content Knowledge, and/or Differentiated instruction (Emphasis on Discourse and Questioning). Teachers will be given time for grade level planning and/or peer observations. High quality, ongoing PD will be provided throughout the year.	Academic Support Program Professional Learning	08/08/2016	05/25/2017	$5369 - Title I Part A $4940 - Title I Part A	Administrators, Faculty

Strategy2:

Tiered Instruction (II and III) - Teachers will provide additional reading support on a daily basis through small group lessons and/or

intervention lessons to students who are deficient in skills as measured by STAR reading or other local screening tools.

Category: Develop/Implement College and Career Ready Standards

Research Cited: White, S. (2011). Beyond the Numbers: Making Data Work for Teachers and School Leaders. Englewood, CO.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings.Englewood, CO.

Wiliam, D. (2011). Embedded formative assessment. Bloomington, IN.

Tomlinson, C., McTighe, J. (2006). Integrating Differentiated Instruction and Understanding by Design, Alexandria, VA.

Activity - Tier 2 Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will support students who lack understanding of grade-level skills as needed through small group instruction in the regular classroom, during the regular school day.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	ELA teachers, instructional coach

Activity - Tier 3 Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 intervention programs will be used with students who demonstrate significant gaps in learning. SPIRE, and other remedial resources, will be incorporated into Tier 3 intervention.	Academic Support Program	08/08/2016	05/25/2017	$0 - No Funding Required	Special education teachers and aides, all reading teachers

Activity - Reading Screening for Deficiencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use screening tools in the regular classroom (or special education classroom for special education students) to monitor and plan instruction for students who are deficient in reading skills.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Reading teachers

Activity - RTI Intervention Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student response to intervention will be tracked through the RtI process to ensure adequate monitoring and improvement.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	RTI chairperson, RTI committee members, classroom teachers, principal

Goal 2:

All students at Hayden Elementary School will become proficient in mathematics skills.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency of grade level performance in Mathematics by 05/25/2017 as measured by Aspire data..

Strategy1:

High Quality Tier 1 Math Instruction - Use of research-based math strategies such as AMSTI strategies and the OGAP framework will provide

effective student instruction for Tier 1 to all students daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sousa, D. (2008). How the Brain Learns Mathematics. Thousand Oaks, CA.

Bamberger, H., Oberdorf, C., Schultz-Ferrell, K. (2010). Portsmouth, NH.

Bamberger, H., Oberdorf, C. (2010). Portsmouth, NH.

Activity - Questioning and Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will focus on providing students with practice of various levels of questioning through Number Talks, formative assessments, and unit assessments. Differentiation will be an additional focus of the math department. High quality Professional development will be provided as needed as well as time needed for grade-level instructional planning.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Activity - Use of Supplemental Materials to Instruct and Assist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create or purchase supplemental materials to increase student learning of concepts and build math fluency skills. Teachers will also use software such as Ten Marks and hardware like Chromebooks, etc.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, Administration

Activity - Interactive Math Journals	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Math teachers will integrate writing into math curriculum through interactive math journals to increase justification and reasoning skills and vocabulary.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Activity - Math Problem-Solving Strategies	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
100% of students will be taught a variety of math problem-solving strategies daily during Tier 1 instruction by regular classroom teachers during the school day.	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Math Teachers, Administration

Strategy2:

Tier 2 & 3 Math Intervention - 100% of math teachers will provide additional support daily through Tier 2 instruction during math intervention, with additional Tier 3 instruction provided by special education and/or designated personnel.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sousa, D. (2008). How the Brain Learns Mathematics. Thousand Oaks, CA.

Bamberger, H., Oberdorf, C., Schultz-Ferrell, K. (2010). Portsmouth, NH.

Bamberger, H., Oberdorf, C. (2010). Portsmouth, NH.

Activity - RTI Intervention Tracking	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
100% of students who are more than 1 or more years behind in math skills will be monitored through RtI to assess improvement and/or the need to change intervention strategies and methods.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, RtI team members

Activity - Tier 2 Math Intervention	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
100% of classroom teachers will provide Tier 2 instruction to students not making progress toward mastery of the standard being taught.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Activity - Tier 3 Math Intervention	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
100% of students who are 2 or more years behind grade level will receive Tier 3 intervention through the special education teacher or classroom teacher.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, special education teachers

Goal 3:

All EL students who enter Hayden Elementary School will achieve proficiency of language attainment skills.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency 100% of English Learners students will demonstrate a proficiency of WIDA standards in English Language Arts by 05/25/2017 as measured by ACCESS.

Strategy1:

ELL Teacher - ELL teacher will work with regular education teacher to design and monitor instruction to improve ELL students' acquisition of language and academic skills.

Category:

Research Cited: What Does Research Tell Us About Teaching Reading to English Language Learners?

Suzanne Irujo. The ELL Outlook. Course Crafters, Inc. www.coursecrafters.com.

Activity - EL Identification/Services Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided with core academic services and supplemental support as deemed appropriate.	Academic Support Program	08/17/2015	05/23/2018	$0 - No Funding Required	ELL teacher; principal; regular education teachers.

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive core instruction from general education teachers in all areas.	Direct Instruction	08/17/2015	05/23/2018	$0 - Title I Schoolwide	Regular education teachers

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education and ELL teacher will collaborate to ensure mastery of core standards and WIDA standards.	Policy and Process	05/26/2016	05/23/2018	$631 - Title I Part A	EL teacher; regular education teacher, Administration

Activity - Support Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support services by ELL teachers as determined by data. Progress reports and Report cards will be sent home to parents of EL and Migrant students in a language they understand, as outlined in the District EL Plan. Additional support for students will happen through the District Migrant Parent Liaison. Support includes but is not limited to tutoring, family literacy, nutrition and health.	Academic Support Program	08/17/2015	05/23/2018	$0 - Title I Schoolwide	ELL teacher

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

Goal 1:

All students at Hayden Elementary School will become proficient in reading skills.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency of grade level performance in Reading by 05/25/2017 as measured by Aspire data..

Strategy1:

Tiered Instruction (II and III) - Teachers will provide additional reading support on a daily basis through small group lessons and/or

intervention lessons to students who are deficient in skills as measured by STAR reading or other local screening tools.

Category: Develop/Implement College and Career Ready Standards

Research Cited: White, S. (2011). Beyond the Numbers: Making Data Work for Teachers and School Leaders. Englewood, CO.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings.Englewood, CO.

Wiliam, D. (2011). Embedded formative assessment. Bloomington, IN.

Tomlinson, C., McTighe, J. (2006). Integrating Differentiated Instruction and Understanding by Design, Alexandria, VA.

Activity - Tier 3 Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 intervention programs will be used with students who demonstrate significant gaps in learning. SPIRE, and other remedial resources, will be incorporated into Tier 3 intervention.	Academic Support Program	08/08/2016	05/25/2017	$0 - No Funding Required	Special education teachers and aides, all reading teachers

Activity - Tier 2 Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will support students who lack understanding of grade-level skills as needed through small group instruction in the regular classroom, during the regular school day.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	ELA teachers, instructional coach

Activity - Reading Screening for Deficiencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use screening tools in the regular classroom (or special education classroom for special education students) to monitor and plan instruction for students who are deficient in reading skills.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Reading teachers

Activity - RTI Intervention Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student response to intervention will be tracked through the RtI process to ensure adequate monitoring and improvement.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	RTI chairperson, RTI committee members, classroom teachers, principal

Strategy2:

High-quality Tier 1 Reading - Core reading that integrates fluency, vocabulary acquisition and comprehension instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research: 2012. Common Core Curriculum Maps - Language Arts. San Francisco, CA.

Wiggins, G. and McTighe, J. (1998). Understanding by Design. ASCD. Alexandria, VA.

Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works. ASCD. Alexandria, VA.

Frey, N., Fisher, D. (2013). Rigorous Reading: 5 Access Points for Comprehending Complex Texts. Thousand Oaks, CA.

Activity - Use of Supplemental Materials to Instruct and Assist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use supplemental materials, including copies of small portions of text, assessments, remediation, and program reports that will be used to further student understanding of learning objectives and analyze and report student progress in this area.	Academic Support Program	08/10/2016	05/25/2017	$7000 - Title I Part A	Teachers and Administration

Activity - Quality Instruction through Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the results of the Educator Effectiveness self-reflection, observations to increase professional awareness, and identification of a school wide indicator for a focused area of improvement Climate, Planning, Engagement, Formative Assessment, Discourse and questioning, Rigor, Content Knowledge, and/or Differentiated instruction (Emphasis on Discourse and Questioning). Teachers will be given time for grade level planning and/or peer observations. High quality, ongoing PD will be provided throughout the year.	Academic Support Program Professional Learning	08/08/2016	05/25/2017	$5369 - Title I Part A $4940 - Title I Part A	Administrators, Faculty

Activity - Quality Instructional Planning through Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers (3-4) will provide high quality instruction, to all students, implementing the College and Career Readiness Standards through intentional planning. Teachers will be given time for grade level planning.	Academic Support Program Professional Learning	08/10/2016	05/25/2017	$0 - No Funding Required	Administrators and Faculty

Activity - Increased Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the use of technology throughout instruction and assessment to improve student engagement and increase opportunities for feedback.	Technology	08/10/2016	05/25/2017	$7500 - Title I Part A $2500 - Title I Part A	Reading teachers, technology coordinator

Goal 2:

All students at Hayden Elementary School will become proficient in mathematics skills.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency of grade level performance in Mathematics by 05/25/2017 as measured by Aspire data..

Strategy1:

Tier 2 & 3 Math Intervention - 100% of math teachers will provide additional support daily through Tier 2 instruction during math intervention, with additional Tier 3 instruction provided by special education and/or designated personnel.

Category: Develop/Implement College and Career Ready Standards

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Bamberger, H., Oberdorf, C., Schultz-Ferrell, K. (2010). Portsmouth, NH.

Bamberger, H., Oberdorf, C. (2010). Portsmouth, NH.

Activity - Tier 3 Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of students who are 2 or more years behind grade level will receive Tier 3 intervention through the special education teacher or classroom teacher.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, special education teachers

Activity - Tier 2 Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of classroom teachers will provide Tier 2 instruction to students not making progress toward mastery of the standard being taught.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Activity - RTI Intervention Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of students who are more than 1 or more years behind in math skills will be monitored through RtI to assess improvement and/or the need to change intervention strategies and methods.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, RtI team members

Strategy2:

High Quality Tier 1 Math Instruction - Use of research-based math strategies such as AMSTI strategies and the OGAP framework will provide effective student instruction for Tier 1 to all students daily.

Category: Develop/Implement College and Career Ready Standards

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Bamberger, H., Oberdorf, C., Schultz-Ferrell, K. (2010). Portsmouth, NH.

Bamberger, H., Oberdorf, C. (2010). Portsmouth, NH.

Activity - Math Problem-Solving Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of students will be taught a variety of math problem-solving strategies daily during Tier 1 instruction by regular classroom teachers during the school day.	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Math Teachers, Administration

Activity - Use of Supplemental Materials to Instruct and Assist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create or purchase supplemental materials to increase student learning of concepts and build math fluency skills. Teachers will also use software such as Ten Marks and hardware like Chromebooks, etc.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, Administration

Activity - Questioning and Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will focus on providing students with practice of various levels of questioning through Number Talks, formative assessments, and unit assessments. Differentiation will be an additional focus of the math department. High quality Professional development will be provided as needed as well as time needed for grade-level instructional planning.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Activity - Interactive Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will integrate writing into math curriculum through interactive math journals to increase justification and reasoning skills and vocabulary.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Goal 3:

All EL students who enter Hayden Elementary School will achieve proficiency of language attainment skills.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency 100% of English Learners students will demonstrate a proficiency of WIDA standards in English Language Arts by 05/25/2017 as measured by ACCESS.

Strategy1:

ELL Teacher - ELL teacher will work with regular education teacher to design and monitor instruction to improve ELL students' acquisition of language and academic skills.

Category:

Research Cited: What Does Research Tell Us About Teaching Reading to English Language Learners?

Suzanne Irujo. The ELL Outlook. Course Crafters, Inc. www.coursecrafters.com.

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive core instruction from general education teachers in all areas.	Direct Instruction	08/17/2015	05/23/2018	$0 - Title I Schoolwide	Regular education teachers

Activity - EL Identification/Services Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided with core academic services and supplemental support as deemed appropriate.	Academic Support Program	08/17/2015	05/23/2018	$0 - No Funding Required	ELL teacher; principal; regular education teachers.

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education and ELL teacher will collaborate to ensure mastery of core standards and WIDA standards.	Policy and Process	05/26/2016	05/23/2018	$631 - Title I Part A	EL teacher; regular education teacher, Administration

Activity - Support Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support services by ELL teachers as determined by data. Progress reports and Report cards will be sent home to parents of EL and Migrant students in a language they understand, as outlined in the District EL Plan. Additional support for students will happen through the District Migrant Parent Liaison. Support includes but is not limited to tutoring, family literacy, nutrition and health.	Academic Support Program	08/17/2015	05/23/2018	$0 - Title I Schoolwide	ELL teacher

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

Goal 1:

All students at Hayden Elementary School will become proficient in reading skills.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency of grade level performance in Reading by 05/25/2017 as measured by Aspire data..

Strategy1:

Tiered Instruction (II and III) - Teachers will provide additional reading support on a daily basis through small group lessons and/or intervention lessons to students who are deficient in skills as measured by STAR reading or other local screening tools.

Category: Develop/Implement College and Career Ready Standards

Research Cited: White, S. (2011). Beyond the Numbers: Making Data Work for Teachers and School Leaders. Englewood, CO.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings.Englewood, CO.

Wiliam, D. (2011). Embedded formative assessment. Bloomington, IN.

Tomlinson, C., McTighe, J. (2006). Integrating Differentiated Instruction and Understanding by Design, Alexandria, VA.

Activity - RTI Intervention Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student response to intervention will be tracked through the RtI process to ensure adequate monitoring and improvement.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	RTI chairperson, RTI committee members, classroom teachers, principal

Activity - Tier 2 Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will support students who lack understanding of grade-level skills as needed through small group instruction in the regular classroom, during the regular school day.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	ELA teachers, instructional coach

Activity - Reading Screening for Deficiencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use screening tools in the regular classroom (or special education classroom for special education students) to monitor and plan instruction for students who are deficient in reading skills.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Reading teachers

Activity - Tier 3 Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 intervention programs will be used with students who demonstrate significant gaps in learning. SPIRE, and other remedial resources, will be incorporated into Tier 3 intervention.	Academic Support Program	08/08/2016	05/25/2017	$0 - No Funding Required	Special education teachers and aides, all reading teachers

Goal 2:

All students at Hayden Elementary School will become proficient in mathematics skills.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency of grade level performance in Mathematics by 05/25/2017 as measured by Aspire data..

Strategy1:

Tier 2 & 3 Math Intervention - 100% of math teachers will provide additional support daily through Tier 2 instruction during math intervention, with additional Tier 3 instruction provided by special education and/or designated personnel.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sousa, D. (2008). How the Brain Learns Mathematics. Thousand Oaks, CA.

Bamberger, H., Oberdorf, C., Schultz-Ferrell, K. (2010). Portsmouth, NH.

Bamberger, H., Oberdorf, C. (2010). Portsmouth, NH.

Activity - Tier 3 Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of students who are 2 or more years behind grade level will receive Tier 3 intervention through the special education teacher or classroom teacher.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, special education teachers

Activity - RTI Intervention Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of students who are more than 1 or more years behind in math skills will be monitored through RtI to assess improvement and/or the need to change intervention strategies and methods.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, RtI team members

Activity - Tier 2 Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of classroom teachers will provide Tier 2 instruction to students not making progress toward mastery of the standard being taught.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Goal 3:

All EL students who enter Hayden Elementary School will achieve proficiency of language attainment skills.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency 100% of English Learners students will demonstrate a proficiency of WIDA standards in English Language Arts by 05/25/2017 as measured by ACCESS.

Strategy1:

ELL Teacher - ELL teacher will work with regular education teacher to design and monitor instruction to improve ELL students' acquisition of language and academic skills.

Category:

Research Cited: What Does Research Tell Us About Teaching Reading to English Language Learners?

Suzanne Irujo. The ELL Outlook. Course Crafters, Inc. www.coursecrafters.com.

Activity - Support Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support services by ELL teachers as determined by data. Progress reports and Report cards will be sent home to parents of EL and Migrant students in a language they understand, as outlined in the District EL Plan. Additional support for students will happen through the District Migrant Parent Liaison. Support includes but is not limited to tutoring, family literacy, nutrition and health.	Academic Support Program	08/17/2015	05/23/2018	$0 - Title I Schoolwide	ELL teacher

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education and ELL teacher will collaborate to ensure mastery of core standards and WIDA standards.	Policy and Process	05/26/2016	05/23/2018	$631 - Title I Part A	EL teacher; regular education teacher, Administration

Activity - EL Identification/Services Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided with core academic services and supplemental support as deemed appropriate.	Academic Support Program	08/17/2015	05/23/2018	$0 - No Funding Required	ELL teacher; principal; regular education teachers.

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive core instruction from general education teachers in all areas.	Direct Instruction	08/17/2015	05/23/2018	$0 - Title I Schoolwide	Regular education teachers

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

Goal 1:

All EL students who enter Hayden Elementary School will achieve proficiency of language attainment skills.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency 100% of English Learners students will demonstrate a proficiency of WIDA standards in English Language Arts by 05/25/2017 as measured by ACCESS.

Strategy1:

ELL Teacher - ELL teacher will work with regular education teacher to design and monitor instruction to improve ELL students' acquisition of language and academic skills.

Category:

Research Cited: What Does Research Tell Us About Teaching Reading to English Language Learners?

Suzanne Irujo. The ELL Outlook. Course Crafters, Inc. www.coursecrafters.com.

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive core instruction from general education teachers in all areas.	Direct Instruction	08/17/2015	05/23/2018	$0 - Title I Schoolwide	Regular education teachers

Activity - Support Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support services by ELL teachers as determined by data. Progress reports and Report cards will be sent home to parents of EL and Migrant students in a language they understand, as outlined in the District EL Plan. Additional support for students will happen through the District Migrant Parent Liaison. Support includes but is not limited to tutoring, family literacy, nutrition and health.	Academic Support Program	08/17/2015	05/23/2018	$0 - Title I Schoolwide	ELL teacher

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education and ELL teacher will collaborate to ensure mastery of core standards and WIDA standards.	Policy and Process	05/26/2016	05/23/2018	$631 - Title I Part A	EL teacher; regular education teacher, Administration

Activity - EL Identification/Services Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided with core academic services and supplemental support as deemed appropriate.	Academic Support Program	08/17/2015	05/23/2018	$0 - No Funding Required	ELL teacher; principal; regular education teachers.

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

Goal 1:

All students at Hayden Elementary School will become proficient in reading skills.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency of grade level performance in Reading by 05/25/2017 as measured by Aspire data..

Strategy1:

High-quality Tier 1 Reading - Core reading that integrates fluency, vocabulary acquisition and comprehension instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Research: 2012. Common Core Curriculum Maps - Language Arts. San Francisco, CA.

Wiggins, G. and McTighe, J. (1998). Understanding by Design. ASCD. Alexandria, VA.

Marzano, R., Pickering, D., Pollock, J. (2001). Classroom Instruction that Works. ASCD. Alexandria, VA.

Frey, N., Fisher, D. (2013). Rigorous Reading: 5 Access Points for Comprehending Complex Texts. Thousand Oaks, CA.

Activity - Quality Instruction through Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the results of the Educator Effectiveness self-reflection, observations to increase professional awareness, and identification of a school wide indicator for a focused area of improvement Climate, Planning, Engagement, Formative Assessment, Discourse and questioning, Rigor, Content Knowledge, and/or Differentiated instruction (Emphasis on Discourse and Questioning). Teachers will be given time for grade level planning and/or peer observations. High quality, ongoing PD will be provided throughout the year.	Professional Learning Academic Support Program	08/08/2016	05/25/2017	$4940 - Title I Part A $5369 - Title I Part A	Administrators, Faculty

Activity - Quality Instructional Planning through Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers (3-4) will provide high quality instruction, to all students, implementing the College and Career Readiness Standards through intentional planning. Teachers will be given time for grade level planning.	Academic Support Program Professional Learning	08/10/2016	05/25/2017	$0 - No Funding Required	Administrators and Faculty

Activity - Use of Supplemental Materials to Instruct and Assist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and use supplemental materials, including copies of small portions of text, assessments, remediation, and program reports that will be used to further student understanding of learning objectives and analyze and report student progress in this area.	Academic Support Program	08/10/2016	05/25/2017	$7000 - Title I Part A	Teachers and Administration

Activity - Increased Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the use of technology throughout instruction and assessment to improve student engagement and increase opportunities for feedback.	Technology	08/10/2016	05/25/2017	$7500 - Title I Part A $2500 - Title I Part A	Reading teachers, technology coordinator

Strategy2:

Tiered Instruction (II and III) - Teachers will provide additional reading support on a daily basis through small group lessons and/or

intervention lessons to students who are deficient in skills as measured by STAR reading or other local screening tools.

Category: Develop/Implement College and Career Ready Standards

Research Cited: White, S. (2011). Beyond the Numbers: Making Data Work for Teachers and School Leaders. Englewood, CO.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings.Englewood, CO.

Wiliam, D. (2011). Embedded formative assessment. Bloomington, IN.

Tomlinson, C., McTighe, J. (2006). Integrating Differentiated Instruction and Understanding by Design, Alexandria, VA.

Activity - RTI Intervention Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student response to intervention will be tracked through the RtI process to ensure adequate monitoring and improvement.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	RTI chairperson, RTI committee members, classroom teachers, principal

Activity - Tier 3 Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 3 intervention programs will be used with students who demonstrate significant gaps in learning. SPIRE, and other remedial resources, will be incorporated into Tier 3 intervention.	Academic Support Program	08/08/2016	05/25/2017	$0 - No Funding Required	Special education teachers and aides, all reading teachers

Activity - Tier 2 Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will support students who lack understanding of grade-level skills as needed through small group instruction in the regular classroom, during the regular school day.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	ELA teachers, instructional coach

Activity - Reading Screening for Deficiencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use screening tools in the regular classroom (or special education classroom for special education students) to monitor and plan instruction for students who are deficient in reading skills.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Reading teachers

Goal 2:

All students at Hayden Elementary School will become proficient in mathematics skills.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency of grade level performance in Mathematics by 05/25/2017 as measured by Aspire data..

Strategy1:

Tier 2 & 3 Math Intervention - 100% of math teachers will provide additional support daily through Tier 2 instruction during math intervention, with additional Tier 3 instruction provided by special education and/or designated personnel.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sousa, D. (2008). How the Brain Learns Mathematics. Thousand Oaks, CA.

Bamberger, H., Oberdorf, C., Schultz-Ferrell, K. (2010). Portsmouth, NH.

Bamberger, H., Oberdorf, C. (2010). Portsmouth, NH.

Activity - RTI Intervention Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of students who are more than 1 or more years behind in math skills will be monitored through RtI to assess improvement and/or the need to change intervention strategies and methods.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, RtI team members

Activity - Tier 3 Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of students who are 2 or more years behind grade level will receive Tier 3 intervention through the special education teacher or classroom teacher.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, special education teachers

Activity - Tier 2 Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of classroom teachers will provide Tier 2 instruction to students not making progress toward mastery of the standard being taught.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Strategy2:

High Quality Tier 1 Math Instruction - Use of research-based math strategies such as AMSTI strategies and the OGAP framework will provide effective student instruction for Tier 1 to all students daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sousa, D. (2008). How the Brain Learns Mathematics. Thousand Oaks, CA.

Bamberger, H., Oberdorf, C., Schultz-Ferrell, K. (2010). Portsmouth, NH.

Bamberger, H., Oberdorf, C. (2010). Portsmouth, NH.

Activity - Math Problem-Solving Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of students will be taught a variety of math problem-solving strategies daily during Tier 1 instruction by regular classroom teachers during the school day.	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Math Teachers, Administration

Activity - Interactive Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will integrate writing into math curriculum through interactive math journals to increase justification and reasoning skills and vocabulary.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Activity - Questioning and Discourse	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will focus on providing students with practice of various levels of questioning through Number Talks, formative assessments, and unit assessments. Differentiation will be an additional focus of the math department. High quality Professional development will be provided as needed as well as time needed for grade-level instructional planning.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers

Activity - Use of Supplemental Materials to Instruct and Assist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create or purchase supplemental materials to increase student learning of concepts and build math fluency skills. Teachers will also use software such as Ten Marks and hardware like Chromebooks, etc.	Academic Support Program	08/10/2016	05/25/2017	$0 - No Funding Required	Math teachers, Administration

Goal 3:

All EL students who enter Hayden Elementary School will achieve proficiency of language attainment skills.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency 100% of English Learners students will demonstrate a proficiency of WIDA standards in English Language Arts by 05/25/2017 as measured by ACCESS.

Strategy1:

ELL Teacher - ELL teacher will work with regular education teacher to design and monitor instruction to improve ELL students' acquisition of language and academic skills.

Category:

Research Cited: What Does Research Tell Us About Teaching Reading to English Language Learners?

Suzanne Irujo. The ELL Outlook. Course Crafters, Inc. www.coursecrafters.com.

Activity - Support Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive support services by ELL teachers as determined by data. Progress reports and Report cards will be sent home to parents of EL and Migrant students in a language they understand, as outlined in the District EL Plan. Additional support for students will happen through the District Migrant Parent Liaison. Support includes but is not limited to tutoring, family literacy, nutrition and health.	Academic Support Program	08/17/2015	05/23/2018	$0 - Title I Schoolwide	ELL teacher

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education and ELL teacher will collaborate to ensure mastery of core standards and WIDA standards.	Policy and Process	05/26/2016	05/23/2018	$631 - Title I Part A	EL teacher; regular education teacher, Administration

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive core instruction from general education teachers in all areas.	Direct Instruction	08/17/2015	05/23/2018	$0 - Title I Schoolwide	Regular education teachers

Activity - EL Identification/Services Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will be provided with core academic services and supplemental support as deemed appropriate.	Academic Support Program	08/17/2015	05/23/2018	$0 - No Funding Required	ELL teacher; principal; regular education teachers.

Component 3: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	Hayden Elementary has 100% highly qualified para professionals.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All teachers at Hayden Elementary are highly qualified in the subject area in which they are teaching.	

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

Administration screens applicants and only interviews highly qualified teaching professionals. The interview team questions applicants about their training and educational philosophy. In turn, this ensures that applicants are placed in the right position and work collaboratively with peers and administration.

Component 4: Strategies to Attract Qualified Teachers

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

The teacher turnover rate is 8% this year.

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

0-3 years experience is 28%

4-10 years experience is 24%

11-20 years experience is 28%

21-25 years experience is 8%

25+ years experience is 12%

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

Administration ensures that teachers are highly qualified and receive appropriate professional development and support. New teachers receive a mentor teacher to assist and support throughout the first year.

Component 5: High Quality and Ongoing Professional Development

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

Professional development activities include PLT math meetings, OGAP trainng, technology training, ELA training, vertical team meetings and planning, Glenwood and other special education professional development. Consultants work with classroom teachers, special education teachers and administration to assist special needs students.

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

Special education consultants provided professional development on working with autistic students. Teachers participated in county wide collaborative planning sessions for specific grade levels and content. Dyslexia awareness professional development training and simulations were conducted to help teachers identify learning strategies and needs of dyslexic students in the general education classroom. Hayden Elementary staff will participate in job embedded professional development opportunities throughout the year.

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 and their mentors will be given release time to work together to deepen teacher content knowledge and improve overall instructional effectiveness. Mentor teachers assist new teachers in their classroom management and strategic teaching strategies. Mentors also provide support with parent - school communication.

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

Teachers participate in continuous professional development and collaborative work sessions directed at improving core instruction in content areas.

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.

Students who are in transition grades will visit the campus of the school for the upcoming school year. Teachers participate in IEP meetings of special education students who are transitioning between schools. Administration will attend PST team meetings for second grade students to become aware of student data and to assist with the transition from the primary school to the elementary school.

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 assist in the analysis of academic assessments, including STAR Reading and Math, ASPIRE, and local common assessments to determine instructional needs and priorities. PLT teams analyze data specific to their content area to determine trends in student performance.

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 RtI process is used to determine students who need additional assistance in reading and math, as well as behavior. Students are screened through STAR Reading and Math data. Intervention needs for Tier 2 or Tier 3 are based on STAR scores and/or classroom performance.

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?

Intervention is done throughout the school year, as determined by student performance. Flexible grouping is used for all students, with additional support provided as needed in the classroom. Tier 3 support is provided through special education and through an intervention block that has been put into place each morning.

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

Differentiated instruction occurs in all subject areas and is determined by student performance. IEP's and 504's are used to determine appropriate services for specific students. Developmental frameworks, such as OGAP additive and multiplicative, are used to differentiate math strategy instruction. Reading instruction is differentiated based on individual students' reading level and needs. Assessments are used to determine the placement of students in intervention programs. The intervention specialist assists teachers in identifying appropriate instructional strategies to use with students.

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.

Students with specific needs are provided extended school year services during the summer months. A certified teacher provides instruction to avoid loss of previously learned skills or the acquisition of new skills. Summer camps targeting individual student needs are provided as needed.

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.

Special education students are carefully placed in environments that meet their needs and scheduling appropriate interventions and time for

these interventions is a priority. Special education students are provided with additional time and resources. Homeless and economically disadvantaged students are prioritized and needs are met through a variety of resources, including school supply drives, Blount County Needy Children's Fund, The Lions Club, SightSavers, counseling, and medical resources. Migrant and ELL students are provided with assistance from the ELL teacher as appropriate. All teachers who work with migrant/ELL students collaborate on ways to improve these students' learning and to eliminate barriers.

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.

Not Applicable

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?

Our schoolwide program is driven by our continuous improvement process which is lead by our Principal, School Leadership Team and monitored by our Blount Country District Improvement Team. Through the identification of school needs, Reading, Math, and Culture Goals are developed.

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.

Determination of our goals, action steps, and needed resources fosters the coordination of state, federal and local programs and resources. State Foundation Program, Schoolwide Title I, Title II, and local funds are utilized to support the implementation of goals.

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

Funds are allocated for specific needs, such as providing intervention materials for Tier III services or Chromebooks for student assessments.

Component 10: Evaluation

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

The school uses a survey to poll teachers on they feel the school succeeded in meeting CIP Reading and Math goals and school culture.

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?

We use Renaissance/STAR data for our end-of-year results because the state assessment results are not available at that time.

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?

Teachers use STAR data and IEP goals to measure student achievement. This analysis of data is used to drive small-group instruction.

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

The CIP team meets to discuss and evaluate the school wide plan. The team makes adjustments to ensure that the CIP plan meets the needs of the current school year.

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

Our goals will remain the same as last year as our focus continues to be core instruction in reading and mathematics. The activities have been established based on new data.

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

We have amended our student advocacy goal this year. This goal was modified in order to ensure that students receive recognition for the good things that they do at school.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	19.88	20.44	1,403,563.00
Administrator Units	1.00	1	102,053.00
Assistant Principal	0.00	0	0.00
Counselor	0.50	.5	35,908.00
Librarian	1.00	1	73,266.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	4,233.50	0	0.00
Professional Development	1,594.75	0	0.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	10,136.25	0	0.00
Library Enhancement	531.50	0	0.00
Totals			1,614,790.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	31248.0

Provide a brief explanation and breakdown of expenses.

Title I:

Instructional Support: $7000

Classroom Supplies $5369

Classroom Equipment $2500

Computer Hardware $7500

EL Personnel: 1% of Salary $446 and Fringes $185

Health Services: 10% of Salary 1962 and Fringes $1347

Professional Development: 4940

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	62283.0

Provide a brief explanation and a breakdown of expenses.

Title II CRS Teacher Salary and Fringes: $62,283

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	1260.0

Provide a brief explanation and a breakdown of expenses.

Title III EL Teacher 2% of Salary $892

Insurance$192

Retirement $107

Social Security $55

Medicare $13

Unemployment $1

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

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.

Our district Federal Programs Advisory Committee, which is made up of representatives from each school's ECIP team, meets two times per year to review a needs assessment, Title I plan and set-asides for the upcoming year. This committee voted to continue to combine school parental involvement allocations to provide a district Parental Involvement Specialist. This person will provide services to all Title I schools to heighten parent involvement through Title I annual meeting of parents, parent communications, and parent trainings at the Blount County Resource Center and/or local school.

An Annual Federal Programs Informational Meeting for all parents will be held in each school prior to September 30. The district Parent Involvement Specialist will provide a PowerPoint Presentation which explains the District Set Asides, with emphasis on the 1% set aside for Parent Involvement. The presentation will also cover the Title 1 requirements, Parents' Right-to-Know, and opportunities for parents to be involved in their child's education and as a volunteer at the school. A handout will be provided for all attendees with a written summary of the information covered in the meeting. A detachable section is provided for their signature as well as their comments, complaints, and/or suggestions. The detachable forms will be collected and used as additional parent input and will be considered in a future CIP committee meeting.

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.

The leadership and staff of Hayden Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule.

Hayden Elementary School believes in involving parents in all aspects of its Title I programs. Our process for how all parents have the opportunity for involvement in decision-making is as follows: We have a parent involvement liaison who has been trained on Title I, Part A, parental involvement, and parents' rights. He or she serves as a representative on decision-making committees and as a contact person for the Title I parents to answer questions about parental involvement and parents' rights. They keep parents informed of various committee work and receive input from parents for committee decisions. He or she assists in evaluating the parental involvement plan, and he or she assists in training other parents to be parent leaders. Title I parents are introduced to the parent liaison at the annual meeting of Title I parents at the beginning of the school year. Parents are also given a timeline outlining various parent involvement opportunities that will take place throughout the year. Then we remind parents through the web site and by sending notes home of involvement activities going on each month. Through this we hope to help parents better understand ways to help their children with everyday stress.

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.

At parent meetings throughout the fall, Hayden Elementary School presents information about its Title I programs, the curriculum, and forms of academic assessment used. Parents learn about priority goals in reading and math. They also learn about how to schedule parent/teacher conferences and are reminded about how they can participate in decisions related to the education of their child. We presently have one ELL student. If an interpreter becomes needed, it will be provided at all Title I meetings to communicate with parents. In addition, documents are provided, to the extent practicable, in Spanish.

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).

Hayden Elementary School revised its school-parent compact to meet new guidelines. The School-Parent Compact was reviewed, and a change was made regarding students' responsibility in regard to reading every night. All parents are given a copy of the compact. They will be asked to sign the compacts signifying their commitment to working in partnership with the school in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will sign the compacts and house them in their classrooms for use during parent-teacher and/or student-teacher conferences. During parent conferences, teachers, parents, and students discuss the compact. Parents are given a copy of the compact to take home for future reference. Meetings are scheduled throughout the year with parents to share strategies and methods for improving student academic performance.

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

In the fall of each year, Hayden Elementary School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There is a parent on the Committee who represents all the parents of the school. During the review process, all parents are notified of the review through notices sent home in parent communication folders. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library and on the school's website, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the CIP is submitted.

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 are sent letters explaining student test scores (ASPIRE), as well as diagnostic assessments (STAR Reading and Math). Parents are

encouraged to bring questions to the school principal for additional explanation and help. Students are taught in 4th grade to begin analyzing their own test scores, and this information is also sent home to parents. Meetings with parents that occur throughout the year address student achievement. Progress reports are sent home every 4 12 weeks to inform parents of their child's grades. Parents may request conferences with teachers, counselor, or school administrator on an as needed basis. Teachers initiate conferences if concerns arise with a student. Parents are asked to attend a minimum of one parent/teacher conference a year. Hayden Elementary School will hold a mandatory annual Title I parent meeting at the beginning of the school year. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child to be successful and the best ways to work in partnership with their child's teachers.

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)

At the local school level, tools to help parents work with their children to improve achievement are offered, such as additional reading passages, supplemental review materials, math strategy handbooks, as well as the website offering videos, reviews and game activities to reinforce the skills that are being taught in the classroom. More resources are offered through the school system via the Blount County Resource Center, including technology classes, literacy training, materials, and special programs focused on improving literacy and skill development. Hayden Elementary's CIP Committee works diligently to ensure that all parent materials and training are closely aligned with our schools identified goals.

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)

Staff are trained to assist parents and treat them in kind and respectful ways. Creating a culture of welcome and acceptance is critical to this. Parents are asked to participate in a variety of ways with school programs, community outreach, and parent assistance programs. The LEA Parent Involvement Specialist meets with each principal during the first weeks of school to review their schools goals for parent involvement, make suggestions and identify Federally mandated requirements for the school and LEA. The Specialist, under the direction of the Parent Advisory Council, attempts to provide activities, training sessions and materials that benefit the parents and support the activities provided in each individual school. Hayden Elementary School will continue to work with its teachers through inservice sessions, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and those parents are our partners.

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)

Although we encourage parents to fully support the education of their children, we do not currently house a parent resource center on campus. Until such funding exists for a school-based parent resource center, the county's resource center is centrally located in Cleveland at the Blount County Resource Center, where parents can check out books and materials to learn more about their child, and help their child's achievement improve. Parents are invited to participate on a daily basis through volunteering and Reading Buddy programs. Parents are also solicited to participate with our Native American Festival, Fall Festival, and Spring Fling enrichment activities, as well as other activities that promote learning and parent involvement. Information regarding parent involvement programs through the Blount County Board of Education Resource Center is distributed, which includes classes and resources for parents to become more knowledgeable and more involved with their child's education. Parent input is sought on various issues, such as a school-wide homework policy.

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)

Parents are notified in a variety of methods, including notes and flyers sent home, the school's website, the school's e-mail list, the school's marquee, Remind 101 app, and calls made through the calling system.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Parents are offered training through the Blount County Resource Center on topics such as homework, creating resources for students to use, and computer training. Flyers are distributed to students to take home. Other training is provided to parents during parent conferences on an individual basis, based on needs.

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.

We currently have one ELL student. All efforts are made to include any of these individuals and make information and reports accessible to them in their native language or through the use of technology that translates English to another language. Plans exist in the CIP in preparation for any additional EL students who may join the student body of Hayden ES. Parents with disabilities are accommodated in whatever means necessary, whether they have a learning disability, mental retardation, or a physical disability (such as being confined to a wheelchair). Assistance is given as needed. For instance, if a parent or guardian cannot read information sent home, school personnel will read and explain the information to them. For parents who have physical disabilities, accommodations are made to ensure that they have access to any and all parts of the school program, including preferential seating.

Translators and sign-language interpreters are on staff with the Blount County Board of Education to ensure that all parents are able to understand the information being presented. All schools and facilities are handicap accessible including our local school. Reports and information, including student progress notes and report cards, are available in Spanish, or other languages (as needed). Special accommodations are continuously made to communicate with parents by phone and home visits as needed. A Migrant Liaison is on staff at the Blount County Resource Center, with a direct phone line (Spanish speaking voicemail), offering a wide variety of supports which also include the following:
- Translating and support at all events including I.E.P. meetings and school functions
- Translation of all written materials including Parent compacts, student handbook, newsletters, home-to-school connections, progress notes, report cards, etc.
- Home visits to encourage school attendance and respond to needs that may not be expressed at the local school (tutoring needs, clothing, hygiene, food, medical, immunizations, dental, vision, financial aide, school supplies, etc.)
- Pre-K support and enrollment through KidCrafters (support for parents of Pre-K students at the Blount County Resource Center), and Headstart programs (multiple locations)
- Outreach and identification of migrant families (posters, flyers, school notifications, dedicated direct phone line, booths at local events to inform parents of EL and migrant students of support services, etc.)
- Professional Development for teachers to better serve students
- Grade monitoring for all migrant and EL students with support provided for at-risk (drop out, failing, poverty) students
- Information provided to parents about student options for College and Career Readiness (Career Tech, AP, ACT testing support, ASPIRE testing support, dual enrollment, WorkKeys, Industry Credentials, military enlistment, etc.)
- Family Literacy activities