



ACIP

Hatton Elementary School

Colbert County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Hatton Elementary School is a Title I school located in rural Leighton, Alabama. It serves children from Ford City, Nitrate City, and the surrounding Leighton area. The current enrollment is 260 students, an increase from 240 or more last year. Hatton has 14 full time teaching units, a full time physical education teacher, and two full time special education teachers and one part time special education teacher. Our First Class Pre-K is in its second year with one full time teacher and one auxiliary teacher. This year we have a full time guidance counselor. Part time staff includes the librarian and music teacher. The poverty level in the area is high which results in a 70% Free and Reduced status for the students. The teaching staff is 100% highly qualified and all live in Colbert County and surrounding areas. The community is fortunate to have a high percentage of parents that are involved with stakeholder decisions and the Parent Teacher Organization.

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.

Hatton Elementary School exists to provide quality education in a safe environment that encourages students to grow academically, socially, and ultimately become life-long learners and productive citizens. Hatton Elementary will provide a challenging curriculum with supportive learning environments that promote shared involvement between district, parents, students, and stakeholders. The school's core beliefs are that all students have potential to learn and that learning is a life-long process.

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.

Over the last three years the faculty has seen a notable improvement in the area of parental involvement and support for the teaching staff. One area in which the school has improved is in the area of effective counseling lessons in the classrooms by the guidance counselor. We have added a full time counselor who holds bimonthly counseling sessions in all grade levels. Another improvement is the addition of more up to date technology and technology support. Each grade level now has more advanced technology equipment.

All grade levels have used Title 1 money to buy technology for their students to use in the classroom. We have also used Title I money to help pay the salary for our full time guidance counselor.

One goal for the current school year is to improve character education through the use of our guidance lessons and other activities put in place by the guidance counselor.

Additional Information

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

Hatton Elementary School is a very close knit school. Parents and teachers work together daily for the well being of the students. The PTO is very active and completes many fundraisers during the school year. The music program has also improved in recent years. The music teacher has held several programs that included all students. The Special Olympics was a success for two of our students. Both students were recognized in different events in which they participated. The Student Council raised money for the local animal shelter and walked dogs for their Christmas Party. Many civic organizations are also involved at our school. Colbert County 4-H meets with grades 4-6 monthly, The Tennessee Valley Garden Club meets with the 4th grade monthly, and local churches provide a Back-Pack Ministry for students in need. A local church is providing free tutoring services for our students after school. Hatton Elementary was fortunate during the 2015-2016 school year to receive grant money to supplement technology and classroom supplies.

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.

HES involves parents in all aspects of the Title I Programs. We have parent representatives on our CIP Committee who actively participate in the development of the CIP. Parents are given the opportunity to review the plan. Members are selected by the Principal from each grade level, Reading Coach, Counselor, Principal, ELL, and Special Education Teachers.

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

Parent representatives on the committee gave their input regarding the plan. One teacher from each grade level assisted in school improvement plan. Teachers began planning in August 2016 to review previous year's ASPIRE data. As a result, the teacher is able to analyze strengths/weaknesses of their students. DIBELS data and Global Performance Series test results are analyzed through out the school year. The Global tests are given twice a year.

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

Parents and committee members were informed using the following: Open House, Resource Table, and Website.

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?	No	N/A	

Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Math is above the expected level of performance.

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

The areas of math and reading both show a positive trend.

Which area(s) indicate the overall highest performance?

Math is the overall highest area.

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

All grades show a trend of increasing performance in math and reading.

Between which subgroups is the achievement gap closing?

The gap is closing between 4th grade and 5th grade reading.

The gap is closing between 5th and 6th grade math.

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

The results from Performance Series assessments indicate the same findings.

Areas in Need of Improvement

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

Reading in 3-6 is below the expected level of performance.
Math in 4th and 6th is below the expected level of performance.

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

Scores in the subject areas of reading and math improved in all grade levels.

Which area(s) indicate the overall lowest performance?

Reading is the overall lowest performance in grades 3-6.

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

Scores in all subject areas improved in every grade level.

Between which subgroups is the achievement gap becoming greater?

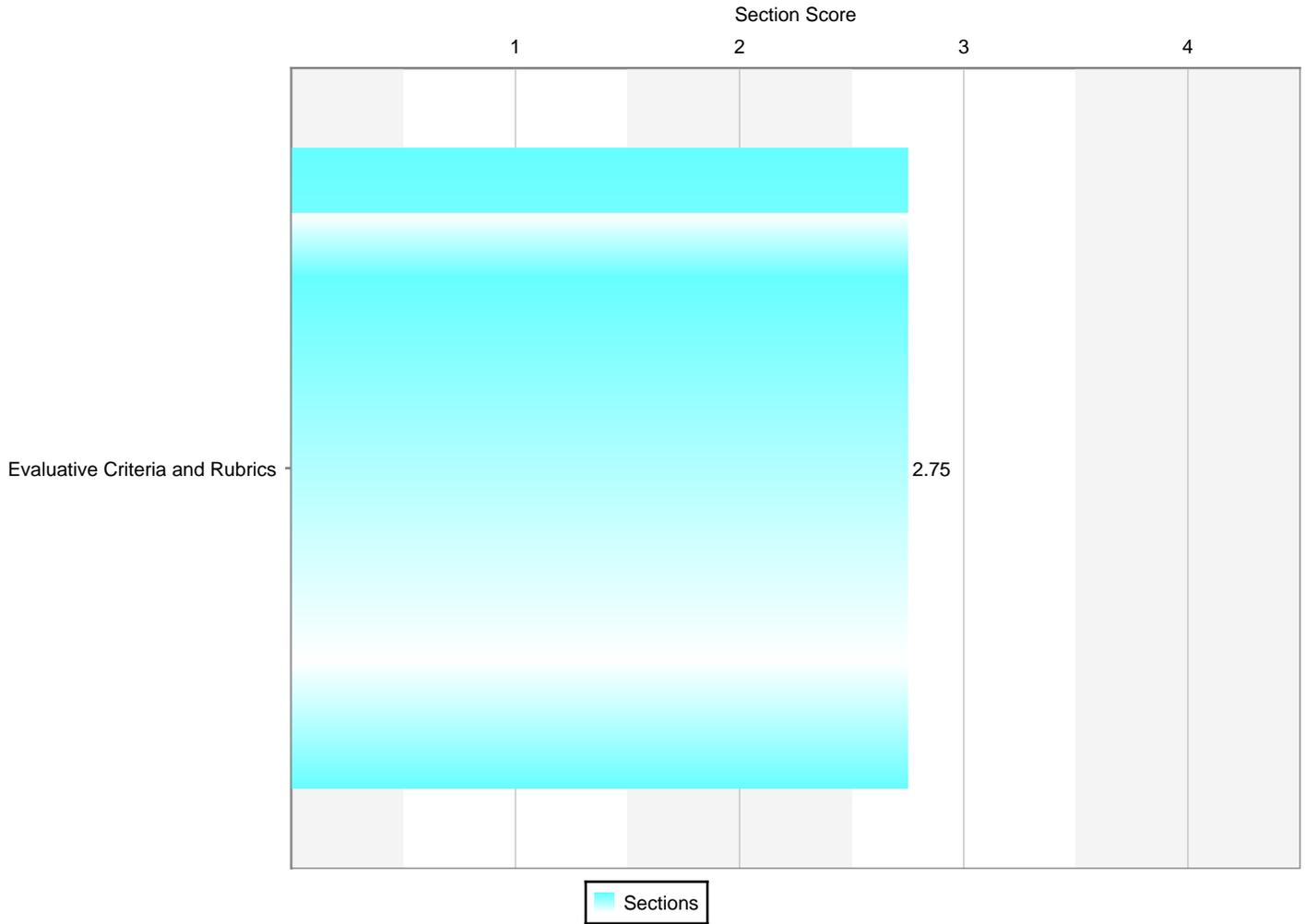
The gap was greater between grades 4 and 5 in math.

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

The data shows the same results from ASPIRE to Performance Series and Achievement Series.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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 Policy	

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	Wade Turberville, IX Coordinator 256-386-8565 Colbert County Board of Education P.O. Box 538 Tuscumbia, AL 35674	

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	HES Parental Involvement	

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

Plan for ACIP 2016-2017

Overview

Plan Name

Plan for ACIP 2016-2017

Plan Description

School Improvement

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 Hatton Elementary School will have technological tools to access comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$9000
2	Improve Reading Skills	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Improve Math Scores	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$500
4	ELL	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	HES will increase its average daily attendance by 1% as measured by the ADM 9-month report.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$11546
6	Implement Counseling Classes	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Hatton Elementary School will have technological tools to access comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

33% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior effectively integrate technology into teaching in English Language Arts by 05/26/2017 as measured by Observations, Lesson Plans, Student Work.

Strategy 1:

Technology Integration - Using online resources, such as Study Island and Global Assessment results, HES teachers will collect, analyze, and implement strategies to increase student performances in various subject areas. Increase technology integration using tools available, as only 9% of teachers reported promotion of digital and responsible social interactions from Transform Survey 2020, Section C, 6.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform Survey 2020 and Technology Inventory

Activity - Implementation of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various data will be utilized to determine the implementation and access of technology in the school.	Technology	08/01/2016	05/26/2017	\$0	Other	Principal/Cou nty Administration , Technology Committee
Activity - Digital Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An increasing percentage of teachers, 25%, will utilize Study Island and STAR assessments to implement strategies to increase student performance	Technology	08/01/2016	05/26/2017	\$0	Title I School Improvement (ISI)	All teachers
Activity - Student Digital Devices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funding permitting, students will experience the use of handheld devices such as Chromebooks to create projects, take assessments such as STAR diagnostics.	Technology	08/01/2016	05/26/2017	\$1500	Title I School Improvement (ISI)	Teachers, Library Media, Admin, Paraprofessionals

Strategy 2:

Student Digital Devices - Students will use critical thinking skills to conduct research, prepare and complete assignments, solve problems, and make informed decisions

as teachers incorporate the use of digital tools into the daily curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (NTS-S 3, CCRS Literacy Standards; Plan 2020 p.14, 54)

Activity - Technology Enriched Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will promote, support, and use challenge-based instructional strategies such as Virtual Field Trips to encourage students to interact and familiarize themselves with other cultures.	Technology	08/01/2016	05/26/2017	\$0	Title I School Improvement (ISI)	Classroom teachers, paraprofessionals, administration

Activity - I-Pad or Tablet Experience	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided a variety of digital resources applicable for student use that help teachers integrate the effective uses of technology concepts, systems, and operations into the curriculum.	Technology	08/01/2016	05/26/2017	\$7500	Title I School Improvement (ISI)	If title funding is available to purchase a classroom set of I-Pads, administration will purchase I-Pads available for checkout to teachers on a rotation basis.

Goal 2: Improve Reading Skills

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth grade students will increase student growth showing a 5% higher rate than on the previous year's state assessment in Reading by 05/01/2017 as measured by 2016-2017 ACT ASPIRE results.

Strategy 1:

Literacy Stations - Students will complete graphic organizers, word work, re-reading familiar text, and responding to literature.

Students will participate in small group sessions.

Teachers will participate in PD activities and buy materials and supplies to facilitate these activities in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Jongsma, K. (2005). Literacy Work Stations: Making Centers Work. Reading Teacher, 58(6), 532

Activity - Small Group Stations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will alternate from a computer station, literacy station, and a teacher meeting. Students will complete graphic organizers, word work, re-reading familiar text, and responding to literature. Students will participate in small group sessions. Teachers will participate in PD activities and buy materials and supplies to facilitate these activities in the classroom.	Academic Support Program	08/01/2016	05/01/2017	\$0	Other	Classroom teachers in grades 3-6.
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Goal 3: Improve Math Scores**Measurable Objective 1:**

50% of Third, Fourth, Fifth and Sixth grade students will increase student growth by 5% in working real world word problems in Mathematics by 05/01/2017 as measured by the 2016-2017 ACT ASPIRE results.

Strategy 1:

Problem solving - Students will use Math educational software / games to increase their ability with problem solving.

Category:

Research Cited: Common Core State Standards Initiative. (2012). Mathematics: Standards for Mathematical Practice.

Activity - Word Problems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize My Math, Volumes 1 & 2 to complete multiple step word problems. Teachers will participate in PD activities and purchase supplies and materials to implement lessons in math classes.	Academic Support Program	08/01/2016	05/01/2017	\$0	Other	Classroom teachers grades 3-6

Activity - Math Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using supportive math software, targeted low scoring students will work before school (and as opportunity provides) to routinely increase math skills using math games in either the computer lab or in the media center.	Technology	09/01/2015	05/30/2016	\$500	Title I School Improvement (ISI)	Teachers, Paraprofessionals, SpNeeds Teachers, Counselor, LMSpecialist, Administrators

Goal 4: ELL

Measurable Objective 1:

100% of Kindergarten, Third and Sixth grade English Learners students will demonstrate a proficiency in reading, writing, listening, and speaking in English Language Arts by 04/29/2016 as measured by 2015 ACCESS for ELLs.

Strategy 1:

Improve Reading - The Classroom teacher and/or ELL teacher will utilize the students' personal information and scores on ACCESS test to improve reading skills.

Classroom teacher and/or ELL teachers will work with ELL's on a one-on-one basis as needed to change performance

Category:

Research Cited: August, D. & Shanahan, T., "Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth", Lawrence Erlbaum Associates, 2006.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Small Group Instruction from ELL teachers and classroom teacher. Provide small group instruction and peer tutoring as often as needed.	Other	08/17/2015	05/30/2016	\$0	Title I Part A	ELL Teacher and classroom teacher

Goal 5: HES will increase its average daily attendance by 1% as measured by the ADM 9-month report.

Measurable Objective 1:

A 1% increase of All Students will demonstrate a behavior of student achievement with positive daily attendance. in Practical Living by 05/26/2017 as measured by ADM 9 month report.

Strategy 1:

Attendance - Colbert Attendance and Truancy Officer (CATO)- A social worker employed by the Colbert County School District will increase the awareness of the correlation of student achievement and positive attendance patterns.

Category: Other - Student Achievement Correlation

Research Cited: www.attendanceworks.org

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Hatton Elementary School

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year to be proactive with attendance.	Behavioral Support Program	09/01/2016	05/26/2017	\$11546	Title I Part D	Social Worker Counselor Attendance Secretary Principal

Goal 6: Implement Counseling Classes**Measurable Objective 1:**

80% of All Students will complete a portfolio or performance by completing one activity during the school year that demonstrates a lesson taught during a counseling session in Practical Living by 05/26/2017 as measured by the completion of the activity assigned by the counselor..

Strategy 1:

Guidance Classes - The Guidance Counselor will meet with each class monthly to work on character education and life skills. She will teach appropriate grade level lessons and have students complete a cumulative activity.

Category: Implement Guidance and Counseling Plan

Research Cited: Journal of Counseling and Development

Activity - Guidance Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance Counseling Classes	Behavioral Support Program	09/02/2016	05/26/2017	\$0	No Funding Required	Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance	Parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year to be proactive with attendance.	Behavioral Support Program	09/01/2016	05/26/2017	\$11546	Social Worker Counselor Attendance Secretary Principal
Total					\$11546	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Tools	An increasing percentage of teachers, 25%, will utilize Study Island and STAR assessments to implement strategies to increase student performance	Technology	08/01/2016	05/26/2017	\$0	All teachers
Math Software	Using supportive math software, targeted low scoring students will work before school (and as opportunity provides) to routinely increase math skills using math games in either the computer lab or in the media center.	Technology	09/01/2015	05/30/2016	\$500	Teachers, Paraprofessionals, SpNeeds Teachers, Counselor, LMSpecialist, Administrators
I-Pad or Tablet Experience	Students will be provided a variety of digital resources applicable for student use that help teachers integrate the effective uses of technology concepts, systems, and operations into the curriculum.	Technology	08/01/2016	05/26/2017	\$7500	If title funding is available to purchase a classroom set of I-Pads, administration will purchase I-Pads available for checkout to teachers on a rotation basis.

ACIP

Hatton Elementary School

Student Digital Devices	Funding permitting, students will experience the use of handheld devices such as Chromebooks to create projects, take assessments such as STAR diagnostics.	Technology	08/01/2016	05/26/2017	\$1500	Teachers, Library Media, Admin, Paraprofessionals
Technology Enriched Lessons	Teachers will promote, support, and use challenge-based instructional strategies such as Virtual Field Trips to encourage students to interact and familiarize themselves with other cultures.	Technology	08/01/2016	05/26/2017	\$0	Classroom teachers, paraprofessionals, administration
Total					\$9500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Word Problems	Students will utilize My Math, Volumes 1 & 2 to complete multiple step word problems. Teachers will participate in PD activities and purchase supplies and materials to implement lessons in math classes.	Academic Support Program	08/01/2016	05/01/2017	\$0	Classroom teachers grades 3-6
Small Group Stations	Students will alternate from a computer station, literacy station, and a teacher meeting. Students will complete graphic organizers, word work, re-reading familiar text, and responding to literature. Students will participate in small group sessions. Teachers will participate in PD activities and buy materials and supplies to facilitate these activities in the classroom.	Academic Support Program	08/01/2016	05/01/2017	\$0	Classroom teachers in grades 3-6.
Implementation of Technology	Various data will be utilized to determine the implementation and access of technology in the school.	Technology	08/01/2016	05/26/2017	\$0	Principal/County Administration, Technology Committee
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	1. Small Group Instruction from ELL teachers and classroom teacher. Provide small group instruction and peer tutoring as often as needed.	Other	08/17/2015	05/30/2016	\$0	ELL Teacher and classroom teacher
Total					\$0	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guidance Classes	Guidance Counseling Classes	Behavioral Support Program	09/02/2016	05/26/2017	\$0	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		

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

The overall highest level of satisfaction was the school's purpose statement and student success.

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

The approval of the administration is increasing with the stakeholders.

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

Parents agree that the administrator is available for addressing their concerns.

Areas in Need of Improvement

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

Students feel that the teachers and principal do not ask parent to attend school activities.

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

Stakeholders shared that times of meetings and programs were not convenient for all.

What are the implications for these stakeholder perceptions?

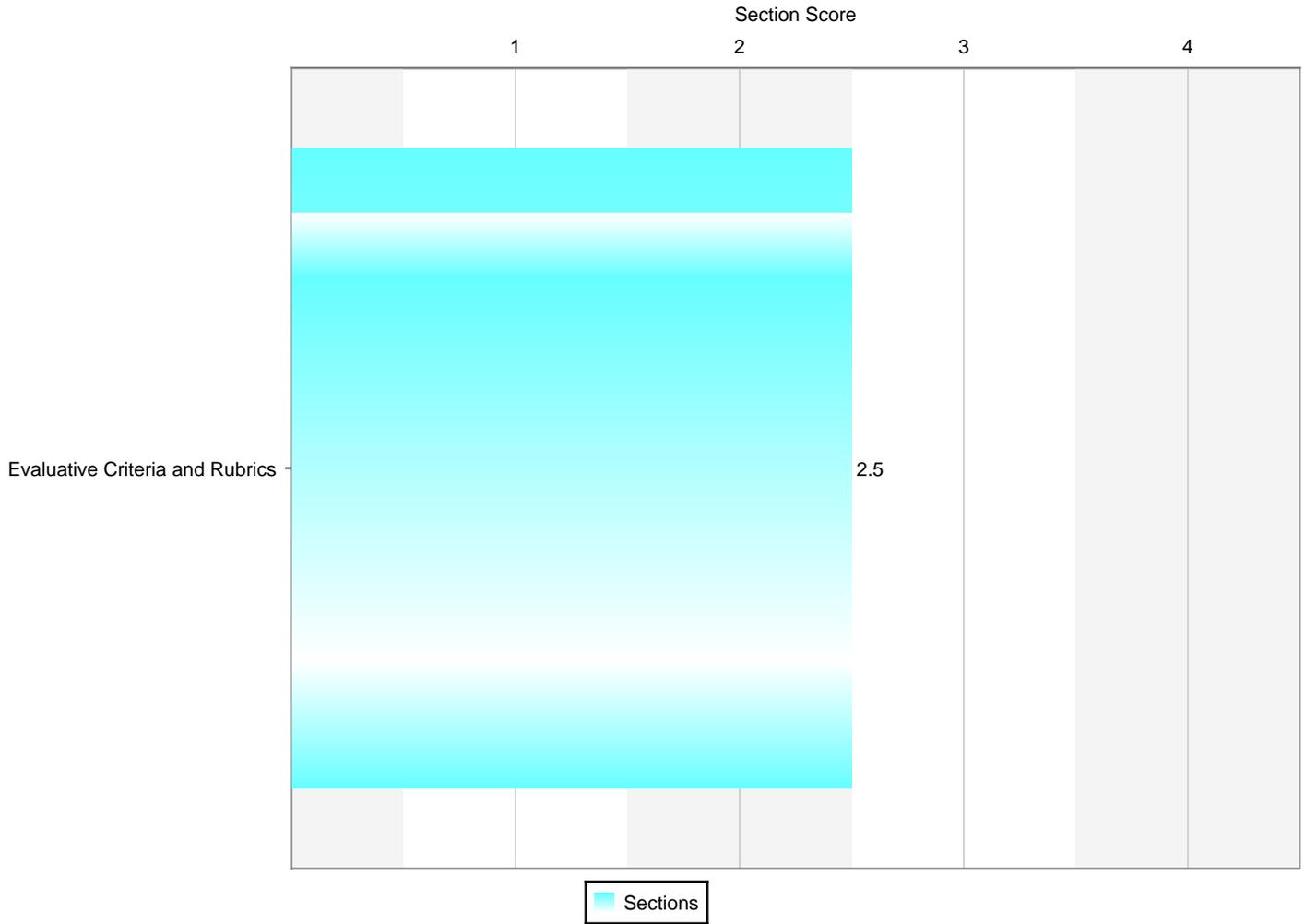
Stakeholders feel that they are unable to attend functions due to the time schedules.

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

Time scheduling is a consistent finding.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

An online survey was conducted from April 2016 until May 2016.

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

The overall average for Parent Survey was 4.11.

The overall average for Student Survey was 2.8.

The overall average for Staff Survey was 3.98.

3. What conclusions were drawn from the results?

The students need to voice specifically what their needs/desires are for the upcoming school year.

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

It was concluded that students do not understand the wording of some of the questions. They also do not feel as safe at school as they should. School programs and processes need to be further explained to stakeholders.

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

The goals are aligned with the needs assessed by the parent, staff, and students on the surveys.

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

The goals portray the analysis of the data collected during surveys, formative, and summative assessments.

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

The goals are developed to benefit the majority of the student population with consideration for the accommodations defined in the Individual Education Plans.

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:

Graduate College and Career Ready Students

Measurable Objective 1:

98% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in literacy skills in Reading by 05/27/2016 as measured by act aspire.

Strategy1:

Implement College and Career Ready Students -

Category:

Research Cited: local data

Activity - read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
....	Technology	06/25/2015	03/31/2016	\$5000 - Title I Part A	teachers

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

Goal 1:

Improve Reading Skills

Measurable Objective 1:

50% of Fourth, Fifth and Sixth grade students will collaborate to create grade level WIKI's to demonstrate reading comprehension and display the use of technological tools to share in Reading by 05/30/2016 as measured by observation of WIKI's to other classes.

Strategy1:

Display of Student Work - Students will display their digital work at Honors Day to share with parents and community members their
SY 2016-2017

accomplishments

Category:

Research Cited: NET-S 6, CCRS Literacy Standards; PLAN 2020 p. 14, 54

Activity - AVL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students' WIKI creations that demonstrate their reading summaries per grade level will be shared with community leaders at Honors Day and news resources	Community Engagement	08/17/2015	05/30/2016	\$0 - No Funding Required	All teachers, administration, and media specialist

Measurable Objective 2:

50% of Third, Fourth, Fifth and Sixth grade students will increase student growth showing a 5% higher rate than on the previous year's state assessment in Reading by 05/01/2017 as measured by 2016-2017 ACT ASPIRE results.

Strategy1:

Literacy Stations - Students will complete graphic organizers, word work, re-reading familiar text, and responding to literature.

Students will participate in small group sessions.

Teachers will participate in PD activities and buy materials and supplies to facilitate these activities in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Jongsma, K. (2005). Literacy Work Stations: Making Centers Work. Reading Teacher, 58(6), 532

Activity - Small Group Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will alternate from a computer station, literacy station, and a teacher meeting. Students will complete graphic organizers, word work, re-reading familiar text, and responding to literature. Students will participate in small group sessions. Teachers will participate in PD activities and buy materials and supplies to facilitate these activities in the classroom.	Academic Support Program	08/01/2016	05/01/2017	\$0 - Other	Classroom teachers in grades 3-6.

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

Goal 1:

Improve Reading Skills

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth grade students will increase student growth showing a 5% higher rate than on the previous year's state assessment in Reading by 05/01/2017 as measured by 2016-2017 ACT ASPIRE results.

Strategy1:

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Students will participate in small group sessions.

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Students will alternate from a computer station, literacy station, and a teacher meeting. Students will complete graphic organizers, word work, re-reading familiar text, and responding to literature. Students will participate in small group sessions. Teachers will participate in PD activities and buy materials and supplies to facilitate these activities in the classroom.	Academic Support Program	08/01/2016	05/01/2017	\$0 - Other	Classroom teachers in grades 3-6.

Measurable Objective 2:

50% of Fourth, Fifth and Sixth grade students will collaborate to create grade level WIKI's to demonstrate reading comprehension and display the use of technological tools to share in Reading by 05/30/2016 as measured by observation of WIKI's to other classes.

Strategy1:

Display of Student Work - Students will display their digital work at Honors Day to share with parents and community members their accomplishments

Category:

Research Cited: NET-S 6, CCRS Literacy Standards; PLAN 2020 p. 14, 54

Activity - AVL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students' WIKI creations that demonstrate their reading summaries per grade level will be shared with community leaders at Honors Day and news resources	Community Engagement	08/17/2015	05/30/2016	\$0 - No Funding Required	All teachers, administration, and media specialist

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

Graduate College and Career Ready Students

Measurable Objective 1:

ACIP

Hatton Elementary School

98% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in literacy skills in Reading by 05/27/2016 as measured by act aspire.

Strategy1:

Implement College and Career Ready Students -

Category:

Research Cited: local data

Activity - read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
....	Technology	06/25/2015	03/31/2016	\$5000 - Title I Part A	teachers

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 HES will have effective, engaging, challenging learning experiences while at school to prepare them to be knowledgeable and ethical participants in our networked society.

Measurable Objective 1:

25% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance observed by teachers, whereby students plan and implement authentic learning experiences. in Writing by 05/26/2017 as measured by observation of student portfolios.

Strategy1:

Journaling - After reading a favorite book, students will journal to write a book review to incorporate in online WIKI's in the media center.

Category:

Research Cited:

ACIP

Hatton Elementary School

Activity - DIGITAL ASSESSMENTS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of book reviews (digital assessments) using technology to share opinions and stir interest of other students.	Technology	08/01/2016	05/26/2017	\$0 - No Funding Required	Teacher, Media Specialist

Strategy2:

Contemporary Tools and Resources - Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, develop innovative products, and processes using technology.

Category:

Research Cited: Transform 2020 Survey

Activity - Digital Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Kuder via Alabama Career and Tech program, students will develop an online portfolio in grades 5 and 6 to carryover throughout their middle and high school careers.	Career Preparation/ Orientation	08/01/2016	05/26/2017	\$0 - State Funds	In the media center, using KUDER provided free to Alabama schools, students will be instructed by the Guidance Counselor &/or Library media specialist career assessment tool to create their own portfolios exploring career options.

Activity - Student Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create projects utilizing technology, such as WIKI's to demonstrate reading comprehension by writing book reviews to share opinions of books read.	Technology	08/01/2016	05/26/2017	\$0 - No Funding Required	Media Specialists, Teacher, Special Education Teachers, Reading Intervention teacher

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

ELL

Measurable Objective 1:

100% of Kindergarten, Third and Sixth grade English Learners students will demonstrate a proficiency in reading, writing, listening, and speaking in English Language Arts by 04/29/2016 as measured by 2015 ACCESS for ELLs.

Strategy1:

Improve Reading - The Classroom teacher and/or ELL teacher will utilize the students' personal information and scores on ACCESS test to improve reading skills.

Classroom teacher and/or ELL teachers will work with ELL's on a one-on-one basis as needed to change performance

Category:

Research Cited: August, D. & Shanahan, T., "Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth", Lawrence Erlbaum Associates, 2006.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Small Group Instruction from ELL teachers and classroom teacher. Provide small group instruction and peer tutoring as often as needed.	Other	08/17/2015	05/30/2016	\$0 - Title I Part A	ELL Teacher and classroom teacher

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 HES will have effective, engaging, challenging learning experiences while at school to prepare them to be knowledgeable and ethical participants in our networked society.

Measurable Objective 1:

25% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance observed by teachers, whereby students plan and implement authentic learning experiences. in Writing by 05/26/2017 as measured by observation of student portfolios.

Strategy1:

Journaling - After reading a favorite book, students will journal to write a book review to incorporate in online WIKI's in the media center.

Category:

Research Cited:

Activity - DIGITAL ASSESSMENTS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of book reviews (digital assessments) using technology to share opinions and stir interest of other students.	Technology	08/01/2016	05/26/2017	\$0 - No Funding Required	Teacher, Media Specialist

Strategy2:

Contemporary Tools and Resources - Provide students with opportunities to demonstrate creative thinking, collaboration, communication,

construct knowledge, develop innovative products, and processes using technology.

Category:

Research Cited: Transform 2020 Survey

Activity - Student Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create projects utilizing technology, such as WIKI's to demonstrate reading comprehension by writing book reviews to share opinions of books read.	Technology	08/01/2016	05/26/2017	\$0 - No Funding Required	Media Specialists, Teacher, Special Education Teachers, Reading Intervention teacher

Activity - Digital Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Kuder via Alabama Career and Tech program, students will develop an online portfolio in grades 5 and 6 to carryover throughout their middle and high school careers.	Career Preparation/ Orientation	08/01/2016	05/26/2017	\$0 - State Funds	In the media center, using KUDER provided free to Alabama schools, students will be instructed by the Guidance Counselor &/or Library media specialist career assessment tool to create their own portfolios exploring career options.

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		

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		

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

The teachers at Hatton Elementary are 100% highly qualified. Administrators interview 100% highly qualified teachers.

Component 4: Strategies to Attract Qualified Teachers

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

The turnover rate is 3.

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

12 out of 19 teachers have 9+ years experience in the classroom and 85% of those 12 have master's degrees.

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

The school offers competitive pay and benefits packages for new teachers.

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?

McGraw Hill Training

Smartboard and Smart Projector Training

Chrome Book Training

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

Library and Counselor Expo

CCRS Training

AMSTI Training

ELEOT Training

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.

There are two new teachers at Hatton Elementary that have mentors. The mentors meet on a regular basis with the new teachers and keep a journal of the meetings and activities and plans made during those meetings. These journal logs are sent in to the central office montly.

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

These PD opportunities are renewed and kept current.

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.

Hatton has a First Class Pre-K and the 6th grade takes a field trip to Colbert County High School for a pre-orientation during the last semester each school year.

Pre-K holds a parent orientation that all Pre-K parents attend. Pre-K sends out letters to students and parents to help prepare the students for transitioning to school. Kindergarten also holds a parent orientation for transitioning Kindergarten students.

Colbert County High School allows entering 7th grade students to obtain their lockers and tour the building prior to school beginning.

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?

During monthly Data Meetings teachers are given the opportunity to adjust strategies to meet the needs of each student based on formative assessments and observation.

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?

Students take the Performance Series tests in the Fall of the year and again in the Spring.

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?

Teachers re-teach concepts that are not mastered. The Reading Coach pulls students who need additional intervention.

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

Teachers are able to use varying levels of materials in the classroom to teach struggling 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.

Due to funding there are NO programs available beyond the regular school day.

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.

ELL students have the opportunity to work one on one with Ashley Harris.

The special education students have IEP's and are pulled by the Special Education teachers as per the IEP.

The economically disadvantaged are provided Free or Reduced lunches and breakfast.

There is a program available to help provide for Homeless/Neglected/Delinquent students.

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

N/A

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

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

Colbert County / Hatton Elementary has a full time Federal Programs Coordinator and Federal Coordinator Assistant to help develop and integrate programs to aid the achievement of the school wide goals.

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

These resources are coordinated by the Federal Programs Director and distributed based on need.

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.

Pre-K funding, Title I funding, Title II funding, Alabama Fresh Fruits and Vegetables Program

Component 10: Evaluation

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

We complete an Evaluation of Title I and Title II funds at the end of each school year.

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

Each school uses the results from the Title I Evaluations to generate goals for instruction during the following school year.

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

Each school completes the Title I Evaluation to determine if students are proficient, ready, or close.

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 ACIP team updates the plan monthly as needed to address the needs of the students.

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

Improving Reading will be a goal again this school year. Most students made gains but more significant gains are desired. In 3-6 a new reading program will be adopted and implemented.

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

N/A

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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?

Students were given a series of Performance tests. One in September and another in March.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Performance Series Testing

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

Response to Intervention

Component 2: Services to Eligible Students

1. What Title I, Part A program services are provided to ensure eligible children receive supplemental assistance?

Reading Coach pulls students to give additional support.

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Performance Series Testing done twice a year.

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores.

Response to intervention identifies students who are eligible.

4. How are students with the greatest needs receiving services?

They are receiving services through RTI and receiving Special Education services.

5. What are the multiple criteria by which students may exit the program?

When students complete a comprehensive assessment and receive a passing grade of 70%.

6. What program's resources are used to help participating children meet State's challenging student academic achievement standards?

Riverdeep
Performance Series
Study Island
IXL
Earobics

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

Our goals are developed cooperatively between the general education and the special education teachers.

Component 4: Instructional Strategies

1. Describe effective methods and instructional strategies that are scientifically based research that strengthen the core academic program of the school.

Study Island
Riverdeep
IXL
Earobics

2. Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?

Goal 1:

Improve Reading Skills

Measurable Objective 1:

50% of Fourth, Fifth and Sixth grade students will collaborate to create grade level WIKI's to demonstrate reading comprehension and display the use of technological tools to share in Reading by 05/30/2016 as measured by observation of WIKI's to other classes.

Strategy1:

Display of Student Work - Students will display their digital work at Honors Day to share with parents and community members their accomplishments

Category:

Research Cited: NET-S 6, CCRS Literacy Standards; PLAN 2020 p. 14, 54

Activity - AVL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students' WIKI creations that demonstrate their reading summaries per grade level will be shared with community leaders at Honors Day and news resources	Community Engagement	08/17/2015	05/30/2016	\$0 - No Funding Required	All teachers, administration, and media specialist

Measurable Objective 2:

50% of Third, Fourth, Fifth and Sixth grade students will increase student growth showing a 5% higher rate than on the previous year's state assessment in Reading by 05/01/2017 as measured by 2016-2017 ACT ASPIRE results.

Strategy1:

Literacy Stations - Students will complete graphic organizers, word work, re-reading familiar text, and responding to literature. Students will participate in small group sessions.

Teachers will participate in PD activities and buy materials and supplies to facilitate these activities in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Jongsma, K. (2005). Literacy Work Stations: Making Centers Work. Reading Teacher, 58(6), 532

Activity - Small Group Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will alternate from a computer station, literacy station, and a teacher meeting. Students will complete graphic organizers, word work, re-reading familiar text, and responding to literature. Students will participate in small group sessions. Teachers will participate in PD activities and buy materials and supplies to facilitate these activities in the classroom.	Academic Support Program	08/01/2016	05/01/2017	\$0 - Other	Classroom teachers in grades 3-6.

3. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

Students who have extended time tend to do better.

4. What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?

Students are pulled based on IEP requirements.

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

Goal 1:

ELL

Measurable Objective 1:

100% of Kindergarten, Third and Sixth grade English Learners students will demonstrate a proficiency in reading, writing, listening, and speaking in English Language Arts by 04/29/2016 as measured by 2015 ACCESS for ELLs.

Strategy1:

Improve Reading - The Classroom teacher and/or ELL teacher will utilize the students' personal information and scores on ACCESS test to improve reading skills.

Classroom teacher and/or ELL teachers will work with ELL's on a one-on-one basis as needed to change performance

Category:

Research Cited: August, D. & Shanahan, T., "Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth", Lawrence Erlbaum Associates, 2006.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Small Group Instruction from ELL teachers and classroom teacher. Provide small group instruction and peer tutoring as often as needed.	Other	08/17/2015	05/30/2016	\$0 - Title I Part A	ELL Teacher and classroom teacher

Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs?

Kindergarten teachers have an orientation during the summer months.

Component 6: 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? What action is being taken to meet this requirement?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet state requirements? If no, what is the number that has not met state requirements? What action is being taken to meet this requirement?	Yes		

Component 7: High Quality and Ongoing Professional Development

1. Describe opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program.

Teachers have opportunities to attend any PD's of their choosing. The ACIP team meets to approve or deny funding for this PD.

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

1. 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.

No AT Risk Program is available due to funding.

A local church is providing free tutoring to students who are in need.

2. 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.

We have an ELL teacher that coordinates with the general education teacher to provide services to promote success on ACCESS.

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

The ELL teacher coordinates with families to determine needs. Translations can be sent home with students if needed.

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

Students are tested several times a year to determine needs. Needs are then addressed in small groups.

5. 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?

Reteaching is done as necessary to help students master goals.

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

In small group instruction

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

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

To identify the students in need and begin instruction.

2. In what ways are the programs are coordinated and integrated toward the achievement of the Targeted Assistance goals?

Response to intervention determines the needs of the students and if the strategies are working.

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

RTI

4. 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 Targeted Assistance goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

RTI

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

At a meeting/RTI or held monthly to evaluate the success or failure of the program

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

based on ASPIRE scores

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 Targeted Assistance program?

Continuous Improvement Plan is used to determine needed changes

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

Improve Reading Scores

Improve Math Scores

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

Classroom Management

This has improved over the last few years

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	14.12	14.12	722,079.34
Administrator Units	1.00	1.00	72,664.80
Assistant Principal	0.00	0.0	0.00
Counselor	0.50	0.5	24,977.39
Librarian	0.50	.50	26,899.32
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0.0	2,730.00
Professional Development	0.00	0.0	1,028.00
State ELL Funds	0.00	0.0	0.00
Instructional Supplies	0.00	0.0	6,536.00
Library Enhancement	0.00	0.0	343.00
Totals			857,257.85

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	131191.09

Provide a brief explanation and breakdown of expenses.

Personnel \$128,810.49

Supplies \$2,380.60

FTES-2

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.	886.5

Provide a brief explanation and a breakdown of expenses.

Substitutes 685.20

travel 201.30

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

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	154327.38

Provide a brief explanation and breakdown of expenses

Personnel 152,037.38

Supplies 2,290.00

FTES-2.86

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.

Hatton Elementary School will conduct its annual Title I meeting in August 2016. The meeting will be conducted by the Principal, Mr. David Isbell. Parents are informed about the school's participation in Title I, the 1% set aside, and their right to be involved in the process. Parents are notified of the annual Title I meeting by (a) notices taken home by students, (b) called by the Emergency Crisis Notification system, and (c) a posting on our school's electronic sign.

What it means to be a Title I school:

- Notifications of teachers who are not highly qualified
- The LEA Title I Plan
- The Continuous Improvement Plan (CIP)
- The School Parental Involvement Plan
- School-Parent Compacts
- Requesting qualifications of your child's teacher
- Timeline for this years' parental involvement opportunities (including opportunities to share in decision making)
- The annual evaluation of the Parental Involvement Plan
- The process for how all Title I parents may have involvement in the 1% Set-Aside, the LEA Title I Plan and CIP, the revisions of compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan
- Introduction of parent leaders/contacts

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

1. The Parent Open House meeting is held at the beginning of the school year in the evening to allow the best opportunity for parents of our students to attend. If parents cannot attend, they may schedule a time during the school day to meet with their child's teacher. This meeting is to inform parents of agenda topics from the annual evening orientation, classroom plans, policies, and procedures. Parents may schedule an appointment with the classroom teacher to discuss any and all issues that are of concern.

2. HES involves parents in all aspects of the Title I Programs. We have parent representatives on our CIP committee who actively participate in the development of the Continuous Improvement Plan and were involved in the first meeting. Parents are also given the opportunity to review the plan and give feedback before the plan is approved.

3. Funds for Parental Involvement for the 2016-2017 school year have been used to improve academic achievement of the disadvantaged. Assignment/Communication Calendars for 3rd-6th grade students to help promote responsibility, organization, and communication with parents. Planners, STI Home, Study Island, and the phone call out system are additional resources that are used to help promote student success and increase parental involvement.

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.

HES provides parents with various sources of communication. HES will hold the annual Title I meeting in August 2016 where information is presented about Title I programs, curriculum, and academic assessments used in the school. During Parent Orientation night, parents are informed on how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Teachers provide additional information on the subjects they teach and how students are individually assessed. On Registration Day parents and students are given a copy of the Colbert County School Handbook, which includes further details about county wide rules and procedures. 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).

HES gives a School-Parent Compact to all parents the night of Parent Open House at the beginning of the school year. The compact was developed through a coordinated effort by school staff members, students, and our school's Parent Committee. The compact can be explained to parents and students upon request. The administrator, parents, teachers, and students are asked to sign the compact signifying the commitment of working together as partners with the school to ensure students' success. The compacts are discussed with teachers at faculty meetings. The teachers keep the compacts in their classroom for use during parent-teacher and/or student-teacher conferences.

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

There are parents on the committee who represent all the parents of the school. The parents give their input regarding the development of the plan. When the plan is finalized and approved, if any parents find the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school administrator. The administrator will submit their concerns to the central office at the same time the CIP is submitted. There is a hard copy of the CIP on the parent resource table. A page for parent comments is in the first page of the notebook that provides parents the opportunity to write any comments of dissatisfaction with the plan. The administrator has a suggestion box on the parent resource table that allows parents to make comments and suggestions.

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)

HES will accomplish many of these things through its annual Parent Open House/PTO Meeting held at the beginning of the school year. During the annual Title I meeting in August, an explanation of Title I services offered and how parents have the right to be involved in the students' education will be discussed. At that time, parents receive an overview of the state academic content standards, academic achievement standards, and assessments. Parents are encouraged to ask questions and offer advice concerning assessments. Parents are also encouraged to meet with their child's teacher as needed. Parents are encouraged to be actively involved in the education of their children beginning the first day of school.

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)

Hatton Elementary's CIP Committee strives to ensure that all parent materials and training are closely aligned with our school's specific goals. During the year HES provides materials that are placed on the parent resource table in the main hall of the school. The LEA provides funding for daily parent tips on the school website. The Federal Programs Coordinator also provides monthly newsletters to parents with reading tips and ideas for success.

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)

HES will continue to provide teachers with in-services, faculty meetings, grade-level meetings, and data meetings to help them understand the importance of parental involvement and how parents are our partners. The CIP Committee, again, placed importance on the need to have a closer connection between our goals and parent involvement activities. The teachers on the CIP committee work closely with the faculty to ensure that parents are involved in all the students' academic endeavors. The CIP committee will also guarantee that parental involvement activities and materials will be used to meet goals that are identified in the CIP. Parents are encouraged to volunteer at the school to help with the annual kindergarten graduation and sixth grade graduation, field day, art projects, Award's Day, Fall Festival,

Educational Movie Day, Book Fairs, and to chaperone on field trips. Grandparents, as well as parents, are invited to eat lunch with their grandchildren and children during the month of October. The media specialist invites parents to attend the Book Fair and serves a continental breakfast. Parents also receive weekly and monthly calendars, as well as a monthly school newsletter. The electronic sign located at the front of our building, directly on Hatton School Road, displays current dates of school events. Our school's website is another source for parents. They have access to grades, menus, calendars, daily reading tips, and other websites for parents, as well as students. Each month the LEA also provides parents with newsletters about reading tips and ways to help guide their children for success in school.

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)

HES coordinates its parental involvement program for all parents. The staff assists with preparation and materials for ASPIRE. All goals for assessments are aligned with the CIP goals. HES currently has seven ELL students enrolled. HES coordinates the parental involvement program with parents. The ELL teacher this year will work closely with parents. The teacher makes sure that all ELL parents receive information in their first language when necessary to ensure that they have the opportunity to be actively involved in our parenting activities. The ELL teacher is also available for these activities so that the parents have needed resources to ensure successful communication. In addition, Colbert County Schools host a county wide ELL parent night with organizations such as Northwest Shoals Community College, the Alabama Department of Public Health, and the Army National Guard. Foreign language students from our high schools entertain the children on parent night so that the parents can participate.

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)

At the present time, HES has seven ELL students enrolled. Ashley Harris is our ELL teacher. She makes sure all information on all school meetings, parent notices, etc., is sent to parents in their home language. A monthly newsletter is also provided which centers around the ELL community and families.

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)

HES makes every effort to work with parents in meeting requests related to their children's education. For example, we have provided each family with parent resource newsletters, and a brochure in their home language.

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.

HES provides opportunities for the participation of parents with disabilities and parents with limited English proficiency to the extent possible. Every effort is made to accommodate parents with disabilities. HES is a handicapped accessible building. Students that have been identified as Migrant or Homeless through the counselor's office receive services through our central office.