

## **ACIP**

**Crestline Elementary School**

**Hartselle City Board of Education**

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# TABLE OF CONTENTS

## **Executive Summary**

Introduction .....	2
Description of the School .....	3
School's Purpose .....	4
Notable Achievements and Areas of Improvement .....	6
Additional Information .....	8

## **Improvement Plan Stakeholder Involvement**

Introduction .....	10
Improvement Planning Process .....	11

## **Student Performance Diagnostic**

Introduction .....	13
Student Performance Data .....	14
Evaluative Criteria and Rubrics .....	15
Areas of Notable Achievement .....	16
Areas in Need of Improvement .....	18
Report Summary .....	20

## **ACIP Assurances**

Introduction ..... 22

ACIP Assurances ..... 23

**Plan for ACIP 15-16**

Overview ..... 26

Goals Summary ..... 27

    Goal 1: Increase Parent Participation and Involvement in programs by 10% designed to help parents understand the new standards and rigor and how to help their child at home. .... 28

    Goal 2: All Crestline Elementary School students will demonstrate an increase their proficiency in reading. .... 28

    Goal 3: All Crestline Elementary School students will demonstrate an increase in their proficiency in math. .... 30

Activity Summary by Funding Source ..... 32

**Stakeholder Feedback Diagnostic**

Introduction ..... 36

Stakeholder Feedback Data ..... 37

Evaluative Criteria and Rubrics ..... 38

Areas of Notable Achievement ..... 39

Areas in Need of Improvement ..... 40

Report Summary ..... 41

**Title I Schoolwide Diagnostic**

Introduction ..... 43

Component 1: Comprehensive Needs Assessment ..... 44

Component 2: Schoolwide Reform Strategies ..... 47

Component 3: Instruction by Highly Qualified Staff ..... 75

Component 4: Strategies to Attract Highly Qualified Teachers..... 76

Component 5: High Quality and Ongoing Professional Development..... 78

Component 6: Transition Strategies..... 80

Component 7: Teacher Participation in Making Assessment Decisions..... 81

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 82

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources. 85

Component 10: Evaluation..... 87

**Coordination of Resources - Comprehensive Budget**

Introduction..... 90

I. State Foundation Funds:..... 91

    Title I..... 92

    Title II..... 93

    Title III..... 94

    Title IV..... 95

    Title VI..... 96

    Career and Technical Education-Perkins IV..... 97

    Other..... 98

    Local Funds..... 99

**Strategies to Increase Parental Involvement**

Introduction..... 101



# 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.

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## 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?**

Crestline Elementary School is located in Morgan County in the city of Hartselle. Hartselle is a city of approximately 14,500 people. The median household income in 2013 was \$49,574, which was higher than the median income for the state. Hartselle's crime rate is also lower than the state and national average. The community is supportive of the schools, community theatre, and city-wide sporting programs. The immediate area surrounding Crestline includes single family homes and some apartments.

Crestline is one of six schools in Hartselle City School District with traditions dating back to 1916. Hartselle City Schools is one of the top fifteen school districts in the state. Most recently, Hartselle City Schools was named #4 of the Best K-12 Schools in the 2015 NICHE RANKINGS which indicates that the district has diverse, high-achieving students that are enrolled in advanced classes, perform well on standardized tests, and are well prepared for college and careers. ([www.alabamaschoolconnection.org](http://www.alabamaschoolconnection.org) ; posted January 12, 2015)

Crestline opened in 1958 with 6 classrooms. Today Crestline has a student population of 439 students, Pre-K through 4th grade. During the 2012-2013 school year, Crestline transitioned into a school-wide Title I program. Crestline has a free/reduced lunch rate of 40% and a minority rate less than 7%. In the past 3 years our transiency rate has increased from 7.7% in 2012 - 2013 to 12.77% in 2013 - 2014 and 12.75% in 2014 - 2015. There are 39 full time highly qualified teachers, 19 support staff members and 4 part-time teachers (2 music, gifted, and adaptive PE, who are shared with other schools) and 3 part-time support staff (OT, PT, and EL, who are shared with other schools). In 2012, Crestline was named a Blue Ribbon School of Excellence Lighthouse School. The faculty and staff at Crestline are currently implementing The Leader in Me Program.

Many teachers spent time during the summer of 2014 painting and updating their classrooms. Extra storage areas were developed for custodial supplies and a common work area was created for volunteers, teachers and staff members. Storage units were removed from the school grounds. A science lab was created for school use. Also, Crestline constructed and maintains an art gallery in the school's cafeteria. A school wide work day at the end of the 2014-2015 school year to complete Phase 1 of the Outdoor Classroom. Faculty, students, parents, and community volunteers collaborated to make this a success. Phase 2 is scheduled to be completed during the 2015 - 2016 school year.

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## 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.**

It is the mission of all Hartselle City Schools to inspire and prepare ALL students for learning, leadership, and life. HCS offers a student-centered, academically enriching school system that prepares students for tomorrow. Our system is "Enriched by Tradition and Supported by Community" Crestline Elementary's mission is: Inspiring and Preparing All Students for . . .

### Learning

Crestline strives to provide a rich and engaging learning environment helping all students to learn through problem solving activities, hands-on learning, technology integration, and allowing opportunities for each student to achieve their personal best. Science classes provide a focus on STEM (Science, Technology, Engineering, & Math) and utilizing the Outdoor Classroom for hands-on learning. Student scientists are encouraged to learn through inquiry and discovery, making observations and using their data and evidence to support their learning. Teachers have been trained in AMSTI (Alabama Math, Science, Technology Initiative), OGAP (On-Going Assessment Program), ARI (Alabama Reading Initiative). On-line learning programs such as First in Math, Moby Max, StarFall, and Accelerated Reader allow students to engage in both enrichment and intervention opportunities at school and at home.

### Leadership

Crestline faculty and staff endeavor to provide opportunities for all students to discover and develop their talents and leadership capabilities. Through The Leader in Me program students learn and apply the 7 Habits: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, then to be Understood, Synergize, and Sharpen the Saw. Crestline Ambassadors, Outdoor Classroom, CUBS (Crestline's Un-Believable Students), Student of the Month, and classroom jobs encourage students to apply the seven habits and discover how they can be leaders in life and of their own learning.

### Life

Realizing that life is full of choices, challenges, and possibilities, students at Crestline are provided opportunities to collaborate, create, innovate, and compete in order to develop the skills necessary for an active, healthy, and balanced life. In May, students, teachers, parents, and community members, under the direction of the Alabama Wildlife Federation, had the opportunity to put learning into action as they built Phase I of Crestline's Outdoor Classroom. Students worked side by side with their teachers, parents, and community members remaking Crestline's courtyard into a living laboratory and outdoor classroom.

Each spring students and faculty demonstrate their compassion and community service by participating in Hartselle's Relay for Life. Along with raising funds to support the American Cancer Society in the Hartselle area, students remember and honor their family and friends whose lives have been touched by cancer during Relay Recess. Parents, relatives, and friends are encouraged to come and walk with their children during this special event. These life learning experiences promote a sense of community while helping students learn essential life skills. Kindergarten Camp, Summer Learning Challenge, Partners in Education, Fire Station #2 Adoption, daily physical education, peer tutoring and more help create an environment to nurture tomorrow's productive citizens, independent learners, critical thinkers, and effective communicators.

Crestline's motto: Today's Cubs . . . Tomorrow's Tigers. As a part of the Hartselle community, we want to work together with parents and

our community to provide the best possible education for our students, helping them grow into being Tomorrow's Hartselle Tigers. We recognize that students can learn and can help each other learn to be better citizens. Teachers meet regularly to discuss student learning, not only focusing on how the student learns, but ways to help the child as a whole, academically, socially, and emotionally. Crestline's student body is representative of the community at large, including students with special needs, English Learners, and students in the gifted program. Our students recognize that not all individuals learn at the same rate or move or speak in the same manner, but through the community at Crestline, students take care of, help, support, and encourage each other. The adults at Crestline, teachers, support staff, administrators, parents, and volunteers all work to help our students recognize the value of each person at Crestline - celebrating success and providing encouragement.

Crestline provides for students through a variety of programs including: EL, 504, Special Education, Gifted, School-wide Title 1, Foster Grandparents, Music, Parent/Community volunteers, CUBS (Crestline's UnBelievable Students), Crestline Ambassadors, Zero Zap Days, the CAST (Crestline's After School Team) program, First Priority Kids, Library Story Nights, Crestline Broadcasters, Pre-K Classes, Multi-needs Classrooms, Science Classes. These programs are designed to help our students become lifelong learners and experience success.

Crestline and Hartselle City Schools recognize that to successfully implement new programs and curriculum, professional development opportunities and teacher collaboration opportunities must be provided. Teachers are provided with two flexible professional days during the summer to choose workshops to help them further their professional learning. Grade levels are provided with daily common planning time for collaboration. In addition, the faculty works in Professional Learning Teams that include teachers from all grade levels, to improve the transition between grades.

## 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.**

Crestline Elementary School is a recognized Blue Ribbon School of Excellence Lighthouse School. Crestline has a large volunteer base, with over 100 trained parents and community members who volunteer on a regular basis. In addition, Crestline Kindergarten teachers hold a two day Kindergarten Camp each summer for students starting Kindergarten at Crestline each fall. This allows for an easier transition for our new students. Crestline has been an AMSTI (Alabama Math Science, Technology Initiative) school since 2003 and several Crestline teachers serve as summer AMSTI instructors. Teachers at Crestline attended OGAP (Vermont Mathematics Partnership Ongoing Assessment Project) training during the summer of 2014. This training will allow teachers to better implement math in the classroom. Crestline appointed an Instructional Technology Facilitator to coordinate technology plans and help within the school, as well as an Instructional Partner to collaborate with teachers towards progress in student performance. An additional resource teacher and the Office of School Readiness preschool class provide further opportunities to meet the needs of the student population.

An area for improvement includes continued development of Crestline's student leadership program. Teachers participated in a book study on Stephen Covey's book, *Leader in Me*, starting in January of 2014 and ending with a summer workshop in 2015. The *Leader in Me* book followed a study of the book *Teaching with Love and Logic*. Students are learning about ways to be leaders within the school by implementing the 7 Habits taught in Stephen Covey's book. Crestline is implementing *The Leader in Me* Program to help students become leaders of their own learning. Each month, Crestline will focus on a habit school-wide for students to learn and apply in order to be successful in their future.

Technology implementation is also a focus for improvement. New district technology funding and a more advanced infrastructure will allow for increased technology usage at Crestline. Each school, including Crestline has an Instructional Technology Facilitator to coordinate technology plans and help integrate instruction technology and instruction within the school. The challenge is now to train both teachers and student to use the technology in a meaningful way to increase student achievement. As a school system, we are now all Google. Teachers are expected to use Google Drive, Google Docs, Google Sheets, etc... for lesson plans, instruction, etc... on a daily basis. Crestline has a shared drive for teachers to collaborate and interact at new technological levels. All students have gmail accounts in order to utilize this capability, and the addition of Chrome Books in the higher grades allows more opportunities for these applications. Crestline's Instructional Partner and Library Media Specialist are also providing technology information and training for Crestline parents.

In order to prepare our students, we will continue to focus on student learning as we work to fully implement the new Alabama College and Career Ready standards and share with parents how these new standards help prepare our students for their future education and jobs. Crestline is one of 12 schools in Alabama piloting the Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC) through a grant from Southern Regional Education Board (SREB). A team of 6 teachers (two from third grade, two from fourth grade, two resource teachers) and the Instructional Partner and the Library Media Specialist are receiving specialized training designed to transform educator practice using online tools and resources to facilitate collaboration, curriculum development, and professional learning. LDC is an instructional planning process that improves how teachers teach by planning instruction that engages students in reading grade-level texts and presenting their knowledge through authentic written products. MDC equips teachers with research-based strategies and a process for analyzing learning in the mathematics classroom. Students are supported to deepen their mathematical reasoning to solve problems.

Crestline's Library Media Specialist has students involved in centers each week as they visit the library. She has implemented maker-space

activities, a library blog, weekly student broadcasts, instructional videos featuring Crestline students and parent involvement activities such as a Teddy Bear sleepover for Pre-K and Kindergarten students' stuffed animals and technology training for parents. Additional family library nights are planned later this year as well as other parent involvement programs to increase parental involvement in the learning and education of their children.

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## Additional Information

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

In addition, Crestline is continuing to pilot a new science initiative for Hartselle City Schools, using a state-funded teacher unit in grades first, second, and third, to teach science to all classes at their grade level in the mornings, and serve as the math and reading intervention teacher in the afternoon. This new structure has allowed for more in-depth and hands-on science learning opportunities as well as allowing for more students to receive additional instructional support in math and reading. This program has been successful and we plan to continue to this initiative.

The Crestline Science Professional Learning Team moved ahead with plans to develop an Outdoor Classroom in Crestline's Courtyard. This area, when fully developed, will serve as an extension of learning in the classrooms. The Science Team is working with the Alabama Wildlife Federation in developing the plans for this classroom as well as developing a plan to include students, parents, and community stakeholders in the development of this program. Phase one was completed in May 2015 and Phase two should be completed during the 2015 - 2016 school year.

Crestline CAST (Crestline's After School Team) provides supervised care in a safe and constructive environment from the end of the school day until 5:45 PM, after regular school hours. The program is designed to address the child's social, physical, and intellectual needs. Although it is structured, children are still allowed the opportunity to participate in a variety of enjoyable and enriching activities.

Most recently, Crestline has implemented FP (First Priority) Kids, where parents who have gone through First Priority training come on Thursday morning to teach Christ to the students. Students who have a signed permission slip may attend the Thursday morning meetings, which are held before the start of school.

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# **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.

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## 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.**

Crestline Elementary School uses committees consisting of teachers and parents to review and revise the school's continuous improvement plan (ACIP) each year. In May and in August parents were invited to sign up to serve on several school committees, including the Title I Parent Advisory Council. In September, teacher teams worked to start the ACIP revision process. Committees were developed which included grade level representatives, resource teachers, and parents to review and revise the ACIP based on current assessment and survey information. The chairperson of each of the individual committees was selected to represent their committee on the ACIP committee, which also includes the principal, the Instructional Partner, the counselor, and a parent representative, which reviewed the final plan. The committee presented the revised plan to the faculty. The parent that serves on the committee is an active parent volunteer and PTO member. Parent representatives were asked to serve on various sub-committees of the ACIP.

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

All parents were asked to complete surveys about Crestline Elementary School. Results were then used to develop the ACIP. The faculty and staff were divided into committees to work on various ACIP Committees (Stakeholders, Student Performance, Title I, Plans and Goals). The teams were asked to review the revisions made ACIP. Teams were given time to meet and review student test data, survey data, and develop goals and plans. Parents were also invited to attend these committee meetings. Once committees met to develop drafts of their sections, the chairman of each committee then met with the total ACIP committee to review all sections and suggest any additional revisions.

**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 plan was presented at a faculty meeting, described in a school newsletter and explained on the school website. A copy of the ACIP will be posted on the school website and copies will be available in the school office and the Hartselle City Schools Board of Education for review. An informational letter will be sent home informing parents of the Continuous Improvement Plan and where it can be accessed for review. Parents and stakeholders will be informed of progress made on the plan through website announcements and school newsletters. A copy of the Parental Involvement Plan of the ACIP is sent home with all students. Parents who disagree with the ACIP or would like to make suggestions may submit their comments in writing to the school.

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# **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.

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## Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data 15-16

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

## Areas of Notable Achievement

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

Third grade students met expected levels of performance in English and Writing. Fourth grade made improvements in Math.

Based on the ACT Aspire Current Progress report for the 2014-2015 school year, 3rd grade students performed above the expected levels of performance ("Ready" in ACT terminology) in English. Fourth grade students performed above the expected levels of performance in English and Math.

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

Third Grade showed a positive trend in performance in both English and math, while fourth grade showed a positive trend in math.

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

In 2014-2015 third grade demonstrated performance gains in English and Writing. Fourth grade displayed their highest performance math and English.

Based on the ACT Aspire Current Progress report and Subject Proficiency by Grade Level report for the 2014-2015 school year, the overall highest performance for third and fourth grade students based on the percentage of students who were "Ready" by ACT standards was in English.

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

In third grade, males increased their performance on the math and writing subtests of ACT Aspire. In fourth grade, females increased their performance on the English, math, reading and science subtests of ACT Aspire.

Data provided by the Public Affairs Research Council of Alabama suggests that fourth grade students achieved the expected level of performance on the reading subtest of the ACT Aspire in all of the following subgroups: non poverty, poverty, male, female, students receiving free meals, students with fully paid meals, non-limited English proficient students and non-migrant students. In fourth grade, students achieved the expected level of performance on the math subtest of the ACT Aspire in all of the following subgroups: non poverty, poverty, male, female, students with fully paid meals, non-Limited English proficient students and non-migrant students. In third grade, students achieved the expected level of performance on the reading subtest of the ACT Aspire in all of the following subgroups: poverty, females, students receiving free meals, general education students, and non-migrant students. In third grade, students achieved the expected level of performance on the math subtest of the ACT Aspire in all of the following subgroups: poverty, females, students receiving free meals, general education students, non-migrant students and special education students.

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

In third grade, the achievement gap is closing between males and females in writing. In fourth grade, the achievement gap is closing between males and females in science.

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

Our reported findings based on ACT Aspire data are consistent with our findings from Global Scholar data. Global Scholar accurately predicted the achievement of 79% of students in third grade on the ACT Aspire on the reading subtest. It also accurately predicted the achievement of 78% of students in third grade on the ACT Aspire math subtest, 75% of students in fourth grade on the ACT Aspire math subtest and 79% of students in fourth grade on the ACT Aspire reading subtest. (Input based on Global Scholar data with Average High and Above Average representing "Ready" in ACT Aspire, and Average Low and Below Average representing "Close" and "In Need of Intervention" in ACT Aspire)

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## Areas in Need of Improvement

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

For 2014-2015, third grade students fell below expected level of performance in reading, math, and science. and fourth grade students fell below expected level of performance in reading, science, writing, and English.

Based on the ACT Aspire Current Progress report for the 2014-2015 school year, third grade students fell below the expected levels of performance ("Ready" in ACT terminology) in science, reading, math and writing. Fourth grade students fell below the expected levels of performance in writing, science and reading.

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

Third Grade Reading, Math, and Science

Fourth Grade Reading, English, Writing, and Science.

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

Third grade our overall lowest performance was math and in fourth grade the overall lowest performance was in writing.

Based on the ACT Aspire Current Progress report and Subject Proficiency by Grade Level report for the 2014-2015 school year, the overall lowest performance for third and fourth grade students based on the percentage of students who were "Ready" by ACT standards was in writing.

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

Data provided by the Public Affairs Research Council of Alabama suggests that students who are not in poverty, students who have fully paid meals and special education students are not achieving to the level expected by the state on the reading subtest in third grade. In math, third grade non poverty students and students who are receiving fully paid meals are not achieving to the expected level. In fourth grade, students who receive free meals are not achieving to the expected level on the math subtest of the ACT Aspire.

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

In third grade the achievement gap is greater with non-poverty students and those students with fully paid meals.

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

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Our reported findings based on ACT Aspire data are consistent with our findings from Global Scholar data. Global Scholar accurately predicted the achievement of 79% of students in third grade on the ACT Aspire on the reading subtest. It also accurately predicted the achievement of 78% of students in third grade on the ACT Aspire math subtest, 75% of students in fourth grade on the ACT Aspire math subtest and 79% of students in fourth grade on the ACT Aspire reading subtest. (based on Global Scholar data with Average High and Above Average representing "Ready" in ACT Aspire, and Average Low and Below Average representing "Close" and "In Need of Intervention" in ACT Aspire)

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# Report Summary

## Scores By Section

Section Score

1

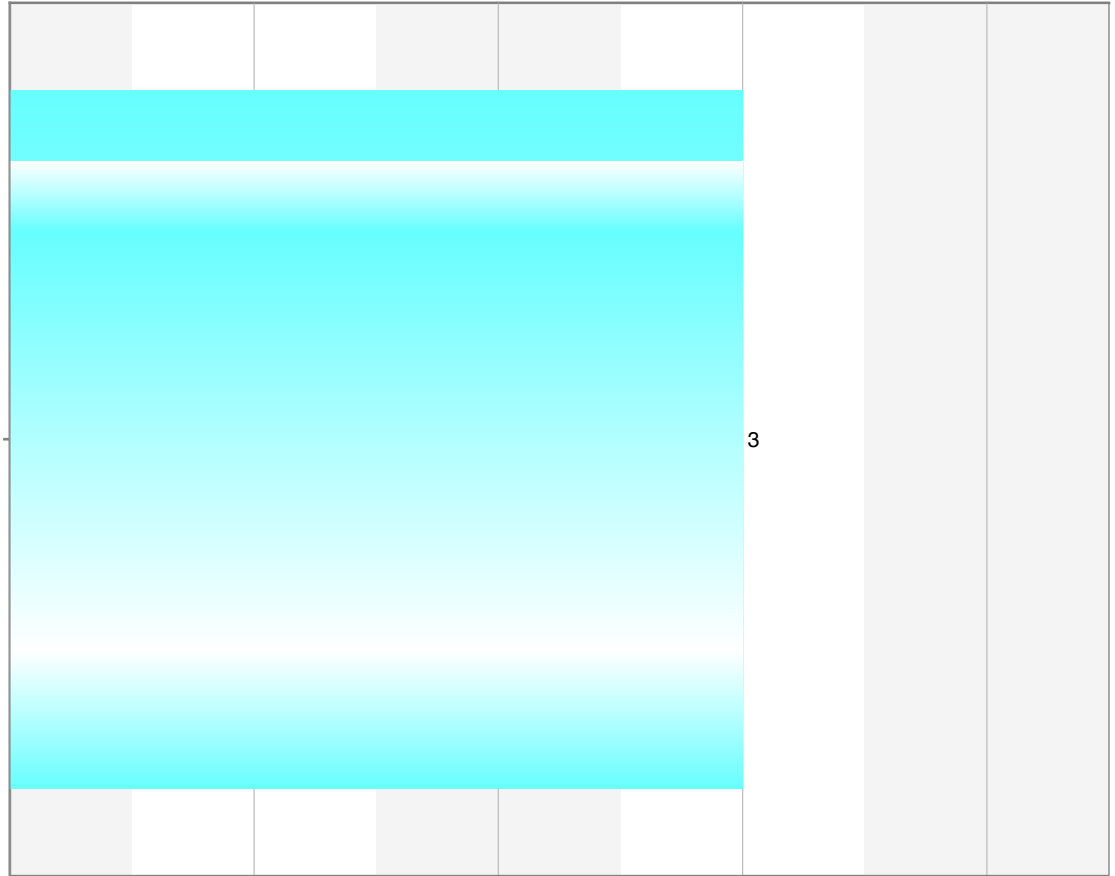
2

3

4

Evaluative Criteria and Rubrics

3



Sections

# **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.

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## 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		Leadership Team Signature Page

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		Assurance Non Discrimination Hartselle City Schools Code of Conduct Non-Discrimination

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		Compliance with Federal Regulations

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		Crestline Parent Involvement Plan

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	The Title I Advisory Council met in the Spring of 2015 to review and revise the Compact for 2015 - 2016. Teacher representatives met with their grade levels to discuss proposed changes and gain consensus.	Compact Grades Pre-K - 2 for 15-16 Compact Grades 3 & 4 for 15-16

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# **Plan for ACIP 15-16**

# Overview

**Plan Name**

Plan for ACIP 15-16

**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	Increase Parent Participation and Involvement in programs by 10% designed to help parents understand the new standards and rigor and how to help their child at home.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000
2	All Crestline Elementary School students will demonstrate an increase their proficiency in reading.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$4800
3	All Crestline Elementary School students will demonstrate an increase in their proficiency in math.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$500



## Goal 1: Increase Parent Participation and Involvement in programs by 10% designed to help parents understand the new standards and rigor and how to help their child at home.

**Measurable Objective 1:**  
collaborate to help parents understand the new standards and rigor and how to help their child at home by 10%. by 05/20/2016 as measured by sign in sheets .

**Strategy 1:**  
Parent Education - Grade Level Teams will develop parent education programs designed to help provide parents with strategies in helping their child be successful with the new state standards and increased rigor. Multiple opportunities (before, during, and after school) and approaches (parent meetings, webinars, hand-outs, family game night, technology instruction, library nights, etc.) will be provided for parents.

Research Cited: ..

Activity - Understanding the CCRS & Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided with multiple opportunities and approaches to learn about the new CCRS and increased rigor.	Parent Involvement	11/02/2015	05/13/2016	\$1000	Title I Schoolwide	Grade Level Chairmen and Elisa Harris (Instructional Partner) will be responsible for developing programs and opportunities. Robin Varwig will be responsible setting up meetings throughout the year.

## Goal 2: All Crestline Elementary School students will demonstrate an increase in reading proficiency.

**Measurable Objective 1:**  
30% of All Students will demonstrate a behavior that indicates increased proficiency in Reading by 05/19/2016 as measured by Start Early Literacy (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4).

**Strategy 1:**

Individualized Reading Goals - Teachers will have students set and meet independent reading goals each grading period. Incentives and rewards will be provided to student who meet their goals with 85% accuracy.

Research Cited: Reading Renaissance - <http://www.renlearn.com/ar/research.aspx>

Activity - Accelerated Reader Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase their reading comprehension utilizing the Accelerated Reading Program and STAR reading. Each grading period student in grades 1st* through 4th will take a STAR reading test to determine their reading level. (*1st grade will start second semester). Teachers will meet with each student to set and individual reading goal for the nine weeks. Students will be able to chose books based on their interest and within their reading level. Students will then take online tests of comprehension when their have completed the book. Students will be encouraged to read carefully and may use the book to help when taking the online test. Students must pass the test with 85% accuracy in order to meet their goal. Parents will be encouraged to follow their student's progress communication via the Accelerated Reader Parent Portal.	Academic Support Program	09/01/2015	05/19/2016	\$4500	Title I Schoolwide	Principal and teachers

**Strategy 2:**

Parent Engagement in Reading Standards - Each grade level will identify a minimum of 4 reading standards and develop activities and/or video tutorials for parents to utilize and/or watch in order to help their child master specific Alabama College and Career Ready Standards for English Language Arts.

Research Cited: <http://edsource.org/wp-content/uploads/Power-of-Parents-Feb-2014.pdf>

Alabama College & Career Ready Standards - <http://alex.state.al.us.ccrs.node/39>

Activity - Crestline Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level, K through 4th grade, will develop a minimum of 4 activities and/or video tutorials for parents to utilize or watch in order to help their child increase their proficiency on the identified standards.	Parent Involvement	11/02/2015	04/29/2016	\$300	General Fund	Teachers, Instructional Partner, & Principal

**Strategy 3:**

Strategic Teaching - Informational Text and Close Reading - As a grade level, teachers will collaborate to develop lessons utilizing close reading strategies and implement explicit instruction using non-fiction informational texts to help students key ideas and details in the text.

Research Cited: <http://www.csaonline.org/sites/default/files/resource/38/Supporting%20Students%20in%20Close%20Reading.pdf>

Activity - Close Reading Strategies - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Grade levels teachers will work collaboratively to plan reading lessons utilizing close reading strategies with informational text which focus on increasing student mastery of Alabama College and Career Ready Standards that relate to understanding key ideas and details.	Professional Learning	09/30/2015	05/06/2016	\$0	No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal
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### Goal 3: All Crestline Elementary School students will demonstrate an increase in their proficiency in math.

**Measurable Objective 1:**

30% of All Students will demonstrate a behavior that indicates increased proficiency in Mathematics by 05/19/2016 as measured by Moby Max Benchmark (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4).

**Strategy 1:**

Strategic Teaching - Problem Solving Skills - As a grade level, teachers will collaborate to develop lessons utilizing problem solving strategies and implement explicit instruction using problem based learning, number talks, models, and STEM lessons.  
 Research Cited: Alabama College and Career Ready Standards  
 Mathematics Design Collaborative

Activity - Authentic Problem Solving through STEM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and Science teachers at all grades will collaboratively develop lessons which will help students increase their proficiency in utilizing math strategies and processes to solve authentic mathematical and scientific problems aligned to their grade level standards.	Direct Instruction	09/21/2015	05/20/2016	\$0	No Funding Required	Teachers and Instructional Partner

**Strategy 2:**

Math Vocabulary Alignment - Teachers working in their grade level and across grade levels, will work to align the vocabulary used in math, introduce and utilize math vocabulary through math instruction, and provide parents with math vocabulary resources.  
 Research Cited: Alabama College & Career Ready Standards  
 Mathematical Design Collaborative

Activity - Math Vocabulary Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will meet together as grade levels and across grade levels to develop a common math vocabulary that aligns with the Alabama College and Career Ready Standards. The vocabulary will include information from depth of knowledge charts, number talks, Mathematical Practice Standards and use of the book "Teaching the Critical Vocabulary of the Common Core" by Marilee Sprenger. This vocabulary alignment will be utilized in math instruction and also be shared with parents.	Academic Support Program	11/02/2015	05/19/2016	\$0	No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal
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**Strategy 3:**

Math Strategies for Parents - Grade levels will develop at least one math activity night for parents and their children to practice mathematical standards and strategies aligned to their grade level College and Career Ready Standards.

Research Cited: <http://edsources.org/wp-content/publications/Power-of-Parents-Feb-2014.pdf>

Alabama College & Career Ready Standards

Activity - Crestline Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and their children will be invited to participate in fun learning activities designed to help parents understand the Mathematical Content and Practice Standards. Incentives will be given to parents and to classes who participation meets or exceeds 60%. Video tutorials will also be created and posted on the school website to support grade level practice and content strategies. Childcare for siblings will be offered to parents in order to promote parent and student attendance and engagement.	Parent Involvement	11/02/2015	05/18/2016	\$500	Title I Schoolwide	Teachers, Instructional Partner, Principal, Library Media Specialist

## 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
Crestline Academy	Parents and their children will be invited to participate in fun learning activities designed to help parents understand the Mathematical Content and Practice Standards. Incentives will be given to parents and to classes who participate meets or exceeds 60%. Video tutorials will also be created and posted on the school website to support grade level practice and content strategies. Childcare for siblings will be offered to parents in order to promote parent and student attendance and engagement.	Parent Involvement	11/02/2015	05/18/2016	\$500	Teachers, Instructional Partner, Principal, Library Media Specialist
Accelerated Reader Goals	Students will increase their reading comprehension utilizing the Accelerated Reading Program and STAR reading. Each grading period student in grades 1st* through 4th will take a STAR reading test to determine their reading level. (*1st grade will start second semester). Teachers will meet with each student to set and individual reading goal for the nine weeks. Students will be able to chose books based on their interest and within their reading level. Students will then take online tests of comprehension when their have completed the book. Students will be encouraged to read carefully and may use the book to help when taking the online test. Students must pass the test with 85% accuracy in order to meet their goal. Parents will be encouraged to follow their student's progress communication via the Accelerated Reader Parent Portal.	Academic Support Program	09/01/2015	05/19/2016	\$4500	Principal and teachers

Understanding the CCRS & Rigor	Parents will be provided with multiple opportunities and approaches to learn about the new CCRS and increased rigor.	Parent Involvement	11/02/2015	05/13/2016	\$1000	Grade Level Chairmen and Elisa Harris (Instructional Partner) will be responsible for developing programs and opportunities. Robin Varwig will be responsible setting up meetings throughout the year.
<b>Total</b>					\$6000	

**Go Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Vocabulary Alignment	Teachers will meet together as grade levels and across grade levels to develop a common math vocabulary that aligns with the Alabama College and Career Ready Standards. The vocabulary will include information from depth of knowledge charts, number talks, Mathematical Practice Standards and use of the book "Teaching the Critical Vocabulary of the Common Core" by Marilee Sprenger. This vocabulary alignment will be utilized in math instruction and also be shared with parents.	Academic Support Program	11/02/2015	05/19/2016	\$0	Teachers, Instructional Partner, Library Media Specialist, Principal
Authentic Problem Solving through STEM	Math and Science teachers at all grades will collaboratively develop lessons which will help students increase their proficiency in utilizing math strategies and processes to solve authentic mathematical and scientific problems aligned to their grade level standards.	Direct Instruction	09/21/2015	05/20/2016	\$0	Teachers and Instructional Partner
Close Reading Strategies - Collaborative Planning	Grade levels teachers will work collaboratively to plan reading lessons utilizing close reading strategies with informational text which focus on increasing student mastery of Alabama College and Career Ready Standards that relate to understanding key ideas and details.	Professional Learning	09/30/2015	05/06/2016	\$0	Teachers, Instructional Partner, Library Media Specialist, Principal
<b>Total</b>					\$0	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Crestline Academy	Each grade level, K through 4th grade, will develop a minimum of 4 activities and/or video tutorials for parents to utilize or watch in order to help their child increase their proficiency on the identified standards.	Parent Involvement	11/02/2015	04/29/2016	\$300	Teachers, Instructional Partner, & Principal
<b>Total</b>					\$300	

# 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.

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**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Crestline administered a Title I Parent Survey in May 2015. The survey included sections covering: Awareness of Standards and Testing, Helping Your Child with School, Parents as Partners, Communication, and Schools Open to Parental Involvement.	Crestline Title I Parent Survey Stakeholder Feedback Data Document

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## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

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

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## **Areas of Notable Achievement**

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

Section 4 (Communication) was indicated as the highest level of satisfaction in parent surveys. All parents responding to the survey indicated they knew how to contact their child's teacher. 98.5% of the parents felt the information received from the school was easy to understand, and 83% of the parents felt the school offered flexible time for parent/teacher meeting and other parent involvement opportunities.

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

The parent survey indicates a trend toward increasing stakeholder satisfaction in Section 3 (Parents as Partners). Data showed that 95% of survey participants feel welcome at Crestline and believe teachers, principal, and school staff are eager for open and friendly communication. 86% of respondents are aware that they may participate in the development and review of the school and district parent involvement policies and parent compact.

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

These findings were consistent with information collected during the Hartselle City Schools Strategic Plan community wide survey.

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## Areas in Need of Improvement

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

Section 5 (Schools Open to Parental Involvement) indicates the overall lowest level of satisfaction in the parent survey.

Specific comments which indicated need for improvement:

- improve communication through the use of available technology such as social media and blogging to make parents more aware of parental involvement opportunities, and
- notify parents as far in advance as possible of upcoming opportunities,

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

Section 1 (Awareness of Standards and Testing) shows a slight trend in decreasing stakeholders satisfaction. The data showed that parental satisfaction was the greatest when it came to receiving information about their individual child's progress, but decreased when questioned about receiving information about Alabama College and Career Ready Standards and state and district assessments.

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

Implications of these perceptions indicate a need for better communication between all stakeholders and education regarding parental involvement and providing more information to help parents understand the College and Career Ready Standards and state and district testing.

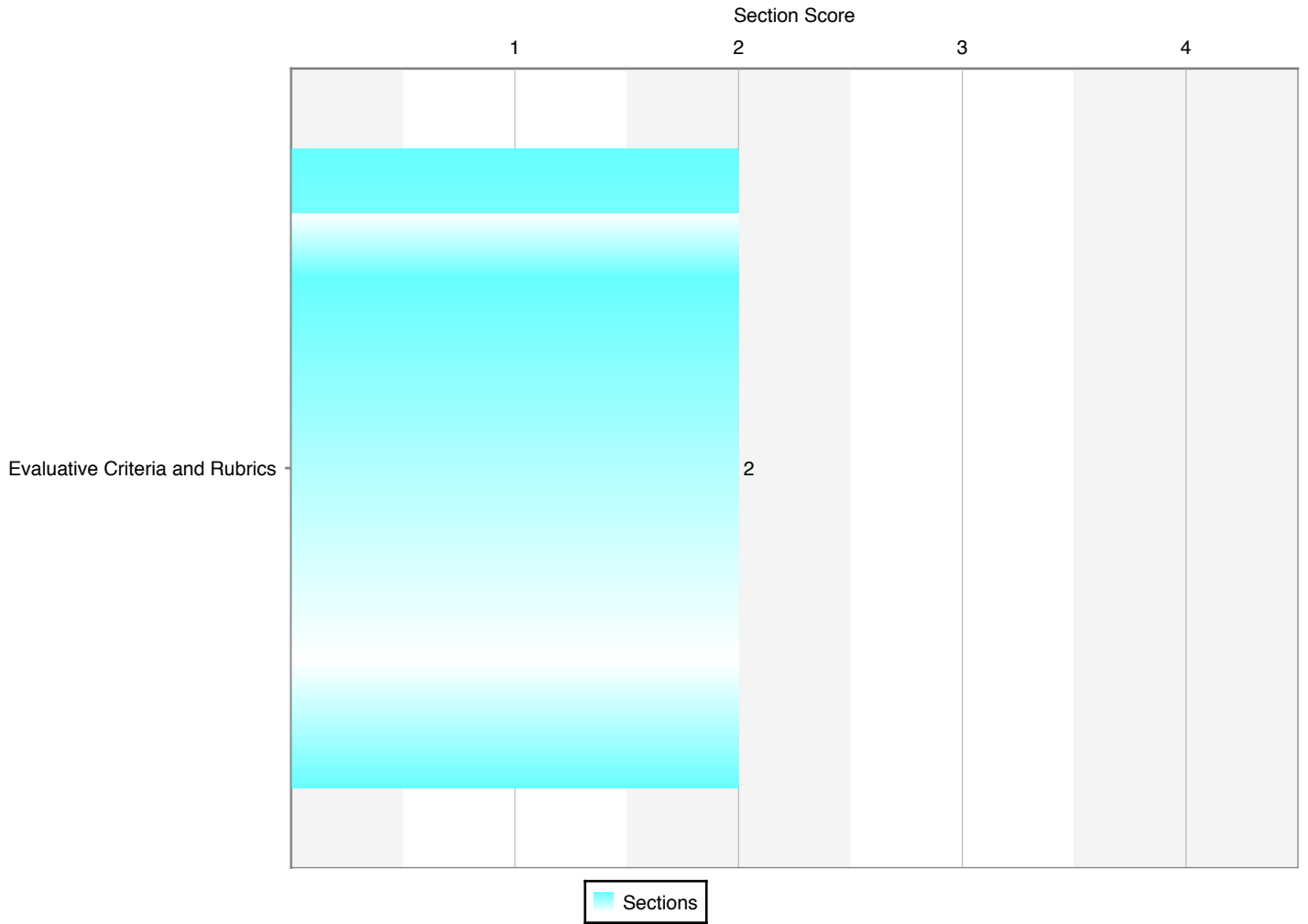
### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Other surveys, including the HCS Strategic Plan survey, support the continued need for better communication between all stakeholders.

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## 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).

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## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment conducted?

Crestline conducted a comprehensive needs assessment through the use and review of parent survey, strategic plan surveys for parents, community, and employees, and a review of student performance data. This data was used to develop schoolwide goals and strategies to help increase student performance as well as parental involvement and communication. Stakeholder feedback was gathered through the use of a Title I parent survey in May 2015. A letter, with the survey link, was sent home to all parents with information about the Title I survey. Two schoolcast announcements and schoolcast email and text messages were sent to all parents on May 12 and May 17. For Spanish speaking parents, a letter and paper survey were sent home. Computers were provided for parents without internet access. Parents requesting a paper copy had the survey sent home. Upon return the data was entered into the computer. Student Assessment Data is reviewed regularly during monthly data meetings and yearly as we review the Continuous Improvement Plan. In May and in August grade levels time reviewing data from the school year and planning for the 2015 - 2016 school year.

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

Strengths:

Stakeholder Surveys Indicated:

The area of Communication was indicated as the highest level of satisfaction in parent surveys. All parents responding to the survey indicated they knew how to contact their child's teacher. 98.5% of the parents felt the information received from the school was easy to understand, and 83% of the parents felt the school offered flexible time for parent/teacher meeting and other parent involvement opportunities.

An increasing trend in stakeholder satisfaction in the area of Parents as Partners, was noted on the parent survey. Data showed that 95% of survey participants feel welcome at Crestline and believe teachers, principal, and school staff are eager for open and friendly communication. 86% of respondents are aware that they may participate in the development and review of the school and district parent involvement policies and parent compact.

Assessment Data Indicates:

Third grade students met expected levels of performance in English and Writing.

Fourth grade made improvements in Math.

Based on the ACT Aspire Current Progress report for the 2014-2015 school year, 3rd grade students performed above the expected levels of performance ("Ready" in ACT terminology) in English. Fourth grade students performed above the expected levels of performance in English and Math.

In third grade, special education students achieved the exceeded the expected level of performance on the math subtest of the ACT Aspire.

Areas for Improvement:

Stakeholder Surveys Indicated:

Survey data indicated that the areas of Parental Involvement and Awareness of Standards and Testing showed that parental satisfaction was the greatest when it came to receiving information about their individual child's progress, but decreased when questioned about receiving information about Alabama College and Career Ready Standards and state and district assessments. In addition, surveys indicated electronic communication about upcoming parental opportunities needs to be more widely used.

Assessment Data Indicates:

Third grade students fell below expected level of performance in reading, math, and science.

Fourth grade students fell below expected level of performance in reading, science, writing, and English.

Third grade non poverty students and students who are receiving fully paid meals are not achieving to the expected level.

Third grade showed the achievement gap is greater with non-poverty students and those students with fully paid meals.

Fourth grade, students who receive free meals are not achieving to the expected level on the math subtest of the ACT Aspire.

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

After a review and discussion of all information we believe the following conclusions can be drawn:

Transition to administering the ACT Aspire assessment online showed that student familiarity with keyboarding strategies needs to be an area of practice.

The areas of Reading and Math need to be a continual focus on for improvement.

Stakeholder surveys indicate a need for better communication between all stakeholders and education regarding parental involvement and providing more information to help parents understand the College and Career Ready Standards and state and district testing.

Professional Learning Team and grade level discussions determined a need for an increased emphasis on math problem solving strategies and processes as well as a need for an increased emphasis on close reading strategies of informational text aligned to the Alabama College and Career Ready Standards in English Language Arts.

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

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

Crestline's school goals were based on a review of stakeholder survey data and student performance data which allowed us to directly relate our goals of increasing student proficiency in math, reading, and increasing parent involvement in student learning. All planning, goals, strategies, and activities are based on the results of these needs assessments.

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

Our goals are based on data from ACT Aspire, Global Scholar, DIBELS, STAR, Accelerated Reader, and Star Early Literacy, along with individual classroom assessments. Teachers regularly meet to review and analyze all types of data results to improve student learning through differentiated instruction.

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

Our school-wide goals provide opportunities for differentiated and individual instruction which provide the opportunity for all students to show growth and improved student achievement.

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## 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:**  
 Increase Parent Participation and Involvement in programs by 10% designed to help parents understand the new standards and rigor and how to help their child at home.

**Measurable Objective 1:**  
 collaborate to help parents understand the new standards and rigor and how to help their child at home by 10%. by 05/20/2016 as measured by sign in sheets .

**Strategy1:**  
 Parent Education - Grade Level Teams will develop parent education programs designed to help provide parents with strategies in helping their child be successful with the new state standards and increased rigor. Multiple opportunities (before, during, and after school) and approaches (parent meetings, webinars, hand-outs, family game night, technology instruction, library nights, etc.) will be provided for parents. Research Cited: ..

Activity - Understanding the CCRS & Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided with multiple opportunities and approaches to learn about the new CCRS and increased rigor.	Parent Involvement			11/02/2015	05/13/2016	\$1000 - Title I Schoolwide	Grade Level Chairmen and Elisa Harris (Instructional Partner) will be responsible for developing programs and opportunities. Robin Varwig will be responsible setting up meetings throughout the year.

**Goal 2:**  
 All Crestline Elementary School students will demonstrate an increase their proficiency in reading.

**Measurable Objective 1:**  
 80% of All Students will demonstrate a behavior that indicates increased proficiency in Reading by 05/19/2016 as measured by Start Early Literacy (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4) . .

**Strategy1:**

Strategic Teaching - Informational Text and Close Reading - As a grade level, teachers will collaborate to develop lessons utilizing close reading strategies and implement explicit instruction using non-fiction informational texts to help students key ideas and details in the text.

Research Cited: <http://www.csai-online.org/sites/default/files/resource/38/Supporting%20Students%20in%20Close%20Reading.pdf>

Activity - Close Reading Strategies - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels teachers will work collaboratively to plan reading lessons utilizing close reading strategies with informational text which focus on increasing student mastery of Alabama College and Career Ready Standards that relate to understanding key ideas and details.	Professional Learning			09/30/2015	05/06/2016	\$0 - No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal

**Strategy2:**

Parent Engagement in Reading Standards - Each grade level will identify a minimum of 4 reading standards and develop activities and/or video tutorials for parents to utilize and/or watch in order to help their child master specific Alabama College and Career Ready Standards for English Language Arts.

Research Cited: <http://edsources.org/wp-content/uploads/Power-of-Parents-Feb-2014.pdf>

Alabama College & Career Ready Standards - <http://alex.state.al.us.ccrs.node/39>

Activity - Crestline Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level, K through 4th grade, will develop a minimum of 4 activities and/or video tutorials for parents to utilize or watch in order to help their child increase their proficiency on the identified standards.	Parent Involvement			11/02/2015	04/29/2016	\$300 - General Fund	Teachers, Instructional Partner, & Principal

**Strategy3:**

Individualized Reading Goals - Teachers will have students set and meet independent reading goals each grading period. Incentives and rewards will be provided to student who meet their goals with 85% accuracy.

Research Cited: Reading Renaissance - <http://www.renlearn.com/ar/research.aspx>

Activity - Accelerated Reader Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students will increase their reading comprehension utilizing the Accelerated Reading Program and STAR reading. Each grading period student in grades 1st* through 4th will take a STAR reading test to determine their reading level. (*1st grade will start second semester). Teachers will meet with each student to set an individual reading goal for the nine weeks. Students will be able to choose books based on their interest and within their reading level. Students will then take online tests of comprehension when they have completed the book. Students will be encouraged to read carefully and may use the book to help when taking the online test. Students must pass the test with 85% accuracy in order to meet their goal. Parents will be encouraged to follow their student's progress communication via the Accelerated Reader Parent Portal.</p>	<p>Academic Support Program</p>			<p>09/01/2015</p>	<p>05/19/2016</p>	<p>\$4500 - Title I Schoolwide</p>	<p>Principal and teachers</p>

**Goal 3:**

All Crestline Elementary School students will demonstrate an increase in their proficiency in math.

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior that indicates increased proficiency in Mathematics by 05/19/2016 as measured by Moby Max Benchmark (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4).

**Strategy1:**

Math Strategies for Parents - Grade levels will develop at least one math activity night for parents and their children to practice mathematical standards and strategies aligned to their grade level College and Career Ready Standards.

Research Cited: <http://edsourcesource.org/wp-content/publications/Power-of-Parents-Feb-2014.pdf>

Alabama College & Career Ready Standards

Activity - Crestline Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and their children will be invited to participate in fun learning activities designed to help parents understand the Mathematical Content and Practice Standards. Incentives will be given to parents and to classes who participation meets or exceeds 60%. Video tutorials will also be created and posted on the school website to support grade level practice and content strategies. Childcare for siblings will be offered to parents in order to promote parent and student attendance and engagement.	Parent Involvement			11/02/2015	05/18/2016	\$500 - Title I Schoolwide	Teachers, Instructional Partner, Principal, Library Media Specialist

**Strategy2:**

Strategic Teaching - Problem Solving Skills - As a grade level, teachers will collaborate to develop lessons utilizing problem solving strategies and implement explicit instruction using problem based learning, number talks, models, and STEM lessons.

Research Cited: Alabama College and Career Ready Standards

Mathematics Design Collaborative

Activity - Authentic Problem Solving through STEM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science teachers at all grades will collaboratively develop lessons which will help students increase their proficiency in utilizing math strategies and processes to solve authentic mathematical and scientific problems aligned to their grade level standards.	Direct Instruction			09/21/2015	05/20/2016	\$0 - No Funding Required	Teachers and Instructional Partner

**Strategy3:**

Math Vocabulary Alignment - Teachers working in their grade level and across grade levels, will work to align the vocabulary used in math, introduce and utilize math vocabulary through math instruction, and provide parents with math vocabulary resources.

Research Cited: Alabama College & Career Ready Standards

Mathematical Design Collaborative

Activity - Math Vocabulary Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet together as grade levels and across grade levels to develop a common math vocabulary that aligns with the Alabama College and Career Ready Standards. The vocabulary will include information from depth of knowledge charts, number talks, Mathematical Practice Standards and use of the book "Teaching the Critical Vocabulary of the Common Core" by Marilee Sprenger. This vocabulary alignment will be utilized in math instruction and also be shared with parents.	Academic Support Program			11/02/2015	05/19/2016	\$0 - No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal

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

**Goal 1:**  
 Increase Parent Participation and Involvement in programs by 10% designed to help parents understand the new standards and rigor and how to help their child at home.

**Measurable Objective 1:**  
 collaborate to help parents understand the new standards and rigor and how to help their child at home by 10%. by 05/20/2016 as measured by sign in sheets .

**Strategy1:**  
 Parent Education - Grade Level Teams will develop parent education programs designed to help provide parents with strategies in helping their child be successful with the new state standards and increased rigor. Multiple opportunities (before, during, and after school) and approaches (parent meetings, webinars, hand-outs, family game night, technology instruction, library nights, etc.) will be provided for parents.  
 Research Cited: ..

Activity - Understanding the CCRS & Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided with multiple opportunities and approaches to learn about the new CCRS and increased rigor.	Parent Involvement			11/02/2015	05/13/2016	\$1000 - Title I Schoolwide	Grade Level Chairmen and Elisa Harris (Instructional Partner) will be responsible for developing programs and opportunities. Robin Varwig will be responsible setting up meetings throughout the year.



**Goal 2:**

All Crestline Elementary School students will demonstrate an increase their proficiency in reading.

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior that indicates increased proficiency in Reading by 05/19/2016 as measured by Start Early Literacy (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4).

**Strategy1:**

Parent Engagement in Reading Standards - Each grade level will identify a minimum of 4 reading standards and develop activities and/or video tutorials for parents to utilize and/or watch in order to help their child master specific Alabama College and Career Ready Standards for English Language Arts.

Research Cited: <http://edsources.org/wp-content/uploads/Power-of-Parents-Feb-2014.pdf>

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Activity - Crestline Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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**Strategy2:**

Strategic Teaching - Informational Text and Close Reading - As a grade level, teachers will collaborate to develop lessons utilizing close reading strategies and implement explicit instruction using non-fiction informational texts to help students key ideas and details in the text.

Research Cited: <http://www.csai-online.org/sites/default/files/resource/38/Supporting%20Students%20in%20Close%20Reading.pdf>

Activity - Close Reading Strategies - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels teachers will work collaboratively to plan reading lessons utilizing close reading strategies with informational text which focus on increasing student mastery of Alabama College and Career Ready Standards that relate to understanding key ideas and details.	Professional Learning			09/30/2015	05/06/2016	\$0 - No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal

**Strategy3:**

Individualized Reading Goals - Teachers will have students set and meet independent reading goals each grading period. Incentives and rewards will be provided to student who meet their goals with 85% accuracy.

Research Cited: Reading Renaissance - <http://www.renlearn.com/ar/research.aspx>

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Activity - Accelerated Reader Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will increase their reading comprehension utilizing the Accelerated Reading Program and STAR reading. Each grading period student in grades 1st* through 4th will take a STAR reading test to determine their reading level. (*1st grade will start second semester). Teachers will meet with each student to set an individual reading goal for the nine weeks. Students will be able to choose books based on their interest and within their reading level. Students will then take online tests of comprehension when they have completed the book. Students will be encouraged to read carefully and may use the book to help when taking the online test. Students must pass the test with 85% accuracy in order to meet their goal. Parents will be encouraged to follow their student's progress communication via the Accelerated Reader Parent Portal.	Academic Support Program			09/01/2015	05/19/2016	\$4500 - Title I Schoolwide	Principal and teachers

**Goal 3:**

All Crestline Elementary School students will demonstrate an increase in their proficiency in math.

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior that indicates increased proficiency in Mathematics by 05/19/2016 as measured by Moby Max Benchmark (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4).

**Strategy1:**

Strategic Teaching - Problem Solving Skills - As a grade level, teachers will collaborate to develop lessons utilizing problem solving strategies and implement explicit instruction using problem based learning, number talks, models, and STEM lessons.

Research Cited: Alabama College and Career Ready Standards

Mathematics Design Collaborative

Activity - Authentic Problem Solving through STEM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science teachers at all grades will collaboratively develop lessons which will help students increase their proficiency in utilizing math strategies and processes to solve authentic mathematical and scientific problems aligned to their grade level standards.	Direct Instruction			09/21/2015	05/20/2016	\$0 - No Funding Required	Teachers and Instructional Partner

**Strategy2:**

Math Strategies for Parents - Grade levels will develop at least one math activity night for parents and their children to practice mathematical standards and strategies aligned to their grade level College and Career Ready Standards.

Research Cited: <http://edsources.org/wp-content/publications/Power-of-Parents-Feb-2014.pdf>

Alabama College & Career Ready Standards

Activity - Crestline Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and their children will be invited to participate in fun learning activities designed to help parents understand the Mathematical Content and Practice Standards. Incentives will be given to parents and to classes who participation meets or exceeds 60%. Video tutorials will also be created and posted on the school website to support grade level practice and content strategies. Childcare for siblings will be offered to parents in order to promote parent and student attendance and engagement.	Parent Involvement			11/02/2015	05/18/2016	\$500 - Title I Schoolwide	Teachers, Instructional Partner, Principal, Library Media Specialist

**Strategy3:**

Math Vocabulary Alignment - Teachers working in their grade level and across grade levels, will work to align the vocabulary used in math, introduce and utilize math vocabulary through math instruction, and provide parents with math vocabulary resources.

Research Cited: Alabama College & Career Ready Standards

Mathematical Design Collaborative

Activity - Math Vocabulary Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet together as grade levels and across grade levels to develop a common math vocabulary that aligns with the Alabama College and Career Ready Standards. The vocabulary will include information from depth of knowledge charts, number talks, Mathematical Practice Standards and use of the book "Teaching the Critical Vocabulary of the Common Core" by Marilee Sprenger. This vocabulary alignment will be utilized in math instruction and also be shared with parents.	Academic Support Program			11/02/2015	05/19/2016	\$0 - No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal

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

**Goal 1:**

Increase Parent Participation and Involvement in programs by 10% designed to help parents understand the new standards and rigor and how to help their child at home.

**Measurable Objective 1:**

collaborate to help parents understand the new standards and rigor and how to help their child at home by 10%. by 05/20/2016 as measured by sign in sheets .

**Strategy1:**

Parent Education - Grade Level Teams will develop parent education programs designed to help provide parents with strategies in helping their child be successful with the new state standards and increased rigor. Multiple opportunities (before, during, and after school) and approaches (parent meetings, webinars, hand-outs, family game night, technology instruction, library nights, etc.) will be provided for parents.

Research Cited: ..

Activity - Understanding the CCRS & Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided with multiple opportunities and approaches to learn about the new CCRS and increased rigor.	Parent Involvement			11/02/2015	05/13/2016	\$1000 - Title I Schoolwide	Grade Level Chairmen and Elisa Harris (Instructional Partner) will be responsible for developing programs and opportunities. Robin Varwig will be responsible setting up meetings throughout the year.

**Goal 2:**

All Crestline Elementary School students will demonstrate an increase their proficiency in reading.

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior that indicates increased proficiency in Reading by 05/19/2016 as measured by Start Early Literacy (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4) . .

**Strategy1:**

Parent Engagement in Reading Standards - Each grade level will identify a minimum of 4 reading standards and develop activities and/or video tutorials for parents to utilize and/or watch in order to help their child master specific Alabama College and Career Ready Standards for English Language Arts.

Research Cited: <http://edsourcesource.org/wp-content/uploads/Power-of-Parents-Feb-2014.pdf>

Alabama College & Career Ready Standards - <http://alex.state.al.us.ccrs.node/39>

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Activity - Crestline Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level, K through 4th grade, will develop a minimum of 4 activities and/or video tutorials for parents to utilize or watch in order to help their child increase their proficiency on the identified standards.	Parent Involvement			11/02/2015	04/29/2016	\$300 - General Fund	Teachers, Instructional Partner, & Principal

**Strategy2:**

Individualized Reading Goals - Teachers will have students set and meet independent reading goals each grading period. Incentives and rewards will be provided to student who meet their goals with 85% accuracy.

Research Cited: Reading Renaissance - <http://www.renlearn.com/ar/research.aspx>

Activity - Accelerated Reader Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will increase their reading comprehension utilizing the Accelerated Reading Program and STAR reading. Each grading period student in grades 1st* through 4th will take a STAR reading test to determine their reading level. (*1st grade will start second semester). Teachers will meet with each student to set and individual reading goal for the nine weeks. Students will be able to chose books based on their interest and within their reading level. Students will then take online tests of comprehension when their have completed the book. Students will be encouraged to read carefully and may use the book to help when taking the online test. Students must pass the test with 85% accuracy in order to meet their goal. Parents will be encouraged to follow their student's progress communication via the Accelerated Reader Parent Portal.	Academic Support Program			09/01/2015	05/19/2016	\$4500 - Title I Schoolwide	Principal and teachers

**Strategy3:**

Strategic Teaching - Informational Text and Close Reading - As a grade level, teachers will collaborate to develop lessons utilizing close reading strategies and implement explicit instruction using non-fiction informational texts to help students key ideas and details in the text.

Research Cited: <http://www.csai-online.org/sites/default/files/resource/38/Supporting%20Students%20in%20Close%20Reading.pdf>

Activity - Close Reading Strategies - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels teachers will work collaboratively to plan reading lessons utilizing close reading strategies with informational text which focus on increasing student mastery of Alabama College and Career Ready Standards that relate to understanding key ideas and details.	Professional Learning			09/30/2015	05/06/2016	\$0 - No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal

**Goal 3:**

All Crestline Elementary School students will demonstrate an increase in their proficiency in math.

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior that indicates increased proficiency in Mathematics by 05/19/2016 as measured by Moby Max Benchmark (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4) . .

**Strategy1:**

Math Strategies for Parents - Grade levels will develop at least one math activity night for parents and their children to practice mathematical standards and strategies aligned to their grade level College and Career Ready Standards.

Research Cited: <http://edsources.org/wp-content/publications/Power-of-Parents-Feb-2014.pdf>

Alabama College & Career Ready Standards

Activity - Crestline Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and their children will be invited to participate in fun learning activities designed to help parents understand the Mathematical Content and Practice Standards. Incentives will be given to parents and to classes who participation meets or exceeds 60%. Video tutorials will also be created and posted on the school website to support grade level practice and content strategies. Childcare for siblings will be offered to parents in order to promote parent and student attendance and engagement.	Parent Involvement			11/02/2015	05/18/2016	\$500 - Title I Schoolwide	Teachers, Instructional Partner, Principal, Library Media Specialist

**Strategy2:**

Math Vocabulary Alignment - Teachers working in their grade level and across grade levels, will work to align the vocabulary used in math, introduce and utilize math vocabulary through math instruction, and provide parents with math vocabulary resources.

Research Cited: Alabama College & Career Ready Standards

Mathematical Design Collaborative

Activity - Math Vocabulary Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet together as grade levels and across grade levels to develop a common math vocabulary that aligns with the Alabama College and Career Ready Standards. The vocabulary will include information from depth of knowledge charts, number talks, Mathematical Practice Standards and use of the book "Teaching the Critical Vocabulary of the Common Core" by Marilee Sprenger. This vocabulary alignment will be utilized in math instruction and also be shared with parents.	Academic Support Program			11/02/2015	05/19/2016	\$0 - No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal

**Strategy3:**

Strategic Teaching - Problem Solving Skills - As a grade level, teachers will collaborate to develop lessons utilizing problem solving strategies and implement explicit instruction using problem based learning, number talks, models, and STEM lessons.

Research Cited: Alabama College and Career Ready Standards

Mathematics Design Collaborative

Activity - Authentic Problem Solving through STEM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science teachers at all grades will collaboratively develop lessons which will help students increase their proficiency in utilizing math strategies and processes to solve authentic mathematical and scientific problems aligned to their grade level standards.	Direct Instruction			09/21/2015	05/20/2016	\$0 - No Funding Required	Teachers and Instructional Partner

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

**Goal 1:**

Increase Parent Participation and Involvement in programs by 10% designed to help parents understand the new standards and rigor and how to help their child at home.

**Measurable Objective 1:**

collaborate to help parents understand the new standards and rigor and how to help their child at home by 10%. by 05/20/2016 as measured by sign in sheets .

**Strategy1:**

Parent Education - Grade Level Teams will develop parent education programs designed to help provide parents with strategies in helping their child be successful with the new state standards and increased rigor. Multiple opportunities (before, during, and after school) and

approaches (parent meetings, webinars, hand-outs, family game night, technology instruction, library nights, etc.) will be provided for parents.

Research Cited: ..

Activity - Understanding the CCRS & Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided with multiple opportunities and approaches to learn about the new CCRS and increased rigor.	Parent Involvement			11/02/2015	05/13/2016	\$1000 - Title I Schoolwide	Grade Level Chairmen and Elisa Harris (Instructional Partner) will be responsible for developing programs and opportunities. Robin Varwig will be responsible setting up meetings throughout the year.

**Goal 2:**

All Crestline Elementary School students will demonstrate an increase their proficiency in reading.

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior that indicates increased proficiency in Reading by 05/19/2016 as measured by Start Early Literacy (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4) . .

**Strategy1:**

Individualized Reading Goals - Teachers will have students set and meet independent reading goals each grading period. Incentives and rewards will be provided to student who meet their goals with 85% accuracy.

Research Cited: Reading Renaissance - <http://www.renlearn.com/ar/research.aspx>

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Activity - Accelerated Reader Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will increase their reading comprehension utilizing the Accelerated Reading Program and STAR reading. Each grading period student in grades 1st* through 4th will take a STAR reading test to determine their reading level. (*1st grade will start second semester). Teachers will meet with each student to set and individual reading goal for the nine weeks. Students will be able to chose books based on their interest and within their reading level. Students will then take online tests of comprehension when their have completed the book. Students will be encouraged to read carefully and may use the book to help when taking the online test. Students must pass the test with 85% accuracy in order to meet their goal. Parents will be encouraged to follow their student's progress communication via the Accelerated Reader Parent Portal.	Academic Support Program			09/01/2015	05/19/2016	\$4500 - Title I Schoolwide	Principal and teachers

**Strategy2:**

Strategic Teaching - Informational Text and Close Reading - As a grade level, teachers will collaborate to develop lessons utilizing close reading strategies and implement explicit instruction using non-fiction informational texts to help students key ideas and details in the text.

Research Cited: <http://www.csai-online.org/sites/default/files/resource/38/Supporting%20Students%20in%20Close%20Reading.pdf>

Activity - Close Reading Strategies - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels teachers will work collaboratively to plan reading lessons utilizing close reading strategies with informational text which focus on increasing student mastery of Alabama College and Career Ready Standards that relate to understanding key ideas and details.	Professional Learning			09/30/2015	05/06/2016	\$0 - No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal

**Strategy3:**

Parent Engagement in Reading Standards - Each grade level will identify a minimum of 4 reading standards and develop activities and/or video tutorials for parents to utilize and/or watch in order to help their child master specific Alabama College and Career Ready Standards for English Language Arts.

Research Cited: <http://edsources.org/wp-content/uploads/Power-of-Parents-Feb-2014.pdf>

Alabama College & Career Ready Standards - <http://alex.state.al.us.ccrs.node/39>

Activity - Crestline Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level, K through 4th grade, will develop a minimum of 4 activities and/or video tutorials for parents to utilize or watch in order to help their child increase their proficiency on the identified standards.	Parent Involvement			11/02/2015	04/29/2016	\$300 - General Fund	Teachers, Instructional Partner, & Principal

**Goal 3:**

All Crestline Elementary School students will demonstrate an increase in their proficiency in math.

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior that indicates increased proficiency in Mathematics by 05/19/2016 as measured by Moby Max Benchmark (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4).

**Strategy1:**

Strategic Teaching - Problem Solving Skills - As a grade level, teachers will collaborate to develop lessons utilizing problem solving strategies and implement explicit instruction using problem based learning, number talks, models, and STEM lessons.

Research Cited: Alabama College and Career Ready Standards

Mathematics Design Collaborative

Activity - Authentic Problem Solving through STEM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science teachers at all grades will collaboratively develop lessons which will help students increase their proficiency in utilizing math strategies and processes to solve authentic mathematical and scientific problems aligned to their grade level standards.	Direct Instruction			09/21/2015	05/20/2016	\$0 - No Funding Required	Teachers and Instructional Partner

**Strategy2:**

Math Strategies for Parents - Grade levels will develop at least one math activity night for parents and their children to practice mathematical standards and strategies aligned to their grade level College and Career Ready Standards.

Research Cited: <http://edsourcesource.org/wp-content/publications/Power-of-Parents-Feb-2014.pdf>

Alabama College & Career Ready Standards

Activity - Crestline Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and their children will be invited to participate in fun learning activities designed to help parents understand the Mathematical Content and Practice Standards. Incentives will be given to parents and to classes who participation meets or exceeds 60%. Video tutorials will also be created and posted on the school website to support grade level practice and content strategies. Childcare for siblings will be offered to parents in order to promote parent and student attendance and engagement.	Parent Involvement			11/02/2015	05/18/2016	\$500 - Title I Schoolwide	Teachers, Instructional Partner, Principal, Library Media Specialist

**Strategy3:**

Math Vocabulary Alignment - Teachers working in their grade level and across grade levels, will work to align the vocabulary used in math, introduce and utilize math vocabulary through math instruction, and provide parents with math vocabulary resources.

Research Cited: Alabama College & Career Ready Standards

Mathematical Design Collaborative

Activity - Math Vocabulary Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet together as grade levels and across grade levels to develop a common math vocabulary that aligns with the Alabama College and Career Ready Standards. The vocabulary will include information from depth of knowledge charts, number talks, Mathematical Practice Standards and use of the book "Teaching the Critical Vocabulary of the Common Core" by Marilee Sprenger. This vocabulary alignment will be utilized in math instruction and also be shared with parents.	Academic Support Program			11/02/2015	05/19/2016	\$0 - No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal

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

**Goal 1:**

Increase Parent Participation and Involvement in programs by 10% designed to help parents understand the new standards and rigor and how to help their child at home.

**Measurable Objective 1:**

collaborate to help parents understand the new standards and rigor and how to help their child at home by 10%. by 05/20/2016 as measured by sign in sheets .

**Strategy1:**

Parent Education - Grade Level Teams will develop parent education programs designed to help provide parents with strategies in helping their child be successful with the new state standards and increased rigor. Multiple opportunities (before, during, and after school) and approaches (parent meetings, webinars, hand-outs, family game night, technology instruction, library nights, etc.) will be provided for parents.

Research Cited: ..

Activity - Understanding the CCRS & Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided with multiple opportunities and approaches to learn about the new CCRS and increased rigor.	Parent Involvement			11/02/2015	05/13/2016	\$1000 - Title I Schoolwide	Grade Level Chairmen and Elisa Harris (Instructional Partner) will be responsible for developing programs and opportunities. Robin Varwig will be responsible setting up meetings throughout the year.

**Goal 2:**

All Crestline Elementary School students will demonstrate an increase their proficiency in reading.

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior that indicates increased proficiency in Reading by 05/19/2016 as measured by Start Early Literacy (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4) .

**Strategy1:**

Individualized Reading Goals - Teachers will have students set and meet independent reading goals each grading period. Incentives and rewards will be provided to student who meet their goals with 85% accuracy.

Research Cited: Reading Renaissance - <http://www.renlearn.com/ar/research.aspx>

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Activity - Accelerated Reader Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will increase their reading comprehension utilizing the Accelerated Reading Program and STAR reading. Each grading period student in grades 1st* through 4th will take a STAR reading test to determine their reading level. (*1st grade will start second semester). Teachers will meet with each student to set and individual reading goal for the nine weeks. Students will be able to chose books based on their interest and within their reading level. Students will then take online tests of comprehension when their have completed the book. Students will be encouraged to read carefully and may use the book to help when taking the online test. Students must pass the test with 85% accuracy in order to meet their goal. Parents will be encouraged to follow their student's progress communication via the Accelerated Reader Parent Portal.	Academic Support Program			09/01/2015	05/19/2016	\$4500 - Title I Schoolwide	Principal and teachers

**Strategy2:**

Parent Engagement in Reading Standards - Each grade level will identify a minimum of 4 reading standards and develop activities and/or video tutorials for parents to utilize and/or watch in order to help their child master specific Alabama College and Career Ready Standards for English Language Arts.

Research Cited: <http://edsources.org/wp-content/uploads/Power-of-Parents-Feb-2014.pdf>

Alabama College & Career Ready Standards - <http://alex.state.al.us.ccrs.node/39>

Activity - Crestline Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level, K through 4th grade, will develop a minimum of 4 activities and/or video tutorials for parents to utilize or watch in order to help their child increase their proficiency on the identified standards.	Parent Involvement			11/02/2015	04/29/2016	\$300 - General Fund	Teachers, Instructional Partner, & Principal

**Strategy3:**

Strategic Teaching - Informational Text and Close Reading - As a grade level, teachers will collaborate to develop lessons utilizing close reading strategies and implement explicit instruction using non-fiction informational texts to help students key ideas and details in the text.

Research Cited: <http://www.csai-online.org/sites/default/files/resource/38/Supporting%20Students%20in%20Close%20Reading.pdf>

Activity - Close Reading Strategies - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels teachers will work collaboratively to plan reading lessons utilizing close reading strategies with informational text which focus on increasing student mastery of Alabama College and Career Ready Standards that relate to understanding key ideas and details.	Professional Learning			09/30/2015	05/06/2016	\$0 - No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal

**Goal 3:**

All Crestline Elementary School students will demonstrate an increase in their proficiency in math.

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior that indicates increased proficiency in Mathematics by 05/19/2016 as measured by Moby Max Benchmark (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4) . .

**Strategy1:**

Math Vocabulary Alignment - Teachers working in their grade level and across grade levels, will work to align the vocabulary used in math, introduce and utilize math vocabulary through math instruction, and provide parents with math vocabulary resources.

Research Cited: Alabama College & Career Ready Standards

Mathematical Design Collaborative

Activity - Math Vocabulary Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet together as grade levels and across grade levels to develop a common math vocabulary that aligns with the Alabama College and Career Ready Standards. The vocabulary will include information from depth of knowledge charts, number talks, Mathematical Practice Standards and use of the book "Teaching the Critical Vocabulary of the Common Core" by Marilee Sprenger. This vocabulary alignment will be utilized in math instruction and also be shared with parents.	Academic Support Program			11/02/2015	05/19/2016	\$0 - No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal

**Strategy2:**

Math Strategies for Parents - Grade levels will develop at least one math activity night for parents and their children to practice mathematical standards and strategies aligned to their grade level College and Career Ready Standards.

Research Cited: <http://edsourcesource.org/wp-content/publications/Power-of-Parents-Feb-2014.pdf>

Alabama College & Career Ready Standards

Activity - Crestline Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and their children will be invited to participate in fun learning activities designed to help parents understand the Mathematical Content and Practice Standards. Incentives will be given to parents and to classes who participation meets or exceeds 60%. Video tutorials will also be created and posted on the school website to support grade level practice and content strategies. Childcare for siblings will be offered to parents in order to promote parent and student attendance and engagement.	Parent Involvement			11/02/2015	05/18/2016	\$500 - Title I Schoolwide	Teachers, Instructional Partner, Principal, Library Media Specialist

**Strategy3:**

Strategic Teaching - Problem Solving Skills - As a grade level, teachers will collaborate to develop lessons utilizing problem solving strategies and implement explicit instruction using problem based learning, number talks, models, and STEM lessons.

Research Cited: Alabama College and Career Ready Standards

Mathematics Design Collaborative

Activity - Authentic Problem Solving through STEM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science teachers at all grades will collaboratively develop lessons which will help students increase their proficiency in utilizing math strategies and processes to solve authentic mathematical and scientific problems aligned to their grade level standards.	Direct Instruction			09/21/2015	05/20/2016	\$0 - No Funding Required	Teachers and Instructional Partner

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

**Goal 1:**

Increase Parent Participation and Involvement in programs by 10% designed to help parents understand the new standards and rigor and how to help their child at home.

**Measurable Objective 1:**

collaborate to help parents understand the new standards and rigor and how to help their child at home by 10%. by 05/20/2016 as measured by sign in sheets .

**Strategy1:**

Parent Education - Grade Level Teams will develop parent education programs designed to help provide parents with strategies in helping their child be successful with the new state standards and increased rigor. Multiple opportunities (before, during, and after school) and

approaches (parent meetings, webinars, hand-outs, family game night, technology instruction, library nights, etc.) will be provided for parents.

Research Cited: ..

Activity - Understanding the CCRS & Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided with multiple opportunities and approaches to learn about the new CCRS and increased rigor.	Parent Involvement			11/02/2015	05/13/2016	\$1000 - Title I Schoolwide	Grade Level Chairmen and Elisa Harris (Instructional Partner) will be responsible for developing programs and opportunities. Robin Varwig will be responsible setting up meetings throughout the year.

**Goal 2:**

All Crestline Elementary School students will demonstrate an increase their proficiency in reading.

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior that indicates increased proficiency in Reading by 05/19/2016 as measured by Start Early Literacy (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4) . .

**Strategy1:**

Individualized Reading Goals - Teachers will have students set and meet independent reading goals each grading period. Incentives and rewards will be provided to student who meet their goals with 85% accuracy.

Research Cited: Reading Renaissance - <http://www.renlearn.com/ar/research.aspx>

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Activity - Accelerated Reader Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will increase their reading comprehension utilizing the Accelerated Reading Program and STAR reading. Each grading period student in grades 1st* through 4th will take a STAR reading test to determine their reading level. (*1st grade will start second semester). Teachers will meet with each student to set an individual reading goal for the nine weeks. Students will be able to choose books based on their interest and within their reading level. Students will then take online tests of comprehension when they have completed the book. Students will be encouraged to read carefully and may use the book to help when taking the online test. Students must pass the test with 85% accuracy in order to meet their goal. Parents will be encouraged to follow their student's progress communication via the Accelerated Reader Parent Portal.	Academic Support Program			09/01/2015	05/19/2016	\$4500 - Title I Schoolwide	Principal and teachers

**Strategy2:**

Strategic Teaching - Informational Text and Close Reading - As a grade level, teachers will collaborate to develop lessons utilizing close reading strategies and implement explicit instruction using non-fiction informational texts to help students key ideas and details in the text.

Research Cited: <http://www.csai-online.org/sites/default/files/resource/38/Supporting%20Students%20in%20Close%20Reading.pdf>

Activity - Close Reading Strategies - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels teachers will work collaboratively to plan reading lessons utilizing close reading strategies with informational text which focus on increasing student mastery of Alabama College and Career Ready Standards that relate to understanding key ideas and details.	Professional Learning			09/30/2015	05/06/2016	\$0 - No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal

**Strategy3:**

Parent Engagement in Reading Standards - Each grade level will identify a minimum of 4 reading standards and develop activities and/or video tutorials for parents to utilize and/or watch in order to help their child master specific Alabama College and Career Ready Standards for English Language Arts.

Research Cited: <http://edsources.org/wp-content/uploads/Power-of-Parents-Feb-2014.pdf>

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Activity - Crestline Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level, K through 4th grade, will develop a minimum of 4 activities and/or video tutorials for parents to utilize or watch in order to help their child increase their proficiency on the identified standards.	Parent Involvement			11/02/2015	04/29/2016	\$300 - General Fund	Teachers, Instructional Partner, & Principal

**Goal 3:**

All Crestline Elementary School students will demonstrate an increase in their proficiency in math.

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior that indicates increased proficiency in Mathematics by 05/19/2016 as measured by Moby Max Benchmark (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4).

**Strategy1:**

Math Strategies for Parents - Grade levels will develop at least one math activity night for parents and their children to practice mathematical standards and strategies aligned to their grade level College and Career Ready Standards.

Research Cited: <http://edsources.org/wp-content/publications/Power-of-Parents-Feb-2014.pdf>

Alabama College & Career Ready Standards

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Parents and their children will be invited to participate in fun learning activities designed to help parents understand the Mathematical Content and Practice Standards. Incentives will be given to parents and to classes who participation meets or exceeds 60%. Video tutorials will also be created and posted on the school website to support grade level practice and content strategies. Childcare for siblings will be offered to parents in order to promote parent and student attendance and engagement.	Parent Involvement			11/02/2015	05/18/2016	\$500 - Title I Schoolwide	Teachers, Instructional Partner, Principal, Library Media Specialist

**Strategy2:**

Math Vocabulary Alignment - Teachers working in their grade level and across grade levels, will work to align the vocabulary used in math, introduce and utilize math vocabulary through math instruction, and provide parents with math vocabulary resources.

Research Cited: Alabama College & Career Ready Standards

Mathematical Design Collaborative

Activity - Math Vocabulary Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet together as grade levels and across grade levels to develop a common math vocabulary that aligns with the Alabama College and Career Ready Standards. The vocabulary will include information from depth of knowledge charts, number talks, Mathematical Practice Standards and use of the book "Teaching the Critical Vocabulary of the Common Core" by Marilee Sprenger. This vocabulary alignment will be utilized in math instruction and also be shared with parents.	Academic Support Program			11/02/2015	05/19/2016	\$0 - No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal

**Strategy3:**

Strategic Teaching - Problem Solving Skills - As a grade level, teachers will collaborate to develop lessons utilizing problem solving strategies and implement explicit instruction using problem based learning, number talks, models, and STEM lessons.

Research Cited: Alabama College and Career Ready Standards

Mathematics Design Collaborative

Activity - Authentic Problem Solving through STEM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science teachers at all grades will collaboratively develop lessons which will help students increase their proficiency in utilizing math strategies and processes to solve authentic mathematical and scientific problems aligned to their grade level standards.	Direct Instruction			09/21/2015	05/20/2016	\$0 - No Funding Required	Teachers and Instructional Partner

**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:**

Increase Parent Participation and Involvement in programs by 10% designed to help parents understand the new standards and rigor and how to help their child at home.

**Measurable Objective 1:**

collaborate to help parents understand the new standards and rigor and how to help their child at home by 10%. by 05/20/2016 as measured by sign in sheets .

**Strategy1:**

Parent Education - Grade Level Teams will develop parent education programs designed to help provide parents with strategies in helping

their child be successful with the new state standards and increased rigor. Multiple opportunities (before, during, and after school) and approaches (parent meetings, webinars, hand-outs, family game night, technology instruction, library nights, etc.) will be provided for parents.

Research Cited: ..

Activity - Understanding the CCRS & Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be provided with multiple opportunities and approaches to learn about the new CCRS and increased rigor.	Parent Involvement			11/02/2015	05/13/2016	\$1000 - Title I Schoolwide	Grade Level Chairmen and Elisa Harris (Instructional Partner) will be responsible for developing programs and opportunities. Robin Varwig will be responsible setting up meetings throughout the year.

**Goal 2:**

All Crestline Elementary School students will demonstrate an increase their proficiency in reading.

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior that indicates increased proficiency in Reading by 05/19/2016 as measured by Start Early Literacy (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4). .

**Strategy1:**

Strategic Teaching - Informational Text and Close Reading - As a grade level, teachers will collaborate to develop lessons utilizing close reading strategies and implement explicit instruction using non-fiction informational texts to help students key ideas and details in the text.

Research Cited: <http://www.csai-online.org/sites/default/files/resource/38/Supporting%20Students%20in%20Close%20Reading.pdf>

Activity - Close Reading Strategies - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels teachers will work collaboratively to plan reading lessons utilizing close reading strategies with informational text which focus on increasing student mastery of Alabama College and Career Ready Standards that relate to understanding key ideas and details.	Professional Learning			09/30/2015	05/06/2016	\$0 - No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal

**Strategy2:**

Parent Engagement in Reading Standards - Each grade level will identify a minimum of 4 reading standards and develop activities and/or video tutorials for parents to utilize and/or watch in order to help their child master specific Alabama College and Career Ready Standards for English Language Arts.

Research Cited: <http://edsourcesource.org/wp-content/uploads/Power-of-Parents-Feb-2014.pdf>

Activity - Crestline Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level, K through 4th grade, will develop a minimum of 4 activities and/or video tutorials for parents to utilize or watch in order to help their child increase their proficiency on the identified standards.	Parent Involvement			11/02/2015	04/29/2016	\$300 - General Fund	Teachers, Instructional Partner, & Principal

**Strategy3:**

Individualized Reading Goals - Teachers will have students set and meet independent reading goals each grading period. Incentives and rewards will be provided to student who meet their goals with 85% accuracy.

Research Cited: Reading Renaissance - <http://www.renlearn.com/ar/research.aspx>

Activity - Accelerated Reader Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will increase their reading comprehension utilizing the Accelerated Reading Program and STAR reading. Each grading period student in grades 1st* through 4th will take a STAR reading test to determine their reading level. (*1st grade will start second semester). Teachers will meet with each student to set and individual reading goal for the nine weeks. Students will be able to chose books based on their interest and within their reading level. Students will then take online tests of comprehension when their have completed the book. Students will be encouraged to read carefully and may use the book to help when taking the online test. Students must pass the test with 85% accuracy in order to meet their goal. Parents will be encouraged to follow their student's progress communication via the Accelerated Reader Parent Portal.	Academic Support Program			09/01/2015	05/19/2016	\$4500 - Title I Schoolwide	Principal and teachers

**Goal 3:**

All Crestline Elementary School students will demonstrate an increase in their proficiency in math.

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior that indicates increased proficiency in Mathematics by 05/19/2016 as measured by Moby Max Benchmark (grades K & 1) and Spring Global Scholar Benchmark (grades 2 - 4).

**Strategy1:**

Math Vocabulary Alignment - Teachers working in their grade level and across grade levels, will work to align the vocabulary used in math, introduce and utilize math vocabulary through math instruction, and provide parents with math vocabulary resources.

Research Cited: Alabama College & Career Ready Standards

Mathematical Design Collaborative

Activity - Math Vocabulary Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet together as grade levels and across grade levels to develop a common math vocabulary that aligns with the Alabama College and Career Ready Standards. The vocabulary will include information from depth of knowledge charts, number talks, Mathematical Practice Standards and use of the book "Teaching the Critical Vocabulary of the Common Core" by Marilee Sprenger. This vocabulary alignment will be utilized in math instruction and also be shared with parents.	Academic Support Program			11/02/2015	05/19/2016	\$0 - No Funding Required	Teachers, Instructional Partner, Library Media Specialist, Principal

**Strategy2:**

Math Strategies for Parents - Grade levels will develop at least one math activity night for parents and their children to practice mathematical standards and strategies aligned to their grade level College and Career Ready Standards.

Research Cited: <http://edsources.org/wp-content/publications/Power-of-Parents-Feb-2014.pdf>

Alabama College & Career Ready Standards

Activity - Crestline Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and their children will be invited to participate in fun learning activities designed to help parents understand the Mathematical Content and Practice Standards. Incentives will be given to parents and to classes who participation meets or exceeds 60%. Video tutorials will also be created and posted on the school website to support grade level practice and content strategies. Childcare for siblings will be offered to parents in order to promote parent and student attendance and engagement.	Parent Involvement			11/02/2015	05/18/2016	\$500 - Title I Schoolwide	Teachers, Instructional Partner, Principal, Library Media Specialist

**Strategy3:**

Strategic Teaching - Problem Solving Skills - As a grade level, teachers will collaborate to develop lessons utilizing problem solving strategies and implement explicit instruction using problem based learning, number talks, models, and STEM lessons.

Research Cited: Alabama College and Career Ready Standards

Mathematics Design Collaborative

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<b>Activity - Authentic Problem Solving through STEM</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Math and Science teachers at all grades will collaboratively develop lessons which will help students increase their proficiency in utilizing math strategies and processes to solve authentic mathematical and scientific problems aligned to their grade level standards.	Direct Instruction			09/21/2015	05/20/2016	\$0 - No Funding Required	Teachers and Instructional Partner

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### Component 3: Instruction by Highly Qualified Staff

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

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

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

Hartselle City Schools posts all job opening asa required by law which includes a job description, responsibilities, timelines for application and qualification requirements. Hartselle City Schools advertises for prospective teachers on the Teach in Alabama website. All new teacher must have Highly Qualified status to be recommended for employment. Each spring Hartselle City Schools receives numerous employment inquiries from all over Alabama and the Southeast. The Teach in Alabama website allow for the recruitment of teachers outside the local area. All applicants are required to be high qualified in the subject area they are assigned.



## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

Crestline's teacher turnover rate this year was 11%, all of which were teachers in support areas which included, Instructional Partner, Library Media Specialist, Music Specialist, and Resource Teacher. Three of the four teachers who left Crestline retired at the end of the 2014 - 2015 school year. The Music Specialist moved to the position of Principal at F.E. Burleson Elementary within Hartselle City Schools.

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

Crestline has 36 full time teachers and one administrator. 75% of the teachers and administrators have more than 10 years experience in education, with 36% having taught 20 years or more. Only 14% of Crestline's teachers have less than five years experience. 61% of Crestline's teachers have an advanced degree.

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

All teachers at Crestline Elementary School are Highly Qualified. All new teachers must have Highly Qualified Status to be recommended for employment. Each spring Crestline receives numerous employment inquiries from Alabama and the surrounding southeastern states. The Teach in Alabama website allows for the recruitment of teachers outside of the local area. Crestline and Hartselle City Schools serve as host for Athens State University and University of Alabama students pursuing a degree in education. Each year students from Athens State serve as observers and student teachers. All teachers are required to participate in professional development activities determined through their Professional Learning Plan to maintain their teacher certification. New teachers are partnered with master teachers at their grade level or within their content area to become familiar with Crestline students, curriculum, policies, and procedures during their first years. Teachers are encouraged to observe more experienced teachers within the school in order to observe and gain information about best practices. Hartselle City Schools requires all new teachers to participate in new teacher academy designed to familiarize new teachers with the culture, procedures, and policies of Hartselle City Schools.

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

Hartselle City Schools advertise for prospective teacher on the Teach in Alabama website. All new teachers must have Highly Qualified Status to be recommended for employment. Each spring Hartselle City Schools receives numerous employment enquires from all over Alabama and the Southeast. The Teach in Alabama website allows for the recruitment of teachers outside of the local area. Hartselle City Schools requires all new teachers to participate in new teacher academy designed to familiarize new teachers with the culture, procedures, and policies of Hartselle City Schools.

Schools recognize teachers of the month based on different traits, these teachers are voted on by their peers and recognized at their school. Annually, each school nominates a teacher of the year candidate who is recognized at the end of the year Hartselle City Schools employment recognition. A district wide teacher of the year is selected by a committee and represents Hartselle City Schools in the Alabama

Teacher of the Year program. Each employee may a teacher or teachers from their school for a Performance Award, which is given in May each year. The teacher selected from each school is recognized at the end of the year celebration for Hartselle City Schools.

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

N/A

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## **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?**

- Math teachers receive explicit intensive instruction based on Alabama College and Career Reading Math content and Practice Standards. (Go Math, AMSTI, First in Math). Third and Fourth Grade Math teachers are also involved in the Mathematical Design Collaborative (MDC) pilot through SREB, attending research-based professional development trainings.
- Teachers work as professional learning teams and collaborate to research and implement strategies for improving student performance including formative assessment, AMSTI, OGAP, and the Alabama School InSight Tool.
- Book Study - All Crestline teachers are participating in a book study on "Leaders of Their Own Learning" by Ron Berger. This is an ongoing Book Study to promote student-engaged learning and assessment using learning targets, data notebooks and student led conferences to help motivate students to achieve mastery.
- Teachers participate in Technology Training throughout the year to learn and implement new technology skills such as Google Drive, Docs, Slides, Sheets, Calendar, etc), and to focus on integrating technology into student engaged instruction. Training on utilizing specific research based programs are offered to all faculty and staff throughout the year. These researched based programs help track student data through progress monitoring and on-going assessment.

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

The following professional development opportunities are provided during the summer and throughout the school year:

#### Teachers & Principal:

- Book Studies
- Technology Training
- RTI Training
- Learning Targets
- Leader in Me
- Data Notebooks
- Differentiate Instruction
- CCRS Training
- Educator Effectiveness
- Literacy Design Collaborative (LDC)
- Mathematics Design Collaborative (MDC)

#### Paraprofessionals & Staff:

- Technology Training
  - RTI Training
-

- ABA Training
- SAMA

Parents:

- How to help your child master reading and math standards
- Math Strategies
- Reading Strategies
- Technology

**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 teachers new to Hartselle City Schools must attend new teacher academy. At Crestline new teachers are given assigned a master teacher who mentors them throughout their first and second years at Crestline.

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

- Teachers and administrators are required to complete an annual self assessment and professional learning plan.
  - Throughout the year, teachers participate in district and school grade level meetings, book studies, data meetings, professional learning team meetings, vertical planning, collaboration, system wide planning (library, PE, counseling, etc.), and workshops.
  - Early release days during the year provide PD time for teachers and paraprofessionals.
  - Paraprofessionals, other staff, and parents receive training periodically throughout the year.
  - Throughout the year teachers participate in district and school grade level meetings, book studies, data meetings, professional learning team meetings, vertical planning, collaboration, system wide planning (library, PE, counseling, etc.), and workshops.
-

## 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.**

Crestline has two Pre-K programs available to students in the community, ECLIPSE (Early Childhood Learning in a Pre-School Environment) and First Class Pre-K (a grant program from the Office of School Readiness). The Early Intervention Program provides a transition from birth through 36 months old for children with special needs. ECLIPSE is a preschool program that provides transition and learning services for children beginning at age three for children with identified special needs in an environment that includes typical peers. ECLIPSE teaches the Alabama preschool standards. It uses the Scott Foresman reading program for preschool to prepare students for kindergarten. First Class pre-K is a preschool program that is funded through the Office of School Readiness, using their assigned curriculum and assessing students through the GOLD Standard program.

Area preschools come to visit kindergarten classes to observe the kindergarten environment. Students entering school have the opportunity to attend Kindergarten Camp, a two day orientation to help transition into the kindergarten classroom. Other transitional opportunities for students include 4th grade Crestline Ambassador interviews and 5th grade academy for students moving from the elementary to the intermediate school. Elementary and intermediate teachers collaborate to ease transition for students receiving special services by holding IEP meetings at the intermediate 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?**

Grade level learning teams are provided with 40 minutes of common planning time daily. This time is used to review student data and collaboratively plan for core instruction. Teachers have received OGAP (On-Going Assessment Project) training to help better assess individual students deficiencies in math. Professional Learning Teams (PLT) meet to review and analyze data in the areas of math, science, and reading/language arts in order to develop and recommend academic strategies. Teachers are involved in student achievement data analysis through monthly grade level Student Support Team (SST) and Data meetings to discuss student progress and plan interventions and to review curriculum and learning strategies in order to help all students master the Alabama College and Career Ready Standards. In addition, teachers participate in IEP meetings, PLT meetings, EL parent/teacher meetings, parent/teacher conferences, 504 meetings, and grade level chairman/leadership team meetings. Representatives from each grade level across the system met to develop common assessments for each grading period that will assess grade level standards. Data collected from these assessments allows teachers to provide additional instruction on standards in need of mastery prior to statewide assessments, which are given in the spring.

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## **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?**

Through informal assessment and teacher observations students experiencing difficulty are identified. Data is collected through formal assessments such as baseline tests in reading and math, STAR/STAR Early Literacy, Common Assessments in math and reading, and DIBELS. Teachers may also review previous standardized test results. The grade level Student Support Team meets monthly to review student progress and determine if interventions are needed and if the student(s) are making progress.

Home Language Survey results indicate students for whom English is not their primary Language. These students are administered the WIDA ACCESS for ELLs Placement Test.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Students identified at-risk are referred for Intervention services in reading and math. Students will continue to receive Tier II and/or Tier III instruction in the classroom. In addition, they may be referred to SST (Student Support Team) for an RTI plan.

The teacher makes a referral of an at-risk student to the SST. The SST develops an intervention plan and monitors student progress. Research based programs are used to provide intervention. A successful intervention plan is continued. Students not making progress will be referred for further evaluation.

Students who are referred and qualify for special education services have an Individualized Education Plan (IEP) written for them each year. They receive services based on individual need such as occupational, physical, or speech therapy, and resource classes for academic or behavioral instruction.

Students who qualify for assistance through section 504 have a 504 plan written for them. They receive services based on individual needs such as occupational and physical therapy and accommodations to be used for academic instruction.

An ELL plan is written for each student who qualifies for ELL services. The ELL instructional assistant coordinates supplemental instruction with the regular classroom teacher and provides academic and emotional support to the ELL students.

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

Teachers address individual student needs through small group instruction as well as activities and lesson plans that address the different learning styles. Teachers also use various computer programs to provide differentiated instruction at the student's learning level.

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**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.**

Crestline's CAST (Crestline's After School Team) program that is available to all students. Tutoring and homework assistance is provided during this time. Online access to First in Math, Go Math lessons, and Moby Max are available for students to use at home. Teachers work to provide extra resources for students to use at home.

Crestline Academy - Grade Levels will offer tutorials and activities for parents and their children to participate in beyond the school hours. Some of the offerings will include school created tutorials on reading and math strategies to help their child master grade level standards and math nights (with childcare provided) will allow parents and their child to work together on strategies and activities related to Alabama College and Career Ready Standards.

**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.**

- Migrant - n/a
- English Language Learners - The ELL instructional assistant works with the teachers to provide additional academic assistance for ELL students. In addition, grade level intervention teachers provide additional academic instruction as needed.
- Economically Disadvantaged - Grade level intervention teachers and the Instructional Partner provide intense academic assistance. The school counselor works with community stakeholders to provide for vision care and economic assistance to families in need.
- Special Education - Three resource teachers provide pull-out services to identified students in grades K - 4th, helping these students master their IEP goals. A Pre-K teacher works with our special needs pre-K students in preparing them for Kindergarten and helping them master their adaptive goals. The Multi-Needs resource teacher works with the students in her class as they master Extended Standard IEP goals. The teacher for students with behavior disorders, works with the students who are enrolled in her self-contained classroom as well as those who are included in the regular education classrooms, helping provide accommodations and modifications to help them master their goals and monitor their behavior goals. The Speech Therapist works with all students who qualify for speech services, including pre-schoolers who come to Crestline for speech services.
- Neglected and/or Delinquent: Students who are neglected or delinquent receive all applicable services mentioned above. The At-Risk counselor from Albany Clinic also provides counseling services once a week for these students.
- Homeless Students - Students who are identified as homeless receive all applicable services mentioned above.

**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),**

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**displaced homemakers, and individuals with limited English proficiency.**

N/A for Elementary Schools

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## **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?**

Crestline has many federal, state and local program and resources to help students achieve the schoolwide goals. All Crestline teachers participate in Professional Learning Teams designed to coordinate all areas of the curriculum and the school toward the achievement of schoolwide goals. The Intervention teachers coordinate with the regular and special education teachers by attending monthly SST meetings, IEP meetings, grade level meetings and parent conferences. The Intervention teachers and Instructional Partner are active in the regular school program, overall school planning and school improvement efforts. The Intervention teachers and Instructional Partner serve on committees, attend faculty meetings, in-services and participate in professional development opportunities. The Intervention teachers and Instructional Partner coordinate with other teachers using data from school assessments to plan for student success. All students, including Migrant, English Learners (EL), Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students have access to every program and resource provided by the school. The school nurse is available daily and provides health care to students and health information and insurance information to families. The nurse and the school counselor help locate needed resources for all families. Crestline has a breakfast and lunch program that includes free and reduced meals for qualifying students. The Intervention teachers and Instructional Partner are used schoolwide to help all students achieve academic 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.**

See comprehensive budget.

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

The school works with various local, state and federal agencies to provide resources that support achievement of school wide goals. In order to achieve the school's vision providing students an active, positive, and challenging environment to promote lifelong learning and meet the academic and technology goals developed by the school and stakeholders, students must have their basic needs (food, clothing, shelter, safe environment) met. Promoting a safe and secure school environment, bullying and violent behaviors is addressed through district/school policies and is revisited often during the year. Assemblies, classes provided by the school counselor, specific grade level content curriculum, speakers, such as the School Resource Officer, and other local and state resources are used for violence prevention. All parents receive a free/reduced lunch form in their registration packets. The school provides breakfast and lunch each day. Faculty and staff pay close attention to all students in order to meet their needs. A local church donates money each year to help students that need glasses, clothes, etc. Another church partners with the school and has a "backpack program" and provides food that is sent home with students each week and throughout the summer. The school counselor has a list of several agencies in the area that can provide support for students and their families such as: clothing/household items, housing, food, counseling, medical/dental treatment, legal assistance, special programs for children, adult education, and parenting support. If there is a concern about violence in the home the counselor and/or teacher reports it to the Department of Human Resources. Crestline Elementary School is also involved with the Learning Supports Initiative. Learning Supports help school districts, families and communities work together to reduce the barriers to successful students learning. Learning Supports consists of the

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following six focus areas: transitions, classroom enrichment, student and family interventions, family engagement, crisis prevention and community collaboration.

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## Component 10: Evaluation

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

The program will be evaluated through a school-wide parent survey, participation in parent involvement activities, and review of student achievement data, to determine the effectiveness of the program.

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

The data from the State's annual assessments and other indicators are evaluated by various groups and committees in the school. The results are used by the Leadership Team, teachers in grade level and Student Support Team (SST) meetings and by the Professional Learning Teams to identify areas of strength and areas where improvement is needed. The results are used to assess the effectiveness of the schoolwide program.

### 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?

Student progress is monitored throughout the year by informal and formal assessments. If students are not successful in achieving the standards, they are referred to the Student Support Team (SST) and interventions and progress will be monitored according to their individualized intervention plans.

### 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?

Each year, Crestline Elementary School's ACIP Team to review, evaluate, and revise its Continuous Improvement Plan. There are parent representatives on the Committee who represent all parents of the school.

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

Yes, increasing student proficiency in meeting Math and Reading standards. Progress was noted on some areas of these goals, however, with changes in the assessments used to measure students progress has made it difficult to determine the overall effectiveness of the strategies and activities.

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

The goals did not change, however strategies and activities and been added and/or revised to continue progress toward meeting the school

wide goals.

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# **Coordination of Resources - Comprehensive Budget**

## **Introduction**

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

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**I. State Foundation Funds:**

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	28.88	26.38	2,488,419.00
Administrator Units	1.00	1.0	83,576.00
Assistant Principal	0.00	0	0.00
Counselor	0.50	.50	54,576.00
Librarian	1.00	1.0	47,991.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	1,842.00
Professional Development	0.00	0	1,842.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	10,795.00
Library Enhancement	0.00	0	614.00
<b>Totals</b>			<b>2,689,655.00</b>



### Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

**Provide a brief explanation and breakdown of expenses.**

see plan

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

**Provide a brief explanation and a breakdown of expenses.**

See plab

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## Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

see plan

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**Title III**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	For English Language Learners Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

see plan

**Title IV**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Safe and Drug-Free Schools Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

see plan

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**Title VI**

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

**Provide a brief explanation and a breakdown of expenses.**

see plan

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### 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.**

see plan

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

**Provide a brief explanation and breakdown of expenses.**

see plan

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**Other**

<b>Label</b>	<b>Question</b>	<b>Value</b>
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.**

NA

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**Local Funds**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the total	562292.0

**Provide a brief explanation and breakdown of expenses**

See plan

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# **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.

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## 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.**

All parents will receive a copy of the Parental Involvement section of the Continuous Improvement Plan in their spoken language and an explanation of the Schoolwide Title I Program during the first semester. An explanation of the Schoolwide Title I Program was presented at a school wide parent orientation meetings and during our annual Title I Parent Meeting. Parents will be notified of the meeting through notices sent home with student in English and Spanish, newsletter announcements, public postings in English and Spanish, website announcements, and a SchoolCast announcement inviting them to attend the meeting.

Topics to be discussed at the Annual Title I Meeting for 2015 - 2016:

- Continuous Improvement Plan and Goals
- An explanation of the school's curriculum and the Alabama College and Career Ready Standards
- Schoolwide Title I program (services and parents' rights, parental involvement section of Continuous Improvement Plan, Title I Budget and 1% set aside)
- School, Parent, Student Compact
- Parent Survey
- Parent Resources and Parent Involvement Programs
- Response to Instruction (RTI)

Parents who are unable to attend will receive a handout with all of this information and well as access this information on the Crestline website.

### **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). It is the belief of the Leadership Team and faculty of Crestline Elementary of the importance of parental involvement and therefore we strive to provide several opportunities for parent meetings during the school year on a flexible schedule.

- Meet the Teacher day will be held on a weekend before the school year begins and each grade level will hold Orientation Meetings at different times to give parents a variety of opportunities to attend.
- Teachers provide parent conference times at a mutually agreeable time for both parents and teachers.
- A translator will be provided as needed.
- Parent resources will be made available for parents, listed in school newsletters, and on the school website.
- Video Learning Strategies and webinars will be made available to all parents via the Crestline website.

2). Crestline Elementary School believes in involving parents in all aspects of its Title I program. All parents are given the opportunity to submit input on the plan. Parents are given surveys seeking their input on:

- Awareness of Standards and Testing
  - Helping Your Child with School
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- Parents as Partners
- Communication
- Schools Open to Parental Involvement
- Volunteer opportunities at school

The Title I Parent Advisory Council meets at least four times a year. This team consists of four teachers and five parents. These parents serve on the ACIP committee and are active participants in the development of the plan. Parents were involved in the Title I survey and the district wide Strategic Plan Stakeholder Survey. Parents have the opportunity to sign up to serve on the Parent Advisory Council, teachers also recommend parents who are willing to serve on this Council.

3). Parent involvement funds for Crestline are used to fund materials and programs to help parents assist their child in learning strategies to master the Alabama College and Career Ready Standards.

**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.**

All students participate in the school's Title I program and therefore the school provides parents the following:

- Handbooks outlining school policies and procedures are provided to each parent.
  - Classroom teachers distributes classroom or grade level specific handbook outlining classroom policies, procedures, expectations, and grade level specific academic and curriculum information.
  - All parents are provided with a grade specific summary of the Alabama College and Career Ready Standards in English Language Arts and Mathematics.
  - Compacts are reviewed and given to all parents for completion at the start of each school year.
  - Progress reports for each students are sent home at the mid-point of the Nine Weeks grading period.
  - Report Cards are sent home each grading period.
  - Parent access to the online parent portal for grading, attendance, and discipline information is provided to all parents.
  - Schoolcast announcements are made regarding school programs and meetings.
  - Assessment data (ACT Aspire, Global Scholar Common Assessments, STAR scores, DIBELS, etc.) are provided to parents in a timely manner with additional explanations as needed.
  - All documents are translated into Spanish as needed.
  - Parents are given opportunities to schedule conferences.
  - Teachers send home weekly letters and emails to parents informing them of classroom assignments, announcements and other items of interest.
  - Graded papers, individual student assessments and/or checklists are sent home regularly.
  - The school website, Remind, Schoolcast (voice, email, and text) are other means of communication and involvement.
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**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).**

The School/Parent Compact consists of three sections. Parents/guardians, teachers/school staff, and the student all share the responsibility for improved student academic achievement. The Title I Parent Advisory Council and Crestline teachers review the compact annually to determine revisions or updates that may be needed. Information from the Annual Title I Parent Survey is also used in the review of the Compacts.

Compacts are given to all students at the beginning of each school year. Teachers explain how the compacts are developed and used during parent orientation meetings. Each participant of the compact agrees to terms that will best help the student be successful. The compact may be changed to accommodate the needs of the student. The compacts are discussed at the parent meetings where parents may offer suggestions for improvements or changes. The effectiveness of the compact is analyzed during parent conferences.

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

A Title I parent survey was utilized in developing the Alabama Continuous Improvement Plan (ACIP). Parent representatives served on the ACIP Leadership Team and were involved in developing and reviewing the plan. A copy of the ACIP will be posted on the school website. A copy of the ACIP will be available in the school library, the school office, Hartselle City Schools Central Office, and each teacher will have a copy on file available for parents to review. An informational letter will be sent home informing parents of the Alabama Continuous Improvement Plan and where it can be accessed for review. Parents who disagree with the ACIP or would like to make suggestions may submit their comments in writing to the school.

**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)**

At the beginning of the school year, classroom teachers meet with parents and provide a handbook containing information about school policies, academic requirements and assessments. College and Career Ready Standards summaries are provided to each family,

Crestline's first PTO meeting is an Open House in September. At this time parents and other family members are invited to the classrooms to view students' work and the school facility. An annual Title I meeting is held (providing parents multiple opportunities to attend or view an online session) at which time, parents are given the opportunity to ask questions about the Title I program, learn ways to volunteer and are trained in ways to improve the achievement of their child.

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Throughout the school year teachers schedule parent conferences as needed, progress reports and report cards are sent home regularly. Teachers send home weekly newsletters and graded papers to assist in parents monitoring of their child's academic progress. The principal sends home quarterly newsletters and regularly updates the website. The EL teacher assistant translates relevant information sent home with EL students.

**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)**

Crestline's ACIP Committee works to ensure that all parent materials and training are aligned with the school's identified goals. Parent resources and training are currently provided by the grade level teacher teams, the counselor, the Library Media Specialist and the Instructional Partner. Training is provided through meetings and workshops for parents to work with their children, parent and child activity sessions, webinars, and video tutorials, and providing materials, activities, and online programs for parents to work with their child at home.

**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)**

Crestline Elementary encourages parents to become equal partners in the overall education of their children. Volunteer workshops are held to train parents in the proper use of resources and equipment needed to assist teachers. Parent volunteers are utilized by teachers to help read with students, assist with math and reading activities in the classroom, and help prepare classroom materials. In addition, parent volunteers assist in fund-raising activities such as the annual Book Fair, Carnival, Grandparents Day, Picture Day, PTO Suppers, and Field Day activities. Volunteer appreciation activities are scheduled at the end of the year to recognize our volunteers' dedication to Crestline. Organized activities to help promote improving student achievement will be scheduled throughout the year as well as recreational activities to help parents feel part of the Crestline family.

The school also focuses on building relationships with parents and community stakeholders, working to make sure all school faculty and staff members reach out and communicate to parents/grandparents/guardians that build ties between the family and the 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.)**

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**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)**

Crestline coordinates its parent involvement program for all parents. To build capacity for parental involvement Crestline will establish the "Crestline Academy" in which each grade level, K through 4th grade, will develop a minimum of 4 activities and/or video tutorials for parents to utilize or watch in order to help their child increase their proficiency on the identified English Language Arts standards. In Math, parents and their children will be invited to participate in fun learning activities designed to help parents understand the Mathematical Content and Practice Standards. Incentives will be given to parents and to classes who participation meets or exceeds 60%. Video tutorials will also be created and posted on the school website to support grade level practice and content strategies. Childcare for siblings will be offered to parents in order to promote parent and student attendance and engagement.

**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, Crestline has less than 5 EL students. Information on all school meetings, parent notices, etc. is sent to the parents of these children in Spanish. In addition, Crestline has a bilingual aide who assists with verbal communication and translates information for teachers as needed.

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

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

**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

Crestline School makes every effort to work with parents to encourage their involvement in their child's education and considers parent involvement activities that parents may request.

**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.**

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