



## **ACIP**

**Sam C. Harlan Elementary School**

**Florence City Schools**

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Florence, AL 35630

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	7

## **Improvement Plan Stakeholder Involvement**

Introduction.....	9
Improvement Planning Process.....	10

## **Stakeholder Feedback Diagnostic**

Introduction.....	12
Stakeholder Feedback Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	16
Report Summary.....	17

## **Student Performance Diagnostic**

Introduction ..... 19

Student Performance Data ..... 20

Evaluative Criteria and Rubrics ..... 21

Areas of Notable Achievement ..... 22

Areas in Need of Improvement ..... 23

Report Summary ..... 24

**ACIP Assurances**

Introduction ..... 26

ACIP Assurances ..... 27

**2014-2015 Plan for ACIP**

Overview ..... 30

Goals Summary ..... 31

    Goal 1: All students at Harlan will meet or exceed the state attendance goal for Plan 2020..... 32

    Goal 2: All Harlan students will meet a state standards in math as defined in Plan 2020..... 32

    Goal 3: Students will improve their ability to read and comprehend functional and textual informational materials. . . . 33

    Goal 4: Adequate Progress in Language Acquisition..... 33

    Goal 5: Strengthen Academic Language in All Domains..... 34

Activity Summary by Funding Source..... 35

**Strategies to Increase Parental Involvement**

Introduction ..... 38

Strategies to Increase Parental Involvement..... 39

**Title I Schoolwide Diagnostic**

Introduction ..... 46

Component 1: Comprehensive Needs Assessment ..... 47

Component 2: Schoolwide Reform Strategies ..... 50

Component 3: Instruction by Highly Qualified Staff ..... 60

Component 4: Strategies to Attract Highly Qualified Teachers ..... 61

Component 5: High Quality and Ongoing Professional Development ..... 62

Component 6: Transition Strategies ..... 63

Component 7: Teacher Participation in Making Assessment Decisions ..... 64

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards ..... 65

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources ..... 67

Component 10: Evaluation ..... 68

**Coordination of Resources-Comprehensive Budget**

Introduction ..... 70

I. State Foundation Funds: FTEs Earned ..... 71

I. State Foundation Funds: Units Placed ..... 72

I. State Foundation Funds: Total Salaries ..... 73

II. Federal Funds ..... 75

III. Local Funds (if applicable) ..... 78

# **Executive Summary**

## Introduction

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

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

## Description of the School

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

Harlan Elementary School is a Title I School (92% free/reduced-price student population) with students in grades K through grade four. The school is located in the middle of the Norwood Park Subdivision, where many of the families who occupy the houses are African American. The population of students consists of approximately 73% African American students, 24% white students, 2% Hispanic students, and 1% Native American students. Harlan has a highly transient student population.

Harlan is an Alabama Reading Initiative School as well as an Alabama Math, Science, and Technology (AMSTI) school. The staff implements grade level and vertical teaming to ensure that it stays abreast of best teaching practices. The vertical teams are continually researching strategies that enhance student learning. The enthusiasm for learning by the staff spills over to students as many research based strategies that engage students in the learning process are implemented.

Harlan Elementary School provides after-school care for students in two separate programs. The F.A.L.C.O.N. (Fun After School Learning Centered on Neighborhoods) Program is free to parents and provides tutoring and skill development (reading and math) to students in grades K-4. This program is funded through Title I and is provided to the students with the greatest need for tutoring and skill development in reading and math. The students in this program receive a snack, homework help, computer access, and additional skill-building activities. The second after-school program is called The Harlan Enrichment Program and is a service provided for working parents. The tuition is lower than other after-school care facilities in the Florence area. Students receive homework help, snack, computer activities, and various fun activities that include art projects, games, and physical activities that enhance their overall health.

Harlan Elementary School has an amazing, fully-funded Fine Arts program for students. All students receive one class (45 minutes each week) of music by a certified music teacher and one class of art (45 minutes each week) by a certified art teacher. Harlan Elementary School also provides chorus activities to third and fourth grade students in an after-school setting taught by a certified music teacher who is paid a supplement by Florence City Schools. This after-school activity includes a show choir production that is presented to students, staff members and parents.

Harlan School provides a structured Physical Education (P.E.) program to all students. There are two certified P.E. teachers who work as a team to provide the physical activities that promote a healthy lifestyle.

Staff members are dedicated and genuinely care about all students. Because of their dedication, Harlan received state recognition as a CLAS Banner School (2005) and a Torchbearer School (2007 and 2011, 2012). Harlan was the only Torchbearer School winner in North Alabama in 2010-11. Harlan was selected as the Alabama winner of the 2010 International Reading Association Exemplary Reading Program Award. Nine teachers have achieved National Board Certification (NBPTS). In the spring of 2011 and 2013, Harlan was presented a first place trophy in the "Steve Trash Litter Champ" competition, presented by the Shoals Chamber of Commerce "Keep the Shoals Beautiful" committee. Judges visited our school, assessed the cleanliness of the school inside and out, and rated the recycling program. Harlan won first place out of 40 schools in North Alabama. The Cafeteria (CNP) Team has been featured in the national magazine "School Nutrition" for outstanding nutritional programs created for students and staff. The features appeared in the November 2011 issue, the April 2011 issue, and the April 2007 issue. In 2011-2012, the school staff implemented the "7 Habits of Highly Effective People" by Franklin Covey SY 2014-2015

into the curriculum. All faculty members were trained and are presently encouraging these life-changing habits with each other and with students. The faculty and staff strive each and every day to provide an excellent education for all students, as well as an outstanding environment inside and outside of school to enhance learning for all students.

Due to Harlan's high at-risk student population, the students face unique challenges. Most of the Harlan students start their school careers lacking in educational experiences. Many of their parents do not value the opportunity for their children to get a good education, so Harlan struggles with attendance issues. Because it is more difficult to teach at-risk students, the staff at Harlan is continually in search of research-based strategies and professional development that will enhance instruction.

## 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.**

Harlan Elementary School

### CORE BELIEFS

- \* We believe all students can learn, succeed and reach their full potential by setting high expectations for both students and staff.
- \* We believe our school system is a premier school district educating a diverse population for college and career readiness and success.
- \* We believe the staff of Florence City Schools is a key to students' success as productive citizens and lifelong learners.
- \* We believe the community's history and resources enhance the quality of the local education system.
- \* We believe engaging the student's family and the community enhances learning and academic achievement.
- \* We believe it is the system's responsibility to educate the whole child in a safe, orderly, and challenging environment.
- \* We believe it is the system's responsibility to develop students who are environmentally aware, adept at integrating technology, and prepared to compete in a global society.

### OUR MISSION

Empower students to explore, create, challenge, innovate and lead

Actions provided by the staff members at Harlan:

- \* Set high expectations
- \* Provide equal educational access for diverse learners
- \* Maintain a safe, orderly environment that is intellectually challenging and physically, emotionally, and socially stimulating
- \* Develop healthy, productive citizens adept in academic and life skills who are accepting of themselves and others
- \* Ensure that students are environmentally aware, technologically competent, and capable of lifelong learning.

### TO ACCOMPLISH OUR MISSION

The school staff is committed to excellence by working cooperatively with the home and community to provide an education meeting the individual needs of children in grades Pre-K through 4.

System Brand - 5-Star Service

Theme - Engage

Vision - Aspiring to be #1 in Alabama and among the top in the nation.

## 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.**

Harlan's staff members are dedicated and genuinely care about all students. Because of their dedication, Harlan received state recognition as a CLAS Banner School (2005) and a Torchbearer School (2007, 2011, 2012). Harlan was the only Torchbearer School winner in North Alabama in 2010-11 and 2011-2012. Harlan was selected as the Alabama winner of the 2010 International Reading Association Exemplary Reading Program Award. Nine of Harlan's teachers have achieved National Board Certification (NBPTS). In the spring of 2011 and 2014, Harlan was presented a first place trophy in the "Steve Trash Litter Champ" competition presented by the Shoals Chamber of Commerce "Keep the Shoals Beautiful" Committee. Judges visited the school, assessed the cleanliness of the school inside and out, and rated the recycling program. Harlan won first place out of 40 schools in North Alabama. The Cafeteria (CNP) Team has been featured in the national magazine "School Nutrition" for outstanding nutritional programs created for our students and staff. The features appeared in the November 2011 issue, the April 2011 issue, and the April 2007 issue. In 2011-2012, the school staff implemented the "7 Habits of Highly Effective People" (Franklin Covey) into the curriculum. All faculty members were trained and are presently encouraging these life-changing habits with each other and with students. Several grants were obtained by the school administrators to train all staff members and send 12 teachers to the "Leader in Me" Symposium, a national conference, that embodies "7 habits" implementation in schools. The faculty and staff strive each and every day to provide an excellent education for the students, as well as an outstanding environment inside and outside of our school to enhance learning for all students. Harlan teachers had extensive technology training during the 2011-12 school year. They received SMART boards in each classroom at the beginning of the school year and training throughout the year to present engaging lessons in all areas of the curriculum. During March 2012, all teachers received iPads through awards monies from the State for academic achievements in the 2010-11 school year. Harlan teachers and administrators are continually looking for grant opportunities to enhance instruction and to improve the environment of the school. A majority of the teachers have written numerous grant proposals (Florence Foundation Grants and other sources of grant funding). Through these grant resources, classrooms are very well equipped to provide great learning opportunities for all students. Areas for improvement for the next three years are:

- A. To continue learning about new technologies, so that teachers and administrators enhance teaching and learning strategies to impact both at-risk and gifted students
- B. To incorporate the "7 Habits of Highly Effective People" into the curriculum and promote these life-changing habits among all staff members and students
- C. To enhance the instructional framework of the curriculum being taught in Florence City Schools

## **Additional Information**

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

Harlan Elementary School is very fortunate to have staff members who choose to work hard to ensure students receive the best education in all areas. The school CNP workers ensure that Harlan's meals are delicious and nutritious, and they also conduct special events in the school cafeteria such as "Be a Star Day" and "Hawaii Day" to make school fun and exciting. A Blue Cross Blue Shield of Alabama Grant was also received to use in combination with a private donation to build an outside walking track for students, teachers and the community to utilize.

Harlan Elementary School's Program Goals for Nutrition and Exercise are as follows:

- A. To implement special activities during National School Lunch Week and National School Breakfast Week that involve teachers, students, and parents educating the community on healthy choices
- B. To exercise to promote health

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

The Instructional Leadership Team was instrumental in the planning process. The Instructional Leadership Team is comprised of a diverse group of stakeholders, including parents and community members, and all willingly participated in the planning process for this CIP in the hopes of producing a plan which will ultimately guide instruction at the school. Meeting times for the Instructional Leadership Team were scheduled at various times to accommodate work schedules of parents and community members. The Instructional Leadership Team gathered and meticulously analyzed and reviewed data. Preliminary strengths and weaknesses were identified at a collaborative meeting of the Instructional Leadership Team. The data sources, identified strengths and weaknesses, and academic assessments were reviewed with the entire faculty at a collaborative meeting, as well as with parents during an organized meeting. After receiving input from all stakeholders via the processes listed above, the Instructional Leadership Team finalized the strengths and weaknesses that appear in this CIP with the specific intent of improving the achievement of not only individual students, but the overall instructional program. Strategies to improve upon strengths and weaknesses were shared and reviewed with all stakeholders, including parents, via parent meetings and the school website.

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

The Instructional Leadership Team included administrators, classroom teachers, Title I teachers, special education teacher, related arts teacher, guidance counselor, Instructional Coach, and parent/community representatives. Input was also given during the Fall 2013 Title I Parent Meeting. All members of the Instructional Leadership Team were involved in the review of data, identification of strengths and weaknesses, and designation of goals for the CIP.

**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 final Continuous Improvement Plan for 2013-2014 was shared with the school faculty during a meeting and analyzed more closely in grade level/department meetings. The final CIP was shared with the PTO Officers during their monthly meeting, published on the school's website, and made available in the school office. Stakeholders will receive updates on the CIP mid-year and at the end of the school year.

# 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	All Stakeholder Feedback was completed during Florence City Schools District Accreditation. A file of all reports from the stakeholder feedback is attached. Areas of Notable Achievement and Areas in Need of Improvement are drawn from the Stakeholder Feedback data.	

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

## **Areas of Notable Achievement**

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

The area with the highest overall level of satisfaction was Standard 1 - Purpose and Direction. This standard has a 4.54 rating by parents.

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

Standard 5 - Using Results for Continuous Improvement shows a trend toward being an area of high satisfaction with a 4.49 level of satisfaction.

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

Standard 1, Purpose and Direction, show a ranking that is consistent with other stakeholder results with a high ranking of 4.54.

## **Areas in Need of Improvement**

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

Standard 2 - Governance and Leadership is the standard with the overall lowest level of satisfaction. The satisfaction level is 4.33.

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

Standard 3 - Teaching and Assessing for Learning shows a declining level of satisfaction with an overall satisfaction level of 4.36.

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

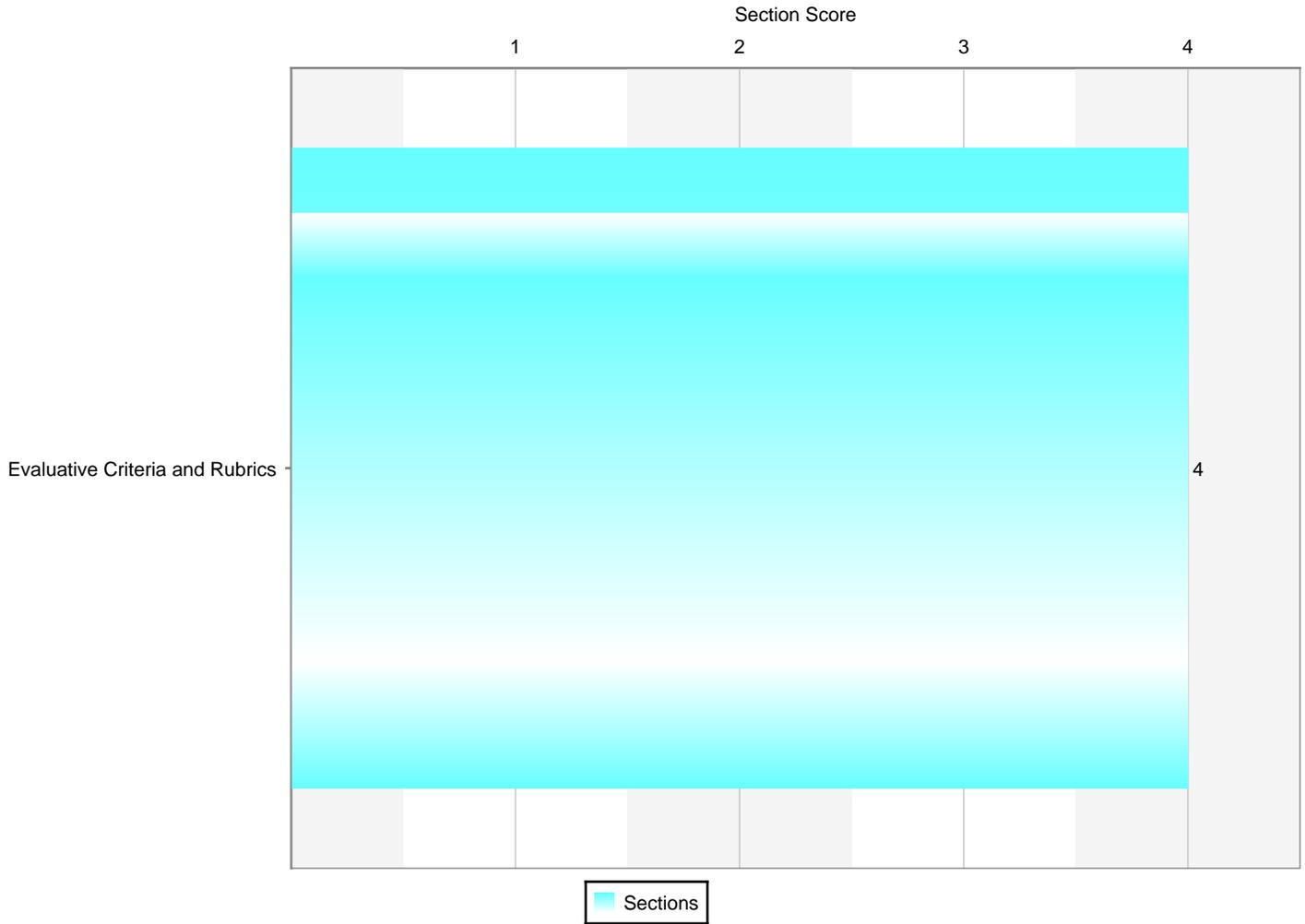
Harlan should focus on the area of shared leadership to develop more confidence among stakeholders in the governance and leadership of the school.

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

The area of Governance and Leadership is an area where all stakeholders see a need for focus and improvement.

## Report Summary

### Scores By Section



# Student Performance Diagnostic

## **Introduction**

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

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Student Performance Data was collected at the school level and attached below.	

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

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

## Areas of Notable Achievement

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

According to Student Performance Data, Harlan students consistently did well in demonstrating reading vocabulary knowledge. Second and third grade students were proficient in comprehending fictional text. Fourth grade students were proficient in comprehending non-fictional text. Harlan students performed well on items regarding algebra and geometry.

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

In math, Harlan students showed a positive trend in problems associated with algebra.

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

The data revealed the areas of highest performance were vocabulary and comprehending fiction and non-fiction in reading and items regarding algebra in math.

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

The special education subgroup showed a minimal trend toward increasing achievement in reading.

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

There is no significant difference in the all student group and the Free/Reduced lunch subgroup.

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

All data analyzed in the Comprehensive Needs Assessment showed consistency.

## Areas in Need of Improvement

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

The area of reading comprehension is below the expected level of performance.

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

The area of reading comprehension and reading informational text shows a negative trend in performance over several years.

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

Harlan students scored the lowest in using strategies to comprehend functional/textual informational materials. This has been an area of weakness for several years.

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

The special education subgroup continues to have a negative proficiency index in reading and math.

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

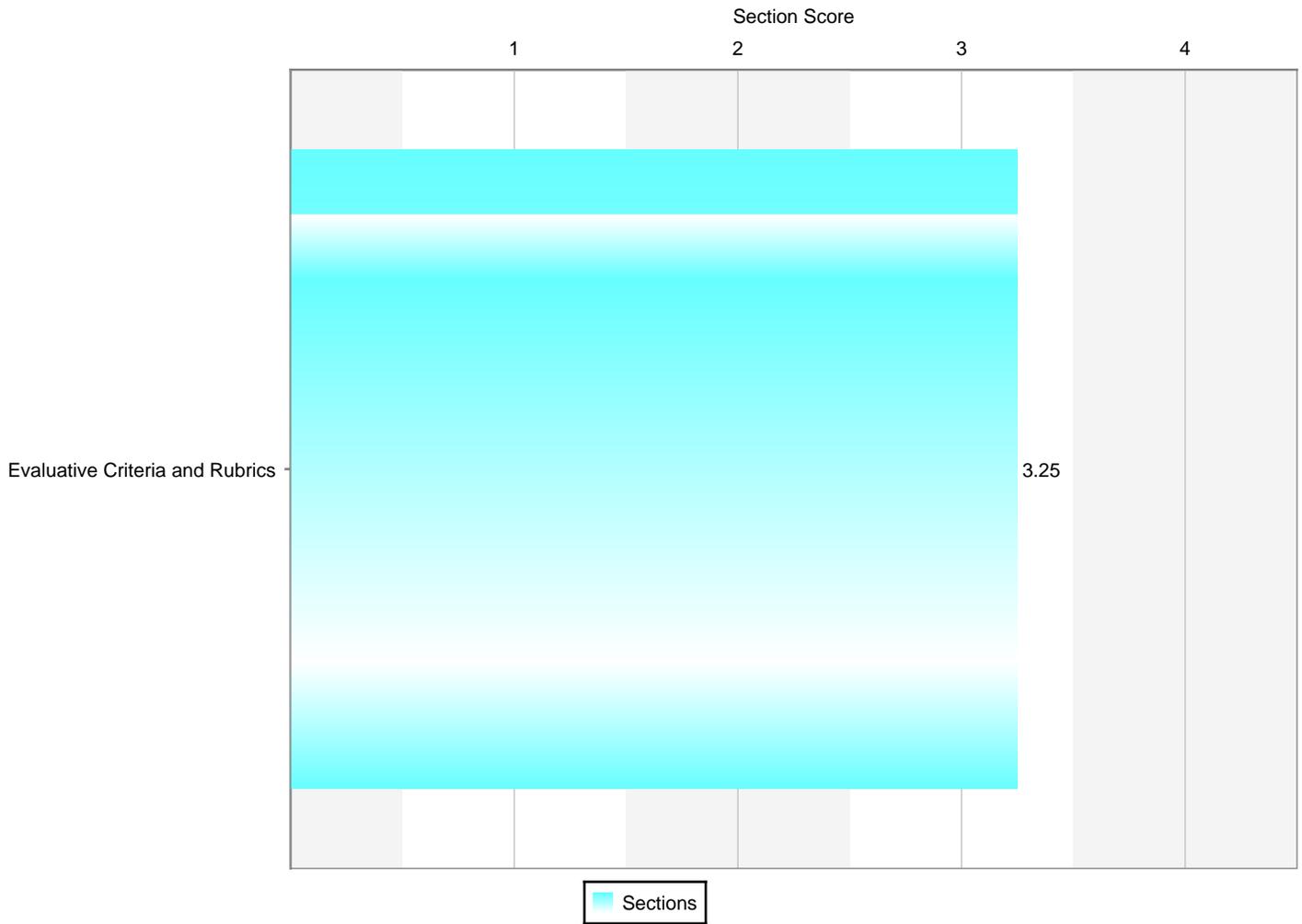
The special education subgroup has an achievement gap between the all students group.

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

School and classroom data confirms that the special education subgroup shows an achievement gap between other student groups.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Harlan has an Instructional Leadership Team that is comprised of a diverse group of stakeholders in order for various perspectives and expertise to be accessed. The Harlan Instructional Leadership Team 2014/2015 worked meticulously and collaboratively to develop a CIP which will guide instruction. The Instructional Leadership Team is attached.	

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	Harlan complies with all federal laws and regulations which prohibit discrimination and with all requirements and regulations of the US Department of Education. The school's statement regarding Equal Education/Employment Opportunity can be found within the Florence City Schools Parent Student Handbook 2014-2015, page 4.	

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	Harlan Elementary falls under the Florence City Equal Education/Employment Opportunity Policy as noted in the Florence City Parent Student Handbook, page 4. The person designated to coordinate efforts to comply and carry out nondiscrimination responsibilities is as follows: Mrs. Connie Roberts Wallace, Assistant Superintendent and CSFO P.O. Box 10 Florence, AL 35631 256-768-3000	

**ACIP**

Sam C. Harlan Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Harlan Elementary has a Parent Involvement Plan as required by NCLB Section 1118. The plan is reviewed and revised each year at the Fall Title I Parent Meeting. The plan contains the mandatory component of a School Parent Compact as well as flexible meeting times, means of notifying parents, and evaluation of parent involvement annually. The Florence City Parent Involvement Plan contains all mandatory requirements for Parents' Right To Know.	

<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	Harlan has a School-Parent Compact for the current school year. The School-Parent Compact contains all required components and was jointly developed with parents from the school. The current compact was reviewed and revised with parents at the Fall Annual Title I Parent Meeting on September 11, 2014. Parents were notified of the Fall Annual Title I Meeting via notices sent home with students, an automated call out and on the Harlan marquee. School-Parent Compacts are signed and available in students' classrooms. The Harlan School-Parent Compact for 2014-2015 is attached.	

# **2014-2015 Plan for ACIP**

## **Overview**

### **Plan Name**

2014-2015 Plan for ACIP

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Harlan will meet or exceed the state attendance goal for Plan 2020.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	All Harlan students will meet a state standards in math as defined in Plan 2020.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Students will improve their ability to read and comprehend functional and textual informational materials.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2000
4	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$300
5	Strengthen Academic Language in All Domains	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1500

## Goal 1: All students at Harlan will meet or exceed the state attendance goal for Plan 2020.

### Measurable Objective 1:

demonstrate a behavior The Harlan student population will demonstrate a behavior of at least 95% attendance rate by 5/15/2014 by 05/15/2015 as measured by iNOW monthly attendance report and yearly attendance report.

### Strategy 1:

Parent Contacts - Administrator will monitor monthly attendance reports of at least 95% attendance rate by 05/15/2015 as measured by iNOW monthly attendance report and yearly attendance report.

Research Cited: Present and Accounted For: Improving Student Attendance Through Family and Community Involvement. Authors: Joyce Epstein and Steven Sheldon, John Hopkins University

Activity - Attendance Contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and Attendance Monitor Team will review monthly the attendance reports from iNOW and make appropriate parent contacts to improve attendance.	Parent Involvement	10/15/2014	05/15/2015	\$0	No Funding Required	Administrator and Attendance Monitor Team

## Goal 2: All Harlan students will meet a state standards in math as defined in Plan 2020.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency on the Global Schloars Performance Assessment and Benchmark Assessments in Mathematics by 05/15/2015 as measured by student reports from Global Scholars and Benchmark Assessments.

### Strategy 1:

Strategic Teaching - Classroom teachers and Title 1 teachers will deliver explicit instruction for the CCRS standards based upon the Florence City Schools Math Pacing Guide.

Research Cited: EnVisions Math is research based.

Activity - Tier 1 and Tier 11 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will deliver instruction in whole group settings and small groups in an effort to increase student achievement in math.	Direct Instruction	10/15/2014	05/15/2015	\$0	No Funding Required	Classroom teachers, Title 1 Teachers, Instructional Coach, District Math Specialist, and Tutors.
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### Goal 3: Students will improve their ability to read and comprehend functional and textual informational materials.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency of reading and comprehending functional/textual informational materials. in Reading by 05/15/2015 as measured by student performance on Global Scholars and local benchmark assessments. .

**Strategy 1:**

Explicit Instruction - Classroom teachers, Title I teachers, special education teachers, and the instructional coach will provide daily explicit instruction and intervention on CCRS standards related to reading and comprehending informational text.

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes, copyright 2011

Activity - Standard Scaffolding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning related to scaffolding of skills in ELA implementation of CCRS.	Professional Learning	10/15/2014	05/15/2015	\$2000	Other	Instructional coach, District ELA Specialist, and Regional ARI staff.

### Goal 4: Adequate Progress in Language Acquisition

**Measurable Objective 1:**

100% of English Learners students will demonstrate a proficiency of making AMAO-A (APLA - 0.5 gain) in English Language Arts by 05/15/2015 as measured by as measured by the ACCESS for EL's.

**Strategy 1:**

EL Committee - The EL Committee (content area teacher, EL teacher, parent, counselor, administrator) will meet at the beginning of each year to analyze student assessment data and write an Individualized English Language Plan (IELP) for any student scoring between 3.9-4.7 or for any student who did not make APLA.

Research Cited: WIDA Standards

Activity - Triangulation of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACCESS scores from various years will be analyzed to see if the student has been making annual gains in Adequate Progress in Language Acquisition. Reading scores from other state assessments will be analyzed to determine students' academic strengths and weaknesses.	Policy and Process	10/15/2014	05/15/2015	\$300	Title II Part A	EL Teacher

## Goal 5: Strengthen Academic Language in All Domains

### Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency use of academic language in English Language Arts by 05/15/2015 as measured by as measured by administrator walk-throughs and ACCESS scores.

### Strategy 1:

SIOIP Strategies - SIOIP strategies will be implemented in all classrooms to ensure that students are learning language objectives and content objectives simultaneously. Newly hired teachers will receive training in SIOIP strategies.

Research Cited: WIDA Standards

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newly hired teachers will participate in a monthly SIOIP Book study after school. Participants will attend monthly face to face meetings and post reflections, video clips, and lesson plans on Edmodo using available technology.	Professional Learning	10/15/2014	05/15/2015	\$1500	Title II Part A	EL teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 1 and Tier 11 Instruction	Teachers will deliver instruction in whole group settings and small groups in an effort to increase student achievement in math.	Direct Instruction	10/15/2014	05/15/2015	\$0	Classroom teachers, Title 1 Teachers, Instructional Coach, District Math Specialist, and Tutors.
Attendance Contacts	Principal and Attendance Monitor Team will review monthly the attendance reports from iNOW and make appropriate parent contacts to improve attendance.	Parent Involvement	10/15/2014	05/15/2015	\$0	Administrator and Attendance Monitor Team
<b>Total</b>					\$0	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standard Scaffolding	Teachers will participate in professional learning related to scaffolding of skills in ELA implementation of CCRS.	Professional Learning	10/15/2014	05/15/2015	\$2000	Instructional coach, District ELA Specialist, and Regional ARI staff.
<b>Total</b>					\$2000	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Newly hired teachers will participate in a monthly SIOP Book study after school. Participants will attend monthly face to face meetings and post reflections, video clips, and lesson plans on Edmodo using available technology.	Professional Learning	10/15/2014	05/15/2015	\$1500	EL teachers

**ACIP**

Sam C. Harlan Elementary School

Triangulation of Data	ACCESS scores from various years will be analyzed to see if the student has been making annual gains in Adequate Progress in Language Acquisition. Reading scores from other state assessments will be analyzed to determine students' academic strengths and weaknesses.	Policy and Process	10/15/2014	05/15/2015	\$300	EL Teacher
					<b>Total</b>	\$1800

# **Strategies to Increase Parental Involvement**

## **Introduction**

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

## Strategies to Increase Parental Involvement

### **1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.**

Harlan convenes an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program. The school also offers a flexible number of informational parent meetings and attempts to build a strong home/school connection, foster parenting skills and literacy development. In addition, Harlan involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of school programs. The school strives to provide timely information about its school programs to parents regarding curricula, student assessments, and opportunities where parents can provide input and school personnel can respond promptly to parent suggestions. Finally, the school provides parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school. The school involves parents in the development of the schoolwide plan through collaborative meetings.

### **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.**

Harlan school works hard to involve parents in the implementation of the school wide plan. Partnerships are encouraged and training is provided for teachers, administrators, and parents to strengthen the ability of strong parent-school partnerships to enhance student achievement. Parents are involved in jointly developing appropriate parental involvement policies and in reviewing school improvement through meetings with the school and also through the system's Parent Advisory Committee. Policies developed through this process are distributed to parents of students attending Title 1 schools. Additionally, the Board provides coordination, technical assistance, and other support necessary to assist Title 1 schools in planning and implementing effective parental involvement activities to improve student achievement and school improvement. The school coordinates and integrates parental involvement strategies with other programs as appropriate.

### **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.**

Harlan works to identify impediments to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or whose racial or ethnic background may impede effective participation. To the extent practicable, all information required under Section 1111 of the Elementary and Secondary Education Act ("ESEA"), 20 U.S.C. §63/1 ET SEQ., will be provided to parents in a uniform, understandable format upon request, in an alternative format and language that the parents understand. The school works with the school system to ensure that school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and each includes a school-parent compact consistent with section 1118(d) of the ESEA. This policy specifies that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program;
- b. Offer a flexible number of informational parent meetings, including building a strong /home school connection, parenting skills, and literacy development;
- c. Involve parents in organized, ongoing, and timely way in planning, review, and improvement of school programs;
- d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and
- e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.

**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 staff at Harlan work to ensure that school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and that a school-parent compact exists consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines which say that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program;
- b. Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;
- c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;
- d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and
- e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.

At Harlan, School Parent Compacts are used at Parent Teacher Conferences each year to facilitate productive discussion regarding ways parents can assist their children as well as to outline responsibilities for the school, the parent, and the student. School Parent Compacts are housed in each classroom so that teachers may refer to them often and document parent contacts and conferences.

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

Harlan conducts an Annual Evaluation of Initiatives with the involvement of parents, to determine the effectiveness of the parental involvement policy and schoolwide plan in improving the academic quality of the school. The evaluation includes parent surveys, focus groups, and student assessment data. Parents are also given the opportunity to submit suggestions and concerns regarding the parental involvement policy to the parent advisory committee. This information will be reviewed annually and used to make revisions to the school plan as necessary.

**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)**

Harlan works to identify impediments to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or whose racial or ethnic background may impede effective participation. To the extent practicable, all information required under Section 1111 of the Elementary and Secondary Education Act ("ESEA"), 20 U.S.C. §6301 et seq., will be provided to parents in a uniform, understandable format and upon request, in an alternative format and language that the parents understand. The school works with the school system to ensure that school level parental involvement policies meet the requirements of section 1118(b) of the ESEA and each includes a school-parent compact consistent with section 1118(d) of the ESEA. This policy specifies that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program;
- b. Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;
- c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;
- d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and
- e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.

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

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

**Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**

Harlan works to identify impediments to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or whose racial or ethnic background may impede effective participation. To the extent practicable, all information required under Section 1111 of the Elementary and Secondary Education Act ("ESEA"), 20 U.S.C. §6301 et seq., will be provided to parents in a uniform, understandable format and upon request, in an alternative format and language that the parents understand. The school works with the school system to ensure that school level parental involvement policies meet the requirements of section 1118(b) of the ESEA and each includes a school-parent compact consistent with section 1118(d) of the ESEA. This policy specifies that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program;
- b. Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;
- c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;
- d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular

meetings where parents can provide input and respond promptly to parent suggestions; and

e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.

f. Provide parents with access to parent portal for iNOW to access student's progress and grades.

**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)**

Harlan works to identify impediments to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or whose racial or ethnic background may impede effective participation. To the extent practicable, all information required under Section 1111 of the Elementary and Secondary Education Act ("ESEA"), 20 U.S.C. §6301 et seq., will be provided to parents in a uniform, understandable format and upon request, in an alternative format and language that the parents understand. The school works with the school system to ensure that school level parental involvement policies meet the requirements of section 1118(b) of the ESEA and each includes a school-parent compact consistent with section 1118(d) of the ESEA. This policy specifies that each school will:

a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program;

b. Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;

c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;

d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and

e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of 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.)**

**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)**

Harlan works to identify impediments to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or whose racial or ethnic background may impede effective participation. To the extent practicable, all information required under Section 1111 of the Elementary and Secondary Education Act ("ESEA"), 20 U.S.C. §6301 et seq., will be provided to parents in a uniform, understandable format and upon

request, in an alternative format and language that the parents understand. The school works with the school system to ensure that school level parental involvement policies meet the requirements of section 1118(b) of the ESEA and each includes a school-parent compact consistent with section 1118(d) of the ESEA. This policy specifies that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program;
- b. Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;
- c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;
- d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and
- e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.

**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)**

Harlan has a list of available interpreters/translators to assist with communication/filling out forms. Language assistance is available and all schools can receive assistance in providing all information in a language parents can understand by call the Federal Programs Office at (256) 768-3025 or 768-3033 for assistance. Florence City Schools provides the Parent/Student Handbook in English and Spanish. Also, the principals at each school are trained in how to use TransAct to access important school communications in several languages to ease communications with the non-speaking families. In each school are "Language Survival Kits." These are handbooks with basic communication information such as "Where are the restrooms?", "What is your name?" etc, The handbooks have been translated in the following languages: French, German, Japanese, Russian, Spanish, Turkish and Vietnamese. They are based on grade levels of K-6 and 7-12.

**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)**

Harlan works to identify impediments to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or whose racial or ethnic background may impede effective participation. To the extent practicable, all information required under Section 1111 of the Elementary and Secondary Education Act ("ESEA"), 20 U.S.C. §6301 et seq., will be provided to parents in a uniform, understandable format and upon request, in an alternative format and language that the parents understand. The school works with the school system to ensure that school level parental involvement policies meet the requirements of section 1118(b) of the ESEA and each includes a school-parent compact consistent with section 1118(d) of the ESEA. This policy specifies that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program;
- b. Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;
- c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;
- d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and
- e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.

**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.**

Harlan has a list of available interpreters/translators to assist with communication/filling out forms. Language assistance is available and all schools can receive assistance in providing all information in a language parents can understand by calling the Federal Programs Office at (256) 768-3025 or (256) 768-3033 for assistance. Florence City Schools provides the Parent/Student Handbook in English and Spanish. Also, the principals at each school are trained in how to use TransAct to access important school communications in several languages to ease communication with the non-speaking families. In each school office are "Language Survival Kits." These are handbooks with basic communication information such as "Where are the restrooms?", "What is your name?" etc. The handbooks have been translated in the following languages: French, German, Japanese, Russian, Spanish, Turkish and Vietnamese. They are based on grade levels of K-6 and 7-12.

# **Title I Schoolwide Diagnostic**

## Introduction

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

## Component 1: Comprehensive Needs Assessment

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

Members of The Leadership Team along with additional faculty and staff and community representatives met on August 19, 2014 to discuss the Florence City Schools Instructional Roadmap to Success and also analyzed data from summative and formative tests. Some of the data examined included INOW data, DIBELS, STAR, Global Scholars, Macmillan/McGraw-Hill reading assessments, enVisions math assessments, and classroom tests. The Instructional Leadership Team includes a variety of school representatives as well as parents and a representative from the community. Throughout the year, many periodic reviews occur to determine if we are meeting our goals. A few examples include weekly data meetings, faculty meetings, and professional development sessions focused on data-based decision making. The ultimate goal of the comprehensive needs assessment is to determine areas of strength and areas for focus in the Continuous Improvement Plan.

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

School attendance at Harlan remains a concern. INOW analysis indicated that absenteeism is still a problem. We are currently at 94.32%. Global Scholar data indicated that 3rd grade showed strengths in math, while 2nd and 4th showed strengths in reading.

#### Math Strengths:

Students scoring low, high and above average:

In 2nd grade, students were 78% proficient in algebra and 70% in geometry.

In 3rd grade, students were 85% proficient in algebra and 76% in geometry.

In 4th grade, students were 70% proficient in geometry and 69% in algebra.

#### Math Weaknesses:

Students scoring below average:

In 2nd grade, 44% of students were below average in measurement and 36% in data analysis and probability.

In 3rd grade, 38% of students were below average in data analysis and probability and 36% in measurement.

In 4th grade, 48% of students were below average in data analysis and probability and 48% in measurement.

#### Reading Strengths:

Students scoring low, high and above average:

By analyzing Global Scholars data, 2nd grade students were 90% proficient in vocabulary and 76% were proficient in comprehending fiction.

Third grade data indicated 67% of students were proficient in vocabulary and 64% were proficient in comprehending fiction. Fourth grade

data indicated 68% of students were proficient in vocabulary and 60% were proficient in comprehending non-fiction.

Reading Weaknesses:

Students performing below average:

By analyzing Global Scholars data, 30% of 2nd grade students were below average in comprehending non-fiction text; 39% of 3rd grade students were below average in comprehending long passages, and 49% of 4th grade students were below average in comprehending long passages.

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

A review of the data revealed areas in reading and math that are in need of improvement on Global Scholars. For reading, Harlan's second grade students scored low in their ability to use strategies to comprehend non-fiction materials. Harlan's third and fourth grade students scored poorly in using strategies to comprehend long passages.

In the area of math, students in 2nd, 3rd and 4th grades showed weaknesses in the areas of measurement and data and probability.

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

Student attendance is an issue that the school will be continuing to address this year. Our goal is to increase student attendance to 95% for the entire school year. Teachers are addressing attendance in grade level meetings weekly and incentives are being offered to students whose attendance increases. Students are being recognized for attendance improvement. More home visits will be made to assess environmental factors and identify barriers that may be contributing to absenteeism.

Harlan's SIR report for 2013 - 2014

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

The goals in the Continuous Improvement Plan are directly related to areas of focus identified in the Comprehensive Needs Assessment. In addition, because the academic goals are tied to crucial skills in reading and math, it is a priority for the staff to take action to improve these identified areas.

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

All available assessment data is examined with all teachers participating and then are analyzed within each grade levels to determine areas of focus. INOW attendance data, benchmark assessments, summative and formative assessments (informal assessments, teacher observation, analysis of rubrics, etc..) are all examined to develop our school goals. ACCESS scores are analyzed to see if students are making annual gains in language acquisition. Teachers utilize the assessments available in the reading and math series, DIBELS reports, Global Scholars data, STAR data and information provided from ACCESS test to develop a plan of action to address academic needs of the students. In addition to the hard student data mentioned above, soft data such as perceptions within the school and by parents was

considered in writing the goals for the Continuous Improvement Plan.

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

All curriculum areas have been aligned with the Core Standards. Instructional materials and strategies are research-based. Continuous progress monitoring of formative and summative assessment data allows the teachers to adjust instructional practices. Remediation services and extended learning opportunities are available for students experiencing academic difficulties. Title 1 services are offered based on multiple criteria including academic assessments, students who have been placed or retained, and students referred for RTI. All of these areas are considered when determining the students with the greatest need of services. The process is reviewed frequently and adjustments are made regularly. Data is updated at least every 4 weeks and information is forwarded to the Federal Programs Director each 9 weeks. Tier 1-3 instruction is offered in math and reading to meet the various academic needs of all students. Teachers identify standards where students are deficient and adjust their speed of teaching concepts and vary their methodology to meet individual student needs.

## Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

**Goal 1:**

All Harlan students will meet a state standards in math as defined in Plan 2020.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency on the Global Scholars Performance Assessment and Benchmark Assessments in Mathematics by 05/15/2015 as measured by student reports from Global Scholars and Benchmark Assessments.

**Strategy1:**

Strategic Teaching - Classroom teachers and Title 1 teachers will deliver explicit instruction for the CCRS standards based upon the Florence City Schools Math Pacing Guide.

Research Cited: EnVisions Math is research based.

Activity - Tier 1 and Tier 11 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver instruction in whole group settings and small groups in an effort to increase student achievement in math.	Direct Instruction			10/15/2014	05/15/2015	\$0 - No Funding Required	Classroom teachers, Title 1 Teachers, Instructional Coach, District Math Specialist, and Tutors.

**Goal 2:**

All students at Harlan will meet or exceed the state attendance goal for Plan 2020.

**Measurable Objective 1:**

demonstrate a behavior The Harlan student population will demonstrate a behavior of at least 95% attendance rate by 5/15/2014 by 05/15/2015 as measured by iNOW monthly attendance report and yearly attendance report.

**Strategy1:**

Parent Contacts - Administrator will monitor monthly attendance reports of at least 95% attendance rate by 05/15/2015 as measured by iNOW monthly attendance report and yearly attendance report.

Research Cited: Present and Accounted For: Improving Student Attendance Through Family and Community Involvement. Authors: Joyce Epstein and Steven Sheldon, John Hopkins University

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Sam C. Harlan Elementary School

Activity - Attendance Contacts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Attendance Monitor Team will review monthly the attendance reports from iNOW and make appropriate parent contacts to improve attendance.	Parent Involvement			10/15/2014	05/15/2015	\$0 - No Funding Required	Administrator and Attendance Monitor Team

**Goal 3:**

Students will improve their ability to read and comprehend functional and textual informational materials.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency of reading and comprehending functional/textual informational materials. in Reading by 05/15/2015 as measured by student performance on Global Scholars and local benchmark assessments. .

**Strategy1:**

Explicit Instruction - Classroom teachers, Title I teachers, special education teachers, and the instructional coach will provide daily explicit instruction and intervention on CCRS standards related to reading and comprehending informational text.

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes, copyright 2011

Activity - Standard Scaffolding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning related to scaffolding of skills in ELA implementation of CCRS.	Professional Learning			10/15/2014	05/15/2015	\$2000 - Other	Instructional coach, District ELA Specialist, and Regional ARI staff.

**2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.****Goal 1:**

Students will improve their ability to read and comprehend functional and textual informational materials.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency of reading and comprehending functional/textual informational materials. in Reading by 05/15/2015 as measured by student performance on Global Scholars and local benchmark assessments. .

**Strategy1:**

Explicit Instruction - Classroom teachers, Title I teachers, special education teachers, and the instructional coach will provide daily explicit instruction and intervention on CCRS standards related to reading and comprehending informational text.

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes, copyright 2011

**ACIP**

Sam C. Harlan Elementary School

Activity - Standard Scaffolding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning related to scaffolding of skills in ELA implementation of CCRS.	Professional Learning			10/15/2014	05/15/2015	\$2000 - Other	Instructional coach, District ELA Specialist, and Regional ARI staff.

**Goal 2:**

All Harlan students will meet a state standards in math as defined in Plan 2020.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency on the Global Scholars Performance Assessment and Benchmark Assessments in Mathematics by 05/15/2015 as measured by student reports from Global Scholars and Benchmark Assessments.

**Strategy1:**

Strategic Teaching - Classroom teachers and Title 1 teachers will deliver explicit instruction for the CCRS standards based upon the Florence City Schools Math Pacing Guide.

Research Cited: EnVisions Math is research based.

Activity - Tier 1 and Tier 11 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver instruction in whole group settings and small groups in an effort to increase student achievement in math.	Direct Instruction			10/15/2014	05/15/2015	\$0 - No Funding Required	Classroom teachers, Title 1 Teachers, Instructional Coach, District Math Specialist, and Tutors.

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

All Harlan students will meet a state standards in math as defined in Plan 2020.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency on the Global Scholars Performance Assessment and Benchmark Assessments in Mathematics by 05/15/2015 as measured by student reports from Global Scholars and Benchmark Assessments.

**Strategy1:**

Strategic Teaching - Classroom teachers and Title 1 teachers will deliver explicit instruction for the CCRS standards based upon the Florence City Schools Math Pacing Guide.

Research Cited: EnVisions Math is research based.

**ACIP**

Sam C. Harlan Elementary School

Activity - Tier 1 and Tier 11 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver instruction in whole group settings and small groups in an effort to increase student achievement in math.	Direct Instruction			10/15/2014	05/15/2015	\$0 - No Funding Required	Classroom teachers, Title 1 Teachers, Instructional Coach, District Math Specialist, and Tutors.

**Goal 2:**

All students at Harlan will meet or exceed the state attendance goal for Plan 2020.

**Measurable Objective 1:**

demonstrate a behavior The Harlan student population will demonstrate a behavior of at least 95% attendance rate by 5/15/2014 by 05/15/2015 as measured by iNOW monthly attendance report and yearly attendance report.

**Strategy1:**

Parent Contacts - Administrator will monitor monthly attendance reports of at least 95% attendance rate by 05/15/2015 as measured by iNOW monthly attendance report and yearly attendance report.

Research Cited: Present and Accounted For: Improving Student Attendance Through Family and Community Involvement. Authors: Joyce Epstein and Steven Sheldon, John Hopkins University

Activity - Attendance Contacts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Attendance Monitor Team will review monthly the attendance reports from iNOW and make appropriate parent contacts to improve attendance.	Parent Involvement			10/15/2014	05/15/2015	\$0 - No Funding Required	Administrator and Attendance Monitor Team

**Goal 3:**

Students will improve their ability to read and comprehend functional and textual informational materials.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency of reading and comprehending functional/textual informational materials. in Reading by 05/15/2015 as measured by student performance on Global Scholars and local benchmark assessments. .

**Strategy1:**

Explicit Instruction - Classroom teachers, Title I teachers, special education teachers, and the instructional coach will provide daily explicit instruction and intervention on CCRS standards related to reading and comprehending informational text.

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes, copyright 2011

Activity - Standard Scaffolding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning related to scaffolding of skills in ELA implementation of CCRS.	Professional Learning			10/15/2014	05/15/2015	\$2000 - Other	Instructional coach, District ELA Specialist, and Regional ARI staff.

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

**Goal 1:**

Students will improve their ability to read and comprehend functional and textual informational materials.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency of reading and comprehending functional/textual informational materials. in Reading by 05/15/2015 as measured by student performance on Global Scholars and local benchmark assessments. .

**Strategy1:**

Explicit Instruction - Classroom teachers, Title I teachers, special education teachers, and the instructional coach will provide daily explicit instruction and intervention on CCRS standards related to reading and comprehending informational text.

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes, copyright 2011

Activity - Standard Scaffolding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning related to scaffolding of skills in ELA implementation of CCRS.	Professional Learning			10/15/2014	05/15/2015	\$2000 - Other	Instructional coach, District ELA Specialist, and Regional ARI staff.

**Goal 2:**

All Harlan students will meet a state standards in math as defined in Plan 2020.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency on the Global Schloars Performance Assessment and Benchmark Assessments in Mathematics by 05/15/2015 as measured by student reports from Global Scholars and Benchmark Assessments.

**Strategy1:**

Strategic Teaching - Classroom teachers and Title 1 teachers will deliver explicit instruction for the CCRS standards based upon the Florence City Schools Math Pacing Guide.

Research Cited: EnVisions Math is research based.

Activity - Tier 1 and Tier 11 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver instruction in whole group settings and small groups in an effort to increase student achievement in math.	Direct Instruction			10/15/2014	05/15/2015	\$0 - No Funding Required	Classroom teachers, Title 1 Teachers, Instructional Coach, District Math Specialist, and Tutors.

**Goal 3:**

All students at Harlan will meet or exceed the state attendance goal for Plan 2020.

**Measurable Objective 1:**

demonstrate a behavior The Harlan student population will demonstrate a behavior of at least 95% attendance rate by 5/15/2014 by 05/15/2015 as measured by iNOW monthly attendance report and yearly attendance report.

**Strategy1:**

Parent Contacts - Administrator will monitor monthly attendance reports of at least 95% attendance rate by 05/15/2015 as measured by iNOW monthly attendance report and yearly attendance report.

Research Cited: Present and Accounted For: Improving Student Attendance Through Family and Community Involvement. Authors: Joyce Epstein and Steven Sheldon, John Hopkins University

Activity - Attendance Contacts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Attendance Monitor Team will review monthly the attendance reports from iNOW and make appropriate parent contacts to improve attendance.	Parent Involvement			10/15/2014	05/15/2015	\$0 - No Funding Required	Administrator and Attendance Monitor Team

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

**Goal 1:**

All Harlan students will meet a state standards in math as defined in Plan 2020.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency on the Global Scholars Performance Assessment and Benchmark Assessments in Mathematics by 05/15/2015 as measured by student reports from Global Scholars and Benchmark Assessments.

**Strategy1:**

Strategic Teaching - Classroom teachers and Title 1 teachers will deliver explicit instruction for the CCRS standards based upon the Florence City Schools Math Pacing Guide.

Research Cited: EnVisions Math is research based.

Activity - Tier 1 and Tier 11 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver instruction in whole group settings and small groups in an effort to increase student achievement in math.	Direct Instruction			10/15/2014	05/15/2015	\$0 - No Funding Required	Classroom teachers, Title 1 Teachers, Instructional Coach, District Math Specialist, and Tutors.

**Goal 2:**

Students will improve their ability to read and comprehend functional and textual informational materials.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency of reading and comprehending functional/textual informational materials. in Reading by 05/15/2015 as measured by student performance on Global Scholars and local benchmark assessments. .

**Strategy1:**

Explicit Instruction - Classroom teachers, Title I teachers, special education teachers, and the instructional coach will provide daily explicit instruction and intervention on CCRS standards related to reading and comprehending informational text.

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes, copyright 2011

Activity - Standard Scaffolding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning related to scaffolding of skills in ELA implementation of CCRS.	Professional Learning			10/15/2014	05/15/2015	\$2000 - Other	Instructional coach, District ELA Specialist, and Regional ARI staff.

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

**Goal 1:**

Adequate Progress in Language Acquisition

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency by making AMAO-A (APLA-0.5 gain) in English Language Arts by 05/28/2014 as

measured by data from the ACCESS Test for EL's.

**Strategy1:**

IELP's - EL Committees will meet within the first 30 days of school to write individualized plans for EL students based upon comprehensive data. IELP's will be monitored bi-annually to determine student progress and adjusted for students that are not making progress toward language acquisition.

Research Cited: WIDA, SIOp

Activity - Triangulation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL Committees will review ACCESS scores for various years to see if students have been making Adequate Progress in Language Acquisition.	Other			10/15/2013	05/28/2014	\$0 - No Funding Required	EL Facilitators, EL Committee

Activity - Student Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL Committees will set Student Goals based upon comprehensive data.	Other			10/15/2013	05/28/2014	\$0 - No Funding Required	EL Facilitators, EL Committees

Activity - SIOp Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOp method for EL students to ensure the students are mastering language objectives and content objectives simultaneously.	Direct Instruction			10/15/2013	05/28/2014	\$0 - No Funding Required	EL Facilitators, classroom teachers

**Strategy2:**

Tech-talk - Students will use technology to improve language acquisition.

Research Cited: Research literature throughout the past decade has shown that technology can enhance literacy development, impact language acquisition, provide greater access to information, support learning, motivate students, and enhance their self-esteem (ACT, 2004; CEO Forum, 2001; Boster et al., 2004; Mann et al., 1999; Tracey & Young, 2006; WestEd, 2002).

Activity - Rosetta Stone	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Rosetta Stone to increase language acquisition.	Academic Support Program			08/19/2013	05/27/2016	\$5000 - Title III	EL Teachers, Classroom Teachers, Principals, Director of Federal Programs

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

**Goal 1:**

Students will improve their ability to read and comprehend functional and textual informational materials.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency of reading and comprehending functional/textual informational materials. in Reading by 05/15/2015 as measured by student performance on Global Scholars and local benchmark assessments. .

**Strategy1:**

Explicit Instruction - Classroom teachers, Title I teachers, special education teachers, and the instructional coach will provide daily explicit instruction and intervention on CCRS standards related to reading and comprehending informational text.

Research Cited: Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes, copyright 2011

Activity - Standard Scaffolding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning related to scaffolding of skills in ELA implementation of CCRS.	Professional Learning			10/15/2014	05/15/2015	\$2000 - Other	Instructional coach, District ELA Specialist, and Regional ARI staff.

**Goal 2:**

All Harlan students will meet a state standards in math as defined in Plan 2020.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency on the Global Schloars Performance Assessment and Benchmark Assessments in Mathematics by 05/15/2015 as measured by student reports from Global Scholars and Benchmark Assessments.

**Strategy1:**

Strategic Teaching - Classroom teachers and Title 1 teachers will deliver explicit instruction for the CCRS standards based upon the Florence City Schools Math Pacing Guide.

Research Cited: EnVisions Math is research based.

**ACIP**

Sam C. Harlan Elementary School

<b>Activity - Tier 1 and Tier 11 Instruction</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>
Teachers will deliver instruction in whole group settings and small groups in an effort to increase student achievement in math.	Direct Instruction			10/15/2014	05/15/2015	\$0 - No Funding Required	Classroom teachers, Title 1 Teachers, Instructional Coach, District Math Specialist, and Tutors.

### 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	All Title I instructional paraprofessionals at Harlan are highly qualified in accordance with NCLB requirements. Paraprofessionals assist students under the direct supervision of classroom teachers.	

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	All teachers at Harlan are HQ by the NCLB requirements. The annual LEAPS report as required by ASDE is completed each year. The completion and review of this report assists in ensuring that all teachers are highly-qualified, teaching-in-field, and certified by the state of Alabama. Teacher assignments are based on their credentials; ability to implement reform strategies; and identified needs of students. Certificates are placed in each school showing that all teachers of that school are highly qualified. Attestations of the 100% HQ teachers are at each school and at the Central Office.	

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

Staffing decisions begin with a review of applicants from the Teach in Alabama website. Only applicants that meet HQ status are interviewed. In addition to HQ status, well-trained and experienced applicants are also given consideration in the interview process. All staffing decisions are determined as per Florence City School policy which requires an interview committee. Committee input determines the most appropriate and effective applicants for vacant positions. In addition, teachers are assigned based upon specific areas of expertise as they relate to identified academic needs. Once assignments are made for vacant positions, new employees are immediately assimilated into the Harlan instructional program via training in all core programs by grade level teachers and grade level mentors.

## Component 4: Strategies to Attract Highly Qualified Teachers

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

Harlan has a total of 40 certified staff members and 3 left at the end of the 2013-2014 school year by resignation. Two certified staff members were reassigned positions at Harlan.

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

Harlan's staff includes 21 teachers with a BS, 19 with a MA.

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

Harlan benefits from district initiatives to attract and retain Highly Qualified teachers which include a salary schedule above the state salary matrix, progressive technology in schools, progressive professional development with funding from local funds, and opportunities for advanced degrees via partnerships with the University of North Alabama and Samford University.

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

Harlan benefits from district initiatives to attract and retain Highly Qualified teachers which include a salary schedule above the state salary matrix, progressive technology in schools, progressive professional development with funding from local funds, and opportunities for advanced degrees via partnerships with the University of North Alabama and Samford University. The district also provides a New Teacher Training which allows new employees to have a comfort level before the start of school with technology, iNOW, Educate Alabama, curriculum, pacing and assessments.

### 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?

Harlan benefits from district initiatives to attract and retain highly qualified teachers which include a salary schedule above the state salary matrix, progressive technology in schools, progressive professional development with funding from local funds, and opportunities for advanced degrees via partnerships with the University of North Alabama and Samford University.

## Component 5: High Quality and Ongoing Professional Development

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

Professional learning related to scaffolding of skills in ELA Implementation in CCRS.

System Wide Data/PD Days allow for time to plan research based strategies related to student data to provide daily explicit instruction and intervention.

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

Professional learning related to scaffolding of skills in ELA Implementation in CCRS.

System Wide Data/PD Days allow for time to plan research based strategies related to student data to provide daily explicit instruction and intervention.

Staff and Faculty participate in Data/PD days. Two days include a scheduled time for parent conferences.

### 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 participate in professional learning with experienced teachers. The school instructional coach and district ELA and Math specialist provide support. Also, new teachers are provide support from academic leader who teaches the same grade level. Academic Leaders are teachers who have several years of experience and are able to mentor inexperienced teachers through-out the year on a weekly basis.

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

Many strategies are employed to identify professional development needs at Harlan. The school faculty plays a role in identifying professional development needs and the school administrator works with district level administrators to ensure that all professional development is aligned with the Florence City Instructional Roadmap. Professional development opportunities are designed to maximize time and expenditures. All professional development must be high-quality and classroom-focused in order to have a lasting impact on the classroom instruction and teacher's performance in the classroom. It is recommended that workshops not be one-day, short-term sessions, but be sustaining and on-going when possible. Funding from central office is provided to each school, regardless of whether the state allocates funds or not, to focus on the professional growth of teachers which will impact student achievement. There are ½ day Professional Development days in the school calendar to allow professional development to be ongoing and embedded.

## Component 6: Transition Strategies

**1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.**

Students are transitioned from Handy Preschool using various strategies to accommodate parents and students. Students and parents are invited to tour Harlan to gain information about the school. Informational documents are provided to parents in order to assist with the transition from preschool to kindergarten. In addition, transitional meetings are conducted with our 4th graders as they move to Hibbett Middle School. The fourth graders visit Hibbett to gain information about the teaming structure and there is also a parent meeting at Hibbett for parents.

## Component 7: Teacher Participation in Making Assessment Decisions

### 1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Teachers collaborate during weekly grade level meetings as well as Problem Solving Team Meetings and data meeting with the principal, assistant principal and instructional coach. Grade level academic leaders convey the assessment concerns and needs within their grade level to the principal, assistant principal and instructional coach. Electronic communications have simplified the collaboration process among teachers.

Continuous monitoring of formative and summative assessment data allows teachers to adjust instructional practices. In order to provide appropriate differentiated instruction for all students, data is analyzed from multiple sources, including but not limited to, Global Scholar, DIBELS Next, benchmark testing, item analysis from unit and weekly McGraw data, and enVisions topics and benchmark tests. Collaboration is also conducted during grade level data meetings and one-on-one date meetings with the principal, assistant principal and instructional coach. Data from ACT Aspire will be our new measure of accountability.

The addition of the Baseline Edge program during the 2014-2015 school year will serve as a management tool for these assessments.

## **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?**

Initial identification is determined through the results of the previous year's Global Scholars and benchmark tests for math and reading. DIBELS Next results are used in kindergarten through second grade to identify students that are performing well below benchmark level in early literacy skills. Additional identification is made through the Global Scholars program which is a diagnostic test for core instructional areas given to students in second through fourth grades three times a year to determine standards mastery. It provides information about student growth and learning gaps. The program provides teachers with suggested learning objectives for students scoring in the lower quartile range for their grade level. In addition Global Scholars provides formative assessments for differentiated instruction for individual students and small groups.

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

Classroom teachers provide Tier II instruction within the classroom. Resource teachers and assistants, such as Title I, Special Education, and EL, provide additional Tier II and Tier III instruction increasing the intensity of instruction and individual delivery for students who have not met skill mastery. The FALCON afterschool program provides instruction outside of the regular school day at no charge to the parents. Technology programs are used to provide differentiated instruction to students at their independent learning level. These programs include SuccessMaker, Brain Child, and My Reading Coach. Several community resources provide valuable assistance to the students. The system's HOPE Program furnishes tutors to homeless students that require academic support. Legislative grants supply funding for a part time tutor who provides small group Tier II and Tier III instruction. The Foster Grandparent program provides funding to lower income older adults to offer additional assistance to students with academic needs. The University of North Alabama provides students to participate in clinical experiences in classrooms.

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

Classroom teachers provide Tier II instruction within the classroom. Resource teachers and assistants, such as Title I, Special Education, and EL, provide additional Tier II and Tier III instruction increasing the intensity of instruction and individual delivery for students who have not met skill mastery. The FALCON afterschool program offers instruction outside of the regular school day at no charge to the parents. Technology programs are used to provide differentiated instruction to students at their independent learning level. Flexible grouping styles are implemented to enhance student learning at all levels. Ongoing assessments drive instructional decisions. Teachers utilize various intervention methods when working with struggling readers. Explicit, systematic teacher directed instructions within a standards-based learning environment makes curriculum assessable to all learners. The use of rubrics offers additional differentiation to scaffold learning for all students.

**4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**

The FALCON after school program offers instruction beyond the regular school day at no charge to the parents.

Harlan also offers an extended day program (Harlan Enrichment Program) offering additional support and reinforcement of academic skills.

**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.**

Homeless students are offered services through the (Helping Others Providing Essentials) HOPE program. Free breakfast and lunch are provided, tutoring program provided by the University of North Alabama students, funds to attend field trips.

English Language Learners are offered additional support through interpreters as well as instruction from a certified ELL /facilitator. All Florence City documents are offered in Spanish. Each grade level at Harlan has a trained teacher in SIOP strategies.

Special Education students are identified through the Rti meetings. After identification, special education teachers provide additional support and instruction based on student needs.

Neglected/Delinquent/Economically Disadvantaged students are monitored by all staff member to insure sufficient supports are in place for academic progress as well as social. Backpacks filled with food items were distributed on Friday for students to have over the weekend.

Thanksgiving food baskets were given to these students. Students received school supplies periodically as the need arises.

At this point there are not Migrant students at Harlan.

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

N/A

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources****1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?**

There are several monetary sources that are integrated into the financial management and instructional program at the school. Types of funds include State of Alabama School Foundation Program, Title I, Title II, Title III, and Homeless. All funds support the goals of the CIP and overall student achievement. Please see the budget summary section of the ACIP.

**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.**

State of Alabama School Foundation Program funds are allocated based upon student enrollment. All Foundation allocated units are located at the school. Title I funds are used to pay for teachers and instructional assistants to supplement the regular academic program. Title II funds are used to provide professional development for the faculty staff of the school as well as to provide Class Size Reduction (CRS) as needed. Title III funds contribute to the school having access to an EL Teacher/Facilitator. Homeless funds are used to provide a system wide Homeless Liason. General funds from the district level contribute to the overall instructional program at the school.

**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 coordinates and integrates funds from the Child Nutrition Program to provide breakfast and lunch daily to students. Students are provided an opportunity to apply for Free/Reduced priced lunches and applications are processed at the central office to determine eligibility. While no funds are received for violence prevention, efforts at the school level focus on maintaining healthy and safe environments. All other funding sources mentioned above are not applicable.

## Component 10: Evaluation

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

Harlan conducts an Annual Evaluation of Initiatives with the involvement of parents, to determine the effectiveness of the parental involvement policy and schoolwide plan in improving the academic quality of the school. The evaluation includes parent surveys, focus groups, and student assessment data. Parents are also given the opportunity to submit suggestions and concerns regarding the parental involvement policy to the parent advisory committee. This information will be reviewed annually and used to make revisions to the school plan as necessary. Evaluations of the CIP are systematic, ongoing and timely. Parents are involved in the development and evaluation of the plan.

### 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?

In order to provide appropriate differentiated instruction for all student's, data is analyzed from multiple sources, one of which is Global Scholar. The School Improvement Plan was developed to reflect student needs as revealed on the assessments. Additional indicators of academic achievement reviewed include DIBELS Next, benchmark assessments, and STAR tests. After the initial administration of the ACT Aspire, the results will also be analyzed to determine schoolwide goals for the CIP.

### 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?

In order to provide appropriate differentiated instruction for all student's data is analyzed from multiple sources, one of which is the Global Scholars. The School Improvement Plan was developed to reflect student needs as revealed on the assessments. Additional indicators of academic achievement reviewed include DIBELS Next, benchmark assessments, and STAR tests. After the initial administration of the ACT Aspire, the results will also be analyzed to determine schoolwide goals for the CIP. In reviewing any assessment results, the Instructional Leadership Team looks for gains in student achievement by subgroups of students.

### 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?

Evaluations of the CIP are systematic, ongoing and timely. Harlan conducts an Annual Evaluation of Initiatives with the involvement of parents, to determine the effectiveness of the parental involvement policy and schoolwide plan in improving the academic quality of the school. The evaluation includes parent surveys, focus groups, and student assessment data. Parents are also given the opportunity to submit suggestions and concerns regarding the parental involvement policy to the parent advisory committee. This information will be reviewed annually and used to make revisions to the school plan as necessary. Parents are involved in the development and evaluation of the plan.

# Coordination of Resources-Comprehensive Budget

## **Introduction**

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

## I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	31.56

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

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

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

Label	Question	Value
5.	Provide the number of Librarian assigned units.	1.0

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

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

## I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	34.06

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

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.0

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

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

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

## I. State Foundation Funds: Total Salaries

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

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1571248.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	87960.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	63051.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	60940.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	52315.0

Label	Question	Value
6.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Label	Question	Value
7.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	10559.0

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

Total

1,846,073.00

## II. Federal Funds

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

Provide a brief explanation and breakdown of expenses.

Salaries/Benefits for 3 Title I teachers, 3 Title I assistants, 20% of Parent Involvement Social Worker, 20% of EL Teacher/Facilitator; After School Program (6 positions-4 days per week/2hours per day) \$20 per hour; after school bus; \$500 per Title teacher for materials/supplies; \$8,714 for software; \$100 mat/supplies for parent involvement social worker; travel funds for social worker and EL teacher.

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	345957.0

### Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

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

### Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

\$2,244 for professional development for faculty/staff of Harlan (based on \$4.68 per student)

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	2244.0

### Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

There are two EL Teacher/Facilitators; their salaries/benefits are paid 6% and 8% with Title III funds; one of the teachers is assigned to Weeden School; the other one works systemwide, so her salary/benefits are coded to a pooled account number -not accounted for by the individual school.

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

**Title IV: For Safe and Frug-free Schools**

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

**Title VI: For Rural and Low-income Schools**

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

**Career and Technical Education-Perkins IV: Basic Grant (Title I)**

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

**Career and Technical Education-Perkins IV: Tech Prep (Title II)**

Provide a brief explanation and a breakdown of expenses.

N/A

<b>Label</b>	<b>Question</b>	<b>Value</b>
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

**Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant****Provide a brief explanation and a breakdown of expenses.**

N/A

<b>Label</b>	<b>Question</b>	<b>Value</b>
18.	Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

### III. Local Funds (if applicable)

**Local Funds**

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

Local funds are collected and expended at the school level.

Label	Question	Value
2.	Local Funds Provide the total.	0.0