AdvancED

Accreditation Report

Huxford Elementary School

Escambia County Board of Education

Mr. Greg Shehan, Principal
637 Huxford Rd
Atmore, AL 36502

TABLE OF CONTENTS

Executive Summary

Self Assessment

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

AdvancED Assurances

ACIP 2014-2015

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?

Huxford Elementary School is a rural school located in the community of Huxford, AL. The school was built in 1923 and was originally a junior high school, serving students up to 9th grade. Over the years, population increases led to the school only offering classes in Kindergarten through 6th grade. The building, while reminiscent of old schoolhouses, is well maintained and many improvements and upgrades have been made over the years. We currently have 328 student enrolled. Our population is 54% White, 5% Black, 35% American Indian, 3% Hispanic, 1% Asian and 2% Multi Race. 50% of students are male and 50% are female. 68% of students are free/reduced lunch status and 32% are on paid lunch status. Our school serves students from the nearby Poarch Creek Indian Reservation and we work very closely with the tribe to provide extracurricular and athletic opportunities for our students. The Poarch Bank of Creek Indians are also one of our Partners in Education and through various grants have been tremendously generous in helping our school in any way they can. Huxford Elementary is fortunate to have a dedicated faculty who because of very little teacher turn-over have been working together closely for years. Our staff is made up of 16 teachers, 1 special education teacher, 1 speech therapist, 1 instructional coach, 1 media specialist, 1 counselor, 1 administrator, 3 paraprofessionals, 1 nurse, 1 bookkeeper, 1 receptionist, 3 lunchroom workers and 2 custodians. 100% of our teachers are Highly Qualified.

Huxford Elementary has experienced several changes within the past 3 years including: 1 teacher retirement, 1 media specialist retirement, 1 counselor retirement, 1 administrator retirement and 2 earned additional teaching units. These changes resulted in the hiring of new staff members. We have also seen an increase in our student population over the past several years.

Huxford Elementary school has been awarded many honors over the past few years including, 2007 Change Award Nominee, Title I Distinguished School and an Alabama Torchbearer School. Our students are successful, and are often featured in County and State Spelling Bees, Math bowls and Art shows.

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.

We believe that all children are important individuals, capable of learning and becoming productive citizens. In preparing the students to compete in an ever changing and complex society, the school will develop strong academic achievement, social enhancement, as well as emotional and physical stability. We believe the responsibilities and contributions of the community, staff, faculty, parents, and students are all necessary factors as we work to prepare students for success in society. We will strive to nurture the whole child in a safe, stimulating and progressive learning environment in which responsibility and respect for themselves and others are affirmed. Through our beliefs and dedication to this mission, Huxford Elementary School will direct the student's ability toward achieving his highest potential. It is our goal that all students become College and/or Career Ready.

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.

All teachers at Huxford Elementary are highly qualified and are teaching in the fields in which they are certified. Professional development is an on-going process with staff needs being determined by several sources of data including test data, Comprehensive Needs Assessment, professional development plans, parent surveys, teacher surveys, and student performance. Training is provided for teachers in any areas that are targeted as weak or in need of improvement. Training is also provided on the latest and most up- to-date research based instructional strategies, programs, and techniques when available and appropriate.

Data from the ACT Aspire indicates that 58% of students scored at Readiness Levels on the Math portion of the ACT Aspire.
40% of students scored at Readiness Levels on the Reading portion of the ACT Aspire. We hope to increase math scores by 4% and reading scores by 5% each year over the next 6 years.

Data from the Alabama Science Assessment indicates that 95% of 5th grade students were proficient in Science. No student scored a Level I. 2 students (5%) scored a Level II (partially proficient).

An analysis of the DIBELS School wide Summary of Effectiveness Report indicated that our strength lies in our Core Curriculum and Instruction with effectiveness rates as follows: Kindergarten- 100%, 1st-92%, 2nd-97%, 3rd-91%. Further analysis indicated that our weaknesses are Intensive Intervention Reading, with scores as follow: Kindergarten-33%, 1st-67%, 2nd-0%, 3rd-0% and the Supplemental Support Program, with scores as follow: Kindergarten-80%, 1st-15%, 2nd-0%, 3rd-20%.

According to teacher's Professional Learning Plans (PLP) all teachers expressed a need for improvement in: Connecting the curriculum to other content areas and real life settings to promote retention and relevance (Indicator 1.3). A majority of teachers also expressed a need for improvement in designing instructional activities based on state content standards. (Indicator 1.4).

No students took the AAA during the 2013-2014 school year.

STAR Reading data indicates that students in 3rd, 4th and 6th grades met or exceeded 0.9 growth in Grade Equivalency scores with scores of 1.0, 0.9 and 0.9, respectively. STAR Math data indicates that students in 2nd, 3rd, 4th, 5th and 6th grades met or exceeded 0.9 growth in Grade Equivalency scores with scores of 1.1, 1.1, 1.1, 1.0 and 1.1, respectively. STAR Reading data shows that 5th grade failed to meet the 0.9 growth goal in Grade Equivalency Scores with a change of only 0.8.

Overall Huxford Elementary had very few discipline problems due to the implementation of Positive Behavior Strategies (PBS).
There were 80 discipline referrals for the 2013-2014 school year. SIR data indicates that there were 2 suspensions for the 2013-2014 school year.

The average student attendance for the 2013-2014 school year was 94%. This percentage was maintained from last year. However, this does not meet the 95% required by the state. We will implement new strategies this year to help improve attendance.

Additional Information

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

Huxford Elementary's original Title I School-wide plan was developed in 1996 as part of the regulations under the Improving America's Schools Act of 1994. We now revise and update this plan as necessary in accordance with the No Child Left Behind Act of 2001. The purpose of the plan is to provide a basis for expenditures of funds based upon the instructional needs of students, the needs of the staff, and the needs of the programs within the school.

Huxford Elementary's Instructional Leadership Team was and is still today responsible for developing the ACIP. The team is composed of three teachers, the school's administration, the reading coach, the counselor, parent representatives,and community representatives. These members are responsible for providing information to other grade level teachers. During the months of August and September 2014 the team worked to gather and to assess the 2013-2014 school year's data to produce the current revision. Input is received from parents at the annual meeting, parent/teacher conferences, and individual conferences.

All staff members will be provided professional development upon the presentation of a hard copy and review of its contents. A copy of the plan will be placed in the teacher's workroom, the media center and in the parent resource area. Parents on the committee are provided with a hard copy of the plan and a copy of the plan will be placed upon the school's website. If there is parental dissatisfaction with the plan, they may follow procedures as described in the parental involvement section. Revisions can be made at anytime based upon a needs assessment. Major revisions are made annually upon receipt of achievement results from the state-testing program and local data.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Huxford Elementary seeks to provide a learning environment for students that encourages high quality, innovative, and challenging learning experiences that will foster lifelong learning. All Huxford Elementary stakeholders have worked together to develop a vision consistent with the visions of the Escambia County School System. The Escambia County School System partners with the stakeholders to provide the highest quality of educational experiences and academic excellence in a safe and orderly environment.

Huxford Elementary encourages a collaborative process to build a shared vision by establishing a comprehensive consensus building process that involves representatives of each stakeholder group working together as a learning community.

Huxford Elementary conducts surveys to all stakeholders to receive feedback to improve this process. Huxford Elementary stakeholders also update the profile of our school in the Alabama Continuous Plan. This plan ensures that Huxford Elementary is producing learners that have been enriched by his or her school experience and are prepared for their next level of education. During this improvement plan process, data-driven and measurable goals are set to direct the teaching and learning process.

Huxford Elementary uses action steps to ensure that we are able to progress toward our goals. Data such as: report cards, progress reports, ASPIRE scores, STAR Reading and Math scores, and DIBELS are used to monitor student performance and instructional techniques. Data is gathered from several assessments and used to identify struggling students. After students with needs are identified, they are placed on the appropriate RTI Tier plans for intervention and monitoring. This data is also discussed at weekly grade level meetings. Teachers also communicate with the principal about individual students needs via email and during regularly scheduled faculty meetings. Parents are notified of these Tiered instruction plans by a letter sent home by the students' teacher. Parents are invited to attend the Parent/Teacher Conference Day in October and March. Parents are also encouraged to communicate with teachers through email and meet with teachers whenever they feel it is necessary.

Huxford Elementary uses every venue available to communicate with parents and other stakeholders. Some of these include: school webpage, county website, parent portal, PTO meetings, and memos/letters to parents. The administration also uses the SchoolCast System to communicate with parents/guardians. Huxford Elementary uses contacts, cooperation, and collaboration with stakeholders to strive to develop and provide continuity in all learning experiences.

At the beginning of each school year, parents and students are given information about the school rules, student expectations, and state testing results. School handbooks, outlining school and county policies, are given to all students to take home and discuss with parents. The back page of the handbook is signed by the parent and returned to the student's teacher. These pages are filed in the student's cumulative folders. The school handbook is also available on the school website, along with the student uniform policy.

An area of concern is the engagement of stakeholders in the community that do not have a student at Huxford Elementary. Huxford Elementary will incorporate a plan to encourage community stakeholders to engage in the process of evaluating the purpose and mission of Huxford Elementary. The input of these stakeholders are important to improve the overall educational experience of students at Huxford Elementary.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Assurances, certifications •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Job specific criteria	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The governing body of Huxford Elementary operates responsibly and functions effectively to ensure that policies and support practices are carried out in order to meet our goals. Policies and procedures are set and communicated with all stakeholders of the school. These policies and practices follow the guidelines of Escambia County Board of Education Policy Manual which are set forth for the operating standards for all Escambia county Alabama schools. These policies and practices are noted in the Teacher and Staff Handbook and the Student Handbook.

Our staff supports the vision of the school by actively taking a role in the daily operations of the school. Policies and practices support the school's purpose and direction and the effective operation of the school and are evidenced by the governing body policies, procedures and practices. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. Evidence is provided in the Huxford Elementary school handbook and the School-Parent Compact. The Teacher

and Staff Handbook for Huxford Elementary School provides guidance for teacher expectations and guidelines. Most policies and practices promote equitable instruction and assessment for all students by use of the State of Alabama Course of Study for all academic subjects and a yearly schedule of common assessments are given throughout the Escambia School system and Huxford Elementary School.

The policies regarding professional growth of all staff can be found in the Escambia County Board of Education Policy Manual. During the 2013-2014 school year all teachers attended workshops or training sessions on Common Core Readiness Standards, Global Scholar, and STAR Reading and Math assessments. Each teacher has a Professional Learning Plan (PLP) which is written at the beginning of each year which serves as a professional growth plan based on employee, student and school needs which is part of the EDUCATE ALABAMA evaluation program. The Instructional Coach provides frequent professional development opportunities for teachers and staff which are imbedded within the school day. These professional development opportunities provide opportunities for teachers to improve in instructional practice and to promote academic achievement for all students.

Policies and practices provide requirements and oversight of fiscal management. Policies and practices support the school's purpose and direction and the effective operation of the school and are evidenced by the governing body policies, procedures and practices. The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical and free of conflict of interest. Evidence can be found in governing body policies on roles and responsibilities, conflict of interest, and fair and safe practices of educational standards. The governing body complies with all policies, procedures, laws and regulations and functions as a cohesive unit. The governing board has compiled a code of ethics, harassment free policy and state assurances based on legal counsel provided on a contract basis for the Escambia County Board of Education and each school served within the system.

The leadership and administration at Huxford Elementary School align their decisions and actions toward continuous improvement to achieve the school's purpose. The Continuous Improvement Plan, or ACIP, is a formal plan decided on by the Instructional Leadership Team in the school to plan for intended growth and improvement in academic standards and areas of weakness identified by staff, parent and teacher surveys and summative assessments data from high stakes testing.

At Huxford Elementary School leadership is shared among the staff using grade level meetings, data meetings and an Instructional Leadership Team. Our teachers have common planning times on each grade level and they use this time to collaborate and share professional ideas that support our mission and goals. Continuous professional development, PLP growth plans and lessons are tied to standards and are planned to increase student success. Huxford Elementary School's faculty and staff has a strong relationship with our parents. We have Parent Advisory Team meetings, Parenting Day, Title I informational meetings, Parent Teacher Conferences as needed, Parent Teacher Organization meetings and parent leaders serving on the Instructional Leadership Team. We still need to better communicate to and actively engage more community stakeholders in assisting with and becoming more involved in the decision making process at Huxford Elementary School.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Course schedules •Course descriptions	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Documentation of collection of lesson plans and grade books •Peer or mentoring opportunities and interactions •Surveys results •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions •Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parenting Day Agenda and Sign In Sheets PTO and Open House Agenda and Sign In Sheets Weekly Calendars/Student Planners	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Survey results •Educate Alabama Educational Impact	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Huxford Elementary strives to provide learning experiences for all students that are challenging and promote higher-order thinking skills. Our teachers work collaboratively on lessons and activities that are challenging and student engaging. Our teachers also have the opportunity to communicate vertically to fill gaps in instruction where needed. This helps in providing consistently in instructional practices across all grade levels. School leaders and staff participate in planned data meetings on a scheduled basis. The data examined in these meetings are used to adjust curriculum and instruction. Huxford Elementary uses STAR Reading and Math assessments to monitor and provide feedback about our students' math and reading skills. Global scholar is also used for grades 3-6 to monitor our students' math skills. Report cards and scores on standardized testing (ASPIRE) are used to monitor and adjust instruction. The principal holds regular data meetings with faculty to review

data and make instructional adjustments where needed. The instructional coach also uses data from ASPIRE and DIBELS to adjust instruction. Theses meetings are held in conjunction with the data meetings held by the principal.

Teachers at Huxford Elementary use several instructional strategies to ensure the students are performing at the highest level of achievement. The principal monitors and supports the improvement of instructional practices of teachers ensuring student success. The Escambia County School System utilizes EDUCATE ALABAMA and LEAD ALABAMA to monitor teacher and administrator performance. The faculty of Huxford Elementary use results from these evaluations to attend professional development opportunities to meet their individual needs and improve instructional abilities. Teachers are required to turn in lesson plans weekly and the administration uses different walk-through tools to monitor teacher instructional practices and student engagement. The principal gives immediate feedback to the teachers from the walk-through via emails, faculty meetings, and one-on-one meetings.

Teachers at our school collaborate to improve instruction in student learning. Grade level data meetings, Data and RTI meetings, and faculty meetings are used to discuss student performance and instructional practices. Results from multiple data sources are used to identify student's academic needs in order to ensure that an appropriate plan is developed to meet those needs. Teachers at Huxford Elementary School set high academic expectations and they communicate these expectations to parents and students through newsletters, posting of expectations, and parent meetings. Teachers send home parent packets at the beginning of the school year to inform parents of student expectations and procedures. Teachers also post daily learning objectives in their classroom to provide students a direction and path in class. Huxford Elementary School is making strides to utilize computer based summative and formative assessments. All students grades 1-6 take STAR assessments online and K-1 administers Star Early Literacy assessments online as well. Through professional development and encouragement from administrators our faculty has become more competent at data usage. Individual data from multiple sources are communicated to students and parents through comprehensive progress reports. This communications helps parents and students take an active role in their learning.

To enhance instruction in our school, there is a mentoring program in place to support new personnel. There are monthly meetings held to address needs of new teachers and provide time for mentors and new personnel to collaborate. Our goal should be that all personnel take part in supporting new staff members. Also it is imperative that more time and resources be dedicated to this task. It is important that there are opportunities to observe the new teacher's class; also the new teacher should have the opportunity to observe the mentoring teacher. A "new teacher" whether first year or new to the school will have the opportunity to sit down with and administrator to go over policies and school procedures. A faculty handbook will be provided for each teacher and reviewed with an administrator. The handbook includes policies and procedures for the items such as safety, dismissal, discipline, field trip procedures, attendance, schedule and collection of money.

One area of concern for our school is providing opportunities for parental involvement. Our PTO and volunteer program is great for the area of first hand parental involvement on a continuous basis. We must continually improve our parental involvement plan that includes activities to be more effective at keeping parents informed. We utilize a variety of sources and modes of communication to help parents stay informed including, but not limited to:
- Progress reports (mid nine weeks)
- Report cards (every 9 weeks)
- INOW Parent Portal
- Open House
- Weekly Newsletters
- Monthly Newsletters
- Discipline Reports
- School Cast-notifies parents via phone of any school related information
- School calendars-Google Docs Calendar

- School handbooks

- Parenting Day (October 23)

- Spring and Fall Parent/Teacher Conferences

- Test Folders and Graded Papers

- School website

- Parenting Center

- Weekly Syllabus

The K-6 make-up our school offers an opportunity to create long term interaction with each student and this unique environment allows for student support across grade levels. The teachers and staff at Huxford develop long term bonds with students and are able to track and support students learning experiences throughout their educational career. Administrators, counselors, and teachers work collaboratively to create a culture that supports and enhances educational experiences at our school. One area that could be improved upon is making our structure more formal and systematic. We need a plan for each student that includes a designated adult advocate.

Escambia County School System and Huxford Elementary School have clearly defined policies and procedures for grading and reporting. Board and school policies are in place, communicated and followed to ensure that teachers are using common grading and reporting parameters. Both students and parents sign a student handbook with school and county policies at the beginning of each school year. This helps keep both parents and students up to date with any new policies that are being implemented for the school year.

Our school strives to coordinate to provide support services to meet the unique learning needs of all our students. The following are some of those services:

- Learning Enrichment for Gifted Learners

- Title 1

- Speech

- Special Services

- Tutoring

- Class Intervention

- Paraprofessionals for students with special needs

- Resource room available

- Tiered Lesson Plans

- RTI

Teachers and support staff participate in professional development to gain knowledge of these services and to stay informed of current research and techniques. School leaders and staff use data from multiple sources to identify the unique learning needs of our students. Each grade level also uses Response to Intervention to provide struggling students with individual plans of instruction and intervention strategies. Teachers will monitor and communicate with parents on student progress on RTI. School administration will also schedule opportunities with faculty, students, and parents to provide updates on student achievement results and collaborate on strategies that will lead to school improvement.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Assessments of staffing needs •Documentation of highly qualified staff •Enrollment Count	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •Class Schedules Records of books and workbooks ordered (Inventory) Lesson Plans	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Custodian Schedule	Level 2

Accreditation Report

Huxford Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Student assessment system for identifying student needs •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students •PRIDE Survey	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Huxford Elementary School has resources and provides services that support its purpose and direction to ensure success to all students.

Rigorous board policies, processes, and procedure ensure that school leaders have access to, hire, place and retain qualified professional and support staff. This is a strength at Huxford Elementary School because our teachers and staff are highly qualified. Our school leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Huxford Elementary is working towards improving the ratio of the number of teachers to students. We have hired a third 1st grade teacher to reduce the class size. Our school also has instructional aides that help with small group instruction throughout the school.

Other areas of strengths include instructional time, material resources, support services, and student needs. Our school personnel are aware of the purpose and direction of the school. Instructional time is protected in our school. Huxford faculty and staff follow a school schedule as well as individual classroom schedules. We also include RTI, data meetings and faculty meetings. School leaders use material resources and fiscal resources to meet the needs of all students. Students are given equal opportunities to obtain challenging learning expectations. Huxford Elementary provides services to meet the physical, social, and emotional needs of the student population. School personnel provide programs such as parenting classes, character education, and student family support. Our leaders and staff provide services that support the counseling, assessment, referral, educational and career planning needs of all students. Faculty and staff work together to identify the needs of students through assessments and referrals. These assessments and referrals include but are not limited to RTI, STAR, DIBELS and Tier II and III.

Huxford Elementary School maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. Administration continuously observes the maintenance needs for maintaining safety, cleanliness and a healthy environment at our school, and have shared these definitions with stakeholders.

Some other areas in need of improvement are media and information resources that support the school's educational programs and technology infrastructure. Huxford School has a plan in place to improve our current computer lab by replacing all desktops in the lab with updated desktops.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •-Test Training -Data Meeting Agenda and Sign-In Sheets	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •-ACIP -Progress Monitoring Documentation -Writing Folders/Practice Folders -Reading Folders -ACT Aspire Data -DIBELS Data -STAR Reading and Math Data -ACCESS Data -Reflections and Projections 2013-2014 -Data Meeting Sign-In and Agendas -DIBELS Data Summary Sheet	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •ACT Aspire Data Meeting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth •Sample Lesson Plans RTI Schedule/List of Students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •-Parenting Day Activities -Title I Annual Meeting -Parent/Teacher Conferences -ACIP -Website Page -Parent Portal -Curriculum/Assessment Description -PTO	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following

questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

Huxford Elementary School implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. The school establishes and maintains a clearly defined and comprehensive student assessment system. The administrators and teachers work collaboratively to set overall goals, objectives, and expected outcomes for student achievement throughout the school.

Huxford Elementary School uses reliable and unbiased assessment programs such as STAR, Early Literacy, ACT Aspire, DIBELS, and Global Scholar. With consistent student evaluation we are able to:
- gather, analyze, and interpret data to determine student performance
- set high standards for quality learning
- show evidence of our students' achievements
- access student needs, set goals to correspond to those needs, and provide individual plans for struggling students.

In addition to these standardized tests, our teachers use formative assessments to drive instruction to meet the needs of individual students. By using formative assessments, educators are able to identify areas of strength and weakness in their students and use strategic planning to effectively instruct each student. Summative assessments, including unit tests, are also used as an indicator of student success.

Huxford Elementary School utilizes data from all evaluation tools to determine lesson plan objectives to meet the needs of all students. Assessments are used to plan differentiated instruction aimed at meeting the needs of all students. Assessment results are provided to the school's stakeholders in a timely manner. Workshops are provided each year to help parents understand standardized test scores and these scores are published on our Continuous Improvement Plan that is made available to the public on our school website and is also located in our school's Parenting Center. Progress reports are sent home in the middle of each grading period, and report cards are sent home at the end of each nine weeks. Parents are asked to sign report cards and return them to school. Student surveys, parent surveys, and staff surveys are completed and evaluated to provide data on the educational effectiveness and the climate of the school.

The Continuous Improvement Plan is developed after gathering and disaggregating data, interpreting the results, and reviewing research and best practices. The information collected is used to determine goals, strategies, and action steps that need to be taken. Constant monitoring, pacing guides, and benchmark assessments are used to provide continuous data.
Professional development in the area of evaluation, interpretation, and use of data is needed to asses and train staff members to properly utilize data. All teachers and staff attend data meetings which provide instruction on analyzing and interpreting test data. Knowledge from professional development will help teachers better assess what their students' strengths and needs are and provided information on how to provide differentiated instruction based on the data analysis. Huxford Elementary provides training on data collection and analysis to all teachers to help them understand current programs. Teachers have been instructed on school policies for gathering and using data. Regularly scheduled school-wide and grade level meetings are held to review and assess data. These data meetings are arranged in an effort to strengthen data analysis and instruction.

Our school uses Response to Instruction (RTI) to provide struggling students with individual plans of instruction and intervention strategies. Teachers will monitor and communicate with parents on student progress in RTI.

School administration will also schedule opportunities with faculty, students, and parents to provide updates on student achievement results and collaborate on strategies that will lead to school improvement.

The survey results indicate that parents and staff feel that we do a good job on this standard, as all scores were high. Students who took the

Elementary Student Survey felt that the principal and teachers do not ask them what they think about school.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction 3

Standard 2: Governance and Leadership 2.83

Standard 3: Teaching and Assessing for Learning 2.75

Standard 4: Resources and Support Systems 2.43

Standard 5: Using Results for Continuous Improvement 2.8
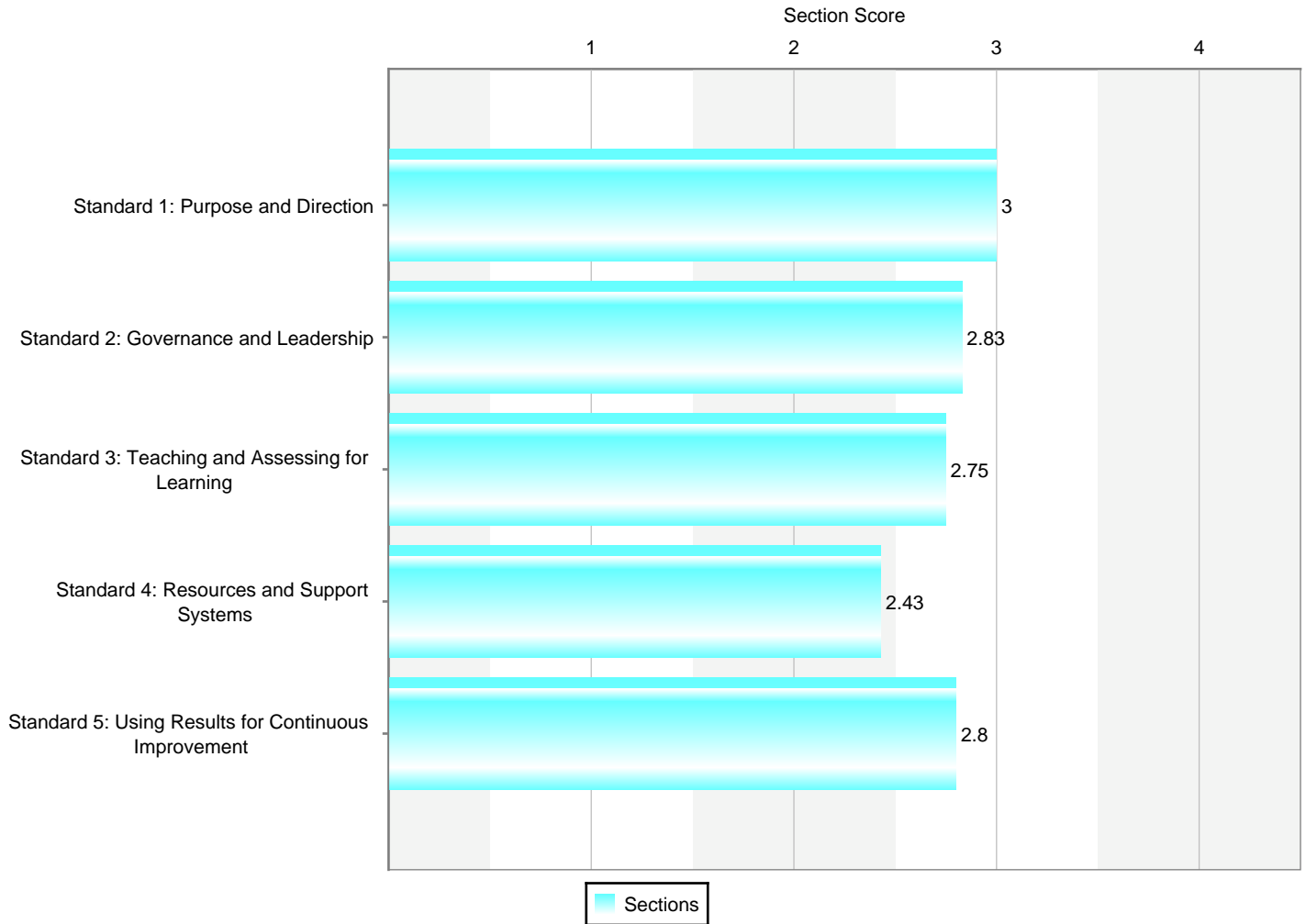
Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The 2013-2014 AdvancED Parent, Staff and Student surveys were administered. Data is uploaded.	Data Document/Survey Scoring Summaries

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?

Purpose and Direction, Teaching and Assessing for Learning, along with Governance and Leadership were among the highest rated through all three surveys administered.

Students reported the highest scores in the area of Governance and Leadership, with the highest scores reported for the following questions: (1) In my school, my teachers want me to do my best work. (2) In my school, the principal and teachers have high expectations of me.

Parents reported the highest scores in the area of Teaching and Assessing for Learning with the highest score reported for the following question: (1) My child has up-to-date computers and other technology to learn.

Staff members reported the highest scores in the area of Purpose and Direction for Learning with the highest score reported for the following question: (1) Our school's purpose statement is clearly focused on student success.

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

Trend data is unavailable. This is the first year these survey were administered.

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

During Parenting Day in October, parent comments indicated that they were satisfied with the availability and variety of technology offered to our students which is consistent with findings form the Parent Survey. Also, students reported to the counselor in guidance sessions that they feel like teachers and the principal at our school have high expectations of them, which is consistent with findings from the Student survey.

Areas in Need of Improvement

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

Stakeholder surveys indicate the overall lowest level of satisfaction lies in the area of Resources and Support Systems.

Students reported the lowest scores for the following questions: (1) In my school, students respect the property of others. (2) In my school, students help each other even if they are not friends.

Parents reported the lowest score for the following question: (1) Our school provides opportunities for students to participate in activities that interest them.

Staff members reported the lowest score for the following question: (1) Our school provides opportunities for students to participate in activities that interest them.

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

 Trend data is unavailable.   This is the first year these surveys were conducted.

What are the implications for these stakeholder perceptions?

As a result of these surveys, it appears that Huxford Elementary should focus on providing opportunities for students to participate in activities that interest them.

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

Findings from the Parent and Staff surveys indicated that staff and parents do not feel like our school provides opportunities for students to participate in activities that interest them. These findings are consistent with discussions and comments made by parents at our annual Parent Involvement meetings. These same concerns have been discussed at PTO Officer Meetings and at Faculty Meetings.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 4

Sections
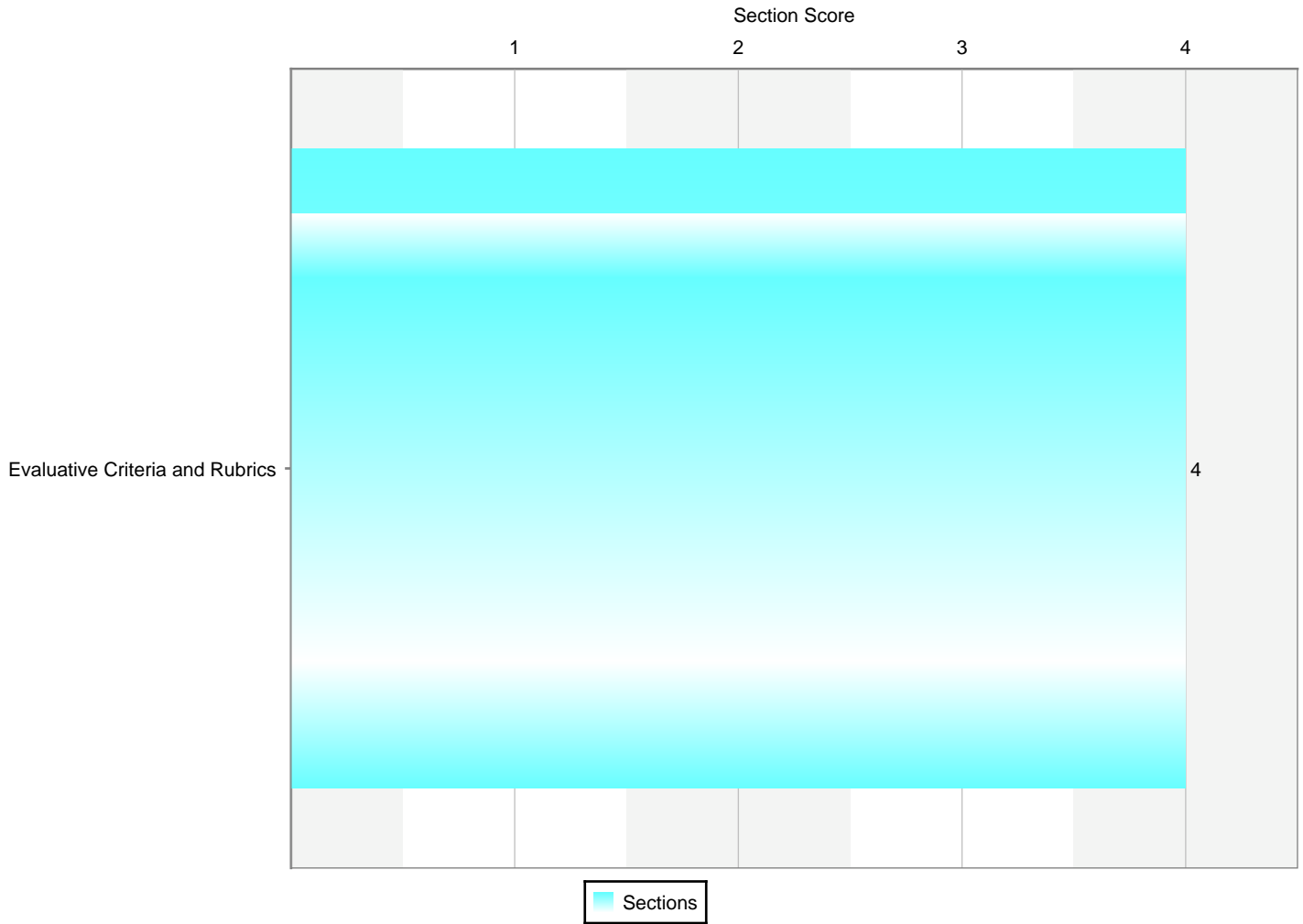
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	2013-2014 ACT Aspire Scores 2013-2014 DIBELS Comparison Chart 2013-2014 DIBELS Summary of Effectiveness 2013-2014 Alabama Science Assessment Scores	DIBELS-ACT Aspire-Alabama Science Assessment

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

According to 2013-2014 data Kindergarten was above the expected levels of performance in DIBELS testing. The statewide goal is 80% Benchmark, 15% Strategic and 5% Intensive.

According to 2013-2014 ACT Aspire Data the following groups scored above the National Readiness Percentage: 3rd grade Reading, 4th grade Math, 5th grade Math, 6th grade Reading and Math.

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

No trend data is available. This year's ACT Aspire scores will be used as baseline data.

Which area(s) indicate the overall highest performance?

According to 2013-2014 ACT Aspire data, 4th grade revealed the overall highest performance in Math with a proficiency 66%.
According to 2013-2014 ACT Aspire data, 6th grade revealed the overall highest performance in Reading with a proficiency 54%.

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

No trend data is available. This year's ACT Aspire scores will be used as baseline data.

Between which subgroups is the achievement gap closing?

Baseline data shows very little achievement gap in the following subgroups:
Male and female subgroups for 4th grade Reading
American Indian and White subgroups for 5th grade Reading and Math
Male and female subgroups for 5th grade Math
Male and female subgroups for 6th grade Reading and Math
American Indian and White subgroups for 6th Reading

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

Although other data was reviewed (such as STAR, Global Scholar and DIBELS), those results were not disaggregated.

Areas in Need of Improvement

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

According to 2013-2014 data 1st, 2nd and 3rd grades were are below the expected levels of performance in DIBELS testing. The statewide goal is 80% benchmark, 15% strategic, and 5% intensive.

According to 2013-2014 ACT Aspire data the following groups scored below the National Readiness percentage:

3rd grade Math

4th grade Reading

5th grade Reading

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

No trend data is available. This year's ACT Aspire scores will be used as baseline data.

Which area(s) indicate the overall lowest performance?

According to ACT Aspire data, 3rd grade showed the lowest overall performance in Math with 45% proficiency.

According to ACT Aspire data, 5th grade showed the lowest overall performance in Reading with 26% proficiency.

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

No trend data is available. This year's ACT Aspire scores will be used as baseline data.

Between which subgroups is the achievement gap becoming greater?

Baseline data shows a significant achievement gap in the following subgroups:

American Indian and White subgroups in 3rd grade Reading and Math

Male and female subgroups in 4th grade Math

Male and female subgroups in 5th grade Reading

American Indian and White subgroups in 6th grade Reading

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

Although other data was reviewed (such as STAR, Global Scholar and DIBELS) those results were not disaggregated.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 4
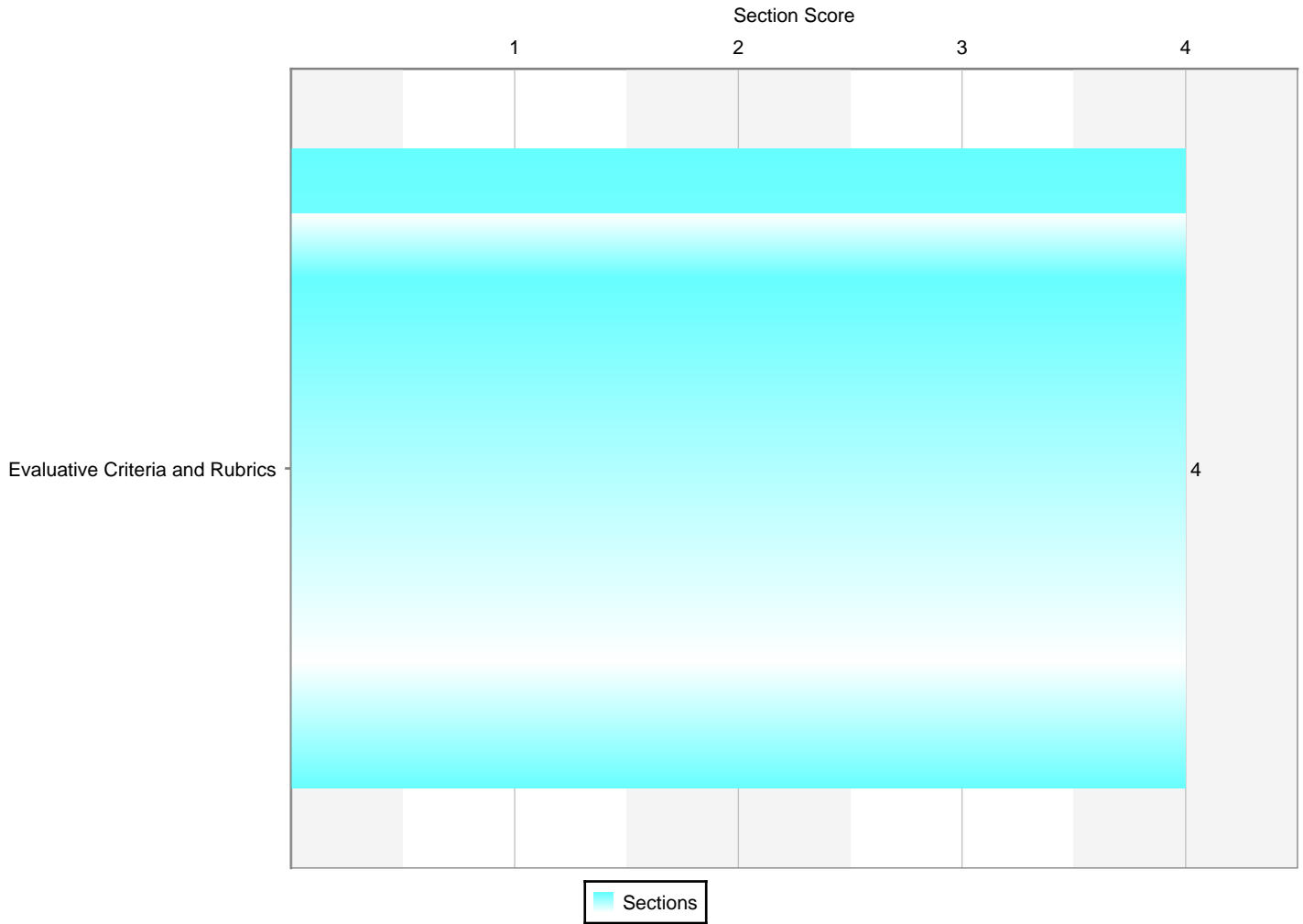
Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

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 Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	The School Safety Plan has been updated and communicated with the faculty. Copies of the Safety Plan are available in the office, in each classroom and in the Counselor's Office. Drills are conducted in accordance with Alabama guidelines.	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		Assurance 4

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	See Continuous Improvement Plan in ASSIST.	

ACIP 2014-2015

Overview

Plan Name

ACIP 2014-2015

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Develop proficient reading students	Objectives: 1 Strategies: 2 Activities: 10	Academic	$40412
2	Develop proficient Math students	Objectives: 1 Strategies: 2 Activities: 9	Academic	$42555
3	Maintain a Positive and Safe Learning Environment	Objectives: 1 Strategies: 5 Activities: 12	Organizational	$993

Goal 1: Develop proficient reading students

Measurable Objective 1:

45% of All Students will demonstrate a proficiency on the ACT Aspire in Reading by 05/29/2015 as measured by reported results.

Strategy 1:

Intensive Intervention - Provide systematic, intensive interventions to struggling learners through the use of the RTI (Response to Instruction) process by matching instruction to the needs of the learner and continuously monitoring progress toward the goal.

Research Cited: Alabama State Department of Education (2009). Response to Instruction: Alabama's Core Support for All Students. Montgomery, AL.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-1 will progress monitor students in ISF, PSF, NWF, and ORF (second semester of 1st grade) according to their instructional level: Intensive-4 times per grading period, Strategic 3 times per grading period, Benchmark-1 time per grading period. These teachers will use DIBELS as an evaluation too. Teachers in grades 2-3 will progress monitor students in oral reading fluency (ORF) according to their instructional level: Intensive-4times per grading period, Strategic-3 times per grading period, Benchmark-1 time per grading period. Teachers in grades 2 and 3 will also use DIBELS as an evaluation tool. Teachers in grades 2-6 will progress monitor students in Reading with Star enterprises 3 times per year. 1st grade students will take Star Early Literacy one time per year and Star Reading two times per year. Kindergarten students will take the STAR Early Literacy Assessment three times per year. Matierial and supplies will be purchased from Title I.	Academic Support Program	08/18/2014	05/29/2015	$9049	Title I Part A	Principal, Instructional Coach, Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize additional instructional time in small groups for students not reaching benchmarks through the use of small group instruction during the main reading block, as well as Tiers II and III in grades K-6. Funds are provided that cover the expense of a copier that teachers may use to generate materials and activities.	Academic Support Program	08/18/2014	05/29/2015	$2000	Title I Part A	Principal, Instructional Coach, Classroom Teacher, Instructional Aides

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| 1. The Instructional Coach will provide to teachers ARI on-going classroom embedded professional development specific to the needs of the learners and up-to-date training to teachers and staff on an on-going basis.
2. English Language Arts (ELA) College and Career Ready Standards (CCRS) training will be provided to teachers by the Instructional Coach, prinicipal and lead teachers who attend workshops. These workshops focus on formative assessments, critical quesitoning, and generating student responses via discussion and writing. Teachers will also attend workshops at Mega Conferance during the summer of 2015. | Professional Learning | 08/18/2014 | 05/29/2015 | $250 | Title I Part A | Principal, Instructional Coach, Lead Teachers |

Activity - Instructional Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive instructional support from instructional aides. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. Each aide will receive training and support from the reading coach to determine their instructional role in the classroom. The instructional aides will support the classroom teacher by working with a group of students that need additional support in reading. The reading level, skills, and group will be determined by the teacher.	Academic Support Program	08/18/2014	05/29/2015	$22369	Title I Part A	Principal, Instructional Coach, and Instructional Aides

Strategy 2:

Improve Fluency and Comprehension - Teacher will target fluency and comprehension with all students during the Core Reading block and with at-risk students during

tiered instruction.

Research Cited: National Institute for Literacy at ED Pubs. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read. Jessup, MD.

Activity - Partner Re-Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 1st and 2nd grades will participate in partner re-reads each week. Each student will be paired with another student in his/her class. The students will take turns reading a short passage to one another for one minute. At the end of the minute, the partner will mark the number of words he/she reads and write the number on a graph. Each passage will be read at least four times per week. The students will chart progress on a graph that is turned in to the instructional coach at the end of the week. The instructional coach will provide feedback to the students and teachers. The Reading Coach will chart progress.	Other	08/18/2014	05/29/2015	$0	No Funding Required	Principal, Instructional Coach, Classroom Teacher, Instructional Aide

Activity - Choral Reading and Repeated Readings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use choral readings and repeated readings to improve student fluency.	Direct Instruction	08/18/2014	05/29/2015	$0	No Funding Required	Principal, Instructional Coach, Classroom Teacher

Activity - Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate constructed response questions into class discussions and assignments.	Direct Instruction	08/18/2014	05/29/2015	$0	No Funding Required	Principal, Instructional Coach, Classroom Teacher

Activity - Incorporate ELA Reading/Literacy Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate ELA Reading/Literacy standards across all content areas.	Direct Instruction	08/18/2014	05/29/2015	$0	No Funding Required	Principal, Instructional Coach, Classroom Teacher, Instructional Aide

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts (ELA) College and Career Ready Standards (CCRS) training will be provided to teachers by the instructional coach, principal and lead teachers who attend workshops. These workshops will focus on formative assessments, critical questioning, and generating student responses via discussion and writing. Teachers will attend workshops at Mega Conferance during the summer of 2015.	Professional Learning	08/18/2014	05/29/2015	$250	Title I Part A	Principal, Instructional Coach, Lead Teachers

Activity - Computer Lab Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computers will be purchased for the computer lab to improve student access to online resources and assessments such as STAR and ACT Aspire.	Technology	08/18/2014	05/29/2015	$6494	Title I Part A	Principal, Teachers, Instructional Aides

Goal 2: Develop proficient Math students

Measurable Objective 1:

62% of All Students will demonstrate a proficiency on the ACT Aspire in Mathematics by 05/29/2015 as measured by reported results.

Strategy 1:

Differentiated Instruction - Teachers will provide opportunity and support through differentiated instruction for at-risk students based on math proficiency needs.

Research Cited: Common Core Standards Writing Team. (2011). Progressions For the Common Core State Standards in Mathematics.

Accreditation Report
Huxford Elementary School

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will identify at risk students based on math proficiency needs. Teachers will keep assessment data to analyze for grouping purposes. Math intervention classes will focus daily instruction on support for individual math weaknesses using small groups and intervention programs such as STAR Math and Global Scholar.	Academic Support Program	08/18/2014	05/29/2015	$2000	Title I Part A	Principal, Instructional Coach, Classroom Teacher, Instructional Aide

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Global Scholar standards-based formative assessments and benchmarks to form small groups for re-teaching, to drive instruction, and to make adjustments as needed.	Direct Instruction	08/18/2014	05/29/2015	$0	No Funding Required	Principal, Instructional Coach, Classroom Teacher, Instructional Aide

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Teachers will participate in professional development activities which include the analysis of test scores and the development of goals and strategies to track progress. 2. Teachers will participate in an annual Special Education and 504 Update Training to gain information on how to better serve at-risk students. Teachers will attend these workshops during Mega Conferance of 2015.	Professional Learning	08/18/2014	05/29/2015	$500	Title I Part A	Principal, Instructional Coach, Lead Teachers, Special Education Teacher, Counselor

Activity - Instructional Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive instructional support from instructional aides on a daily basis. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. Each aide will receive training and support from the instructional coach to determine their instructional role in the classroom. The instructional aides will support the classroom teacher by working with a group of students that need additional support in math.	Academic Support Program	08/18/2014	05/29/2015	$22369	Title I Part A	Principal, Instructional Coach, and Instructional Aides

Activity - Math Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will be hired to tutor during the month of June for students who need additional assistance in Math.	Tutoring	06/01/2015	06/30/2015	$2992	Title I Part A	Principal, Teachers

Activity - Computer Lab Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Computers will be purchased for the computer lab to improve student access to online resources and assessment such as STAR, Global Scholar and ACT Aspire. | Technology | 08/18/2014 | 05/29/2015 | $6494 | Title I Part A | Principal, Teachers, Instructional Aides |

Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Smart Boards will be purchased to increase student engagement in learning.	Technology	08/18/2014	05/29/2015	$8200	Other	Principal, Teachers, Instructional Coach, Media Specialist

Strategy 2:

Target Math Problem Solving Skills - Implement explicit, intensive instruction through the use of small group/cooperative learning in every classroom to focus on higher

order thinking as a barrier to problem-solving.

Research Cited: Common Core Standards Writing Team. (2011). Progressions For the Common Core Standards in Mathematics.

Activity - Use Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use assessment data (ACT Aspire student reports, STAR Math, Global Scholar Assessments and informal teacher assessments) to establish flexible groups in the classroom.	Academic Support Program	08/18/2014	05/29/2015	$0	No Funding Required	Principal, Instructional Coach, Classroom Teacher

Activity - Math Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep Math Journals to facilitate writing and non-linguistic representations as part of problem solving support.	Direct Instruction	08/18/2014	05/29/2015	$0	No Funding Required	Principal, Instructional Coach, Classroom Teacher

Goal 3: Maintain a Positive and Safe Learning Environment

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/29/2015 as measured by Discipline reports, PBS reports, Parent Surveys, Needs Assessment, Safety Inspections.

Strategy 1:

Managing Student Behavior - Continue to implement Positive Behavior Strategies to manage student behavior.

Research Cited: National PBIS Center. (2000). Alabama Positive Behavior Supports.

Activity - PBS Tickets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Colored tickets will be used to reinforce appropriate behavior.	Behavioral Support Program	08/18/2014	05/29/2015	$0	No Funding Required	Principal, Counselor, Classroom Teacher, Support Staff

Activity - Hornet Parties	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hornet Parties will be given each nine weeks as a reward for appropriate behavior.	Behavioral Support Program	08/18/2014	05/28/2015	$0	No Funding Required	Principal, Counselor, Classroom Teacher, Support Staff

Activity - Character Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Character education quotes that relate to the character trait of the week will be shared over the intercom each morning. Teachers will follow up with classroom discussion.	Behavioral Support Program	08/18/2014	05/29/2015	$0	No Funding Required	Principal, Counselor, Classroom Teacher, Support Staff

Activity - Encourage Student Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentive programs will be put into place at each grade level to encourage and maintain student attendance throughout the school year. The office staff will contact parents each day when a child is absent. If any student is absent more than 3 days, the teacher will also contact the parent. September will be designated as "Attendance Awareness" month.	Behavioral Support Program	10/09/2014	05/29/2015	$0	No Funding Required	Principal, Teachers, Office Staff, Counselor

Strategy 2:

Student Safety - Keeping students safe at school, especially on the playground, is a challenge that has been identified by the faculty and administration through coach and teacher interviews.

Research Cited: Add research here

Activity - Playground Inspection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Playground will be inspected monthly by the coach to determine the safety of equipment.	Policy and Process	08/18/2014	05/29/2015	$0	No Funding Required	Principal, PE Coach

Activity - Secure Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Front doors on the new building will be locked from the outside during school hours to prevent unauthorized persons from entering the building. All visitors will be required to sign in through the front office and get a visitor's pass.	Other	08/18/2014	05/29/2015	$0	No Funding Required	Principal, Counselor, Teacher, Support Staff

Activity - Prevention Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement prevention programs and plan to help keep students safe from harm.	Behavioral Support Program	08/18/2014	05/29/2015	$0	No Funding Required	Principal, Counselor, Classroom Teacher, Support Staff

Strategy 3:

Teacher Mentoring - Novice teachers will be given support from an assigned mentor teacher.

Research Cited: Escambia County Mentoring Program Manual.

Activity - Assign Master Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice teachers are assigned a master teacher. The program begins with a needs assessment of the novice teacher followed by scheduled conferences and observation. The master teacher then provides support as needed to the novice teacher. Teachers new to Huxford Elementary School will be paired with experienced teachers to assist as needed and provide support.	Policy and Process	08/18/2014	05/29/2015	$0	No Funding Required	Principal, Mentoring Teacfhers, Novice Teachers

Strategy 4:

Transition - Assist students in transitioning from previous school to the current school and/or from the current school to the next school, including preparing preschool children for entry into kindergarten and 6th grade students for entry into middle school.

Research Cited: Easing the Transition from Elementary to Middle School: Strategies for Educatiors. National Association of Psychologists. Bethesda, MD.

Activity - Tour of Escamia County Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th grade students will be provided a guided tour of Escambia County Middle School.	Field Trip	04/01/2015	05/29/2015	$0	District Funding	Principal, Teachers, Counselors

Activity - Fred Lee McGhee Early Learning Center Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Preschool students from the Fred Lee McGhee Early Learning Center in Poarch visit Huxford Elementary each year for a guided tour, introduction of staff members, and orientation to our school.	Field Trip	04/01/2015	05/29/2015	$0	No Funding Required	Principal, Teachers, Counselor, Support Staff

Activity - Jump Start Program at Rachel Patterson	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming Kindergarten students at Huxford Elementary may attend the Jump Start Program at Rachel Patterson Elementary prior to the start of school.	Academic Support Program	06/01/2015	07/01/2015	$0	No Funding Required	Jump Start Program Staff

Strategy 5:

Home/School Connection - We are going to provide opportunities for students, parents, teachers, counselors, and administrators to work together to provide the highest quality level of education.

Research Cited: Comer, Dr. James P. (2000). Building Successful Partnerships. Bloomington, IN.

Activity - Parent Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We provide pamplets for parental involvement in our parent resource center. Our school also provides a newsletter that goes home to the parents.	Parent Involvement	08/18/2014	05/29/2015	$993	Title I Part A	Counselor, Principal, and Parental Involvement Liaison

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tour of Escamia County Middle School	6th grade students will be provided a guided tour of Escambia County Middle School.	Field Trip	04/01/2015	05/29/2015	$0	Principal, Teachers, Counselors
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Secure Building	Front doors on the new building will be locked from the outside during school hours to prevent unauthorized persons from entering the building. All visitors will be required to sign in through the front office and get a visitor's pass.	Other	08/18/2014	05/29/2015	$0	Principal, Counselor, Teacher, Support Staff
Playground Inspection	Playground will be inspected monthly by the coach to determine the safety of equipment.	Policy and Process	08/18/2014	05/29/2015	$0	Principal, PE Coach
Prevention Services	Implement prevention programs and plan to help keep students safe from harm.	Behavioral Support Program	08/18/2014	05/29/2015	$0	Principal, Counselor, Classroom Teacher, Support Staff
Choral Reading and Repeated Readings	Teacher will use choral readings and repeated readings to improve student fluency.	Direct Instruction	08/18/2014	05/29/2015	$0	Principal, Instructional Coach, Classroom Teacher
Encourage Student Attendance	Incentive programs will be put into place at each grade level to encourage and maintain student attendance throughout the school year. The office staff will contact parents each day when a child is absent. If any student is absent more than 3 days, the teacher will also contact the parent. September will be designated as "Attendance Awareness" month.	Behavioral Support Program	10/09/2014	05/29/2015	$0	Principal, Teachers, Office Staff, Counselor

Data Driven Instruction	Teachers will use Global Scholar standards-based formative assessments and benchmarks to form small groups for re-teaching, to drive instruction, and to make adjustments as needed.	Direct Instruction	08/18/2014	05/29/2015	$0	Principal, Instructional Coach, Classroom Teacher, Instructional Aide
Character Education	Character education quotes that relate to the character trait of the week will be shared over the intercom each morning. Teachers will follow up with classroom discussion.	Behavioral Support Program	08/18/2014	05/29/2015	$0	Principal, Counselor, Classroom Teacher, Support Staff
Partner Re-Reads	Students in grades 1st and 2nd grades will participate in partner re-reads each week. Each student will be paired with another student in his/her class. The students will take turns reading a short passage to one another for one minute. At the end of the minute, the partner will mark the number of words he/she reads and write the number on a graph. Each passage will be read at least four times per week. The students will chart progress on a graph that is turned in to the instructional coach at the end of the week. The instructional coach will provide feedback to the students and teachers. The Reading Coach will chart progress.	Other	08/18/2014	05/29/2015	$0	Principal, Instructional Coach, Classroom Teacher, Instructional Aide
Incorporate ELA Reading/Literacy Standards	Teachers will incorporate ELA Reading/Literacy standards across all content areas.	Direct Instruction	08/18/2014	05/29/2015	$0	Principal, Instructional Coach, Classroom Teacher, Instructional Aide
Math Journals	Students will keep Math Journals to facilitate writing and non-linguistic representations as part of problem solving support.	Direct Instruction	08/18/2014	05/29/2015	$0	Principal, Instructional Coach, Classroom Teacher
Fred Lee McGhee Early Learning Center Orientation	Preschool students from the Fred Lee McGhee Early Learning Center in Poarch visit Huxford Elementary each year for a guided tour, introduction of staff members, and orientation to our school.	Field Trip	04/01/2015	05/29/2015	$0	Principal, Teachers, Counselor, Support Staff
Jump Start Program at Rachel Patterson	Incoming Kindergarten students at Huxford Elementary may attend the Jump Start Program at Rachel Patterson Elementary prior to the start of school.	Academic Support Program	06/01/2015	07/01/2015	$0	Jump Start Program Staff
Hornet Parties	Hornet Parties will be given each nine weeks as a reward for appropriate behavior.	Behavioral Support Program	08/18/2014	05/28/2015	$0	Principal, Counselor, Classroom Teacher, Support Staff

Use Assessment Data	Use assessment data (ACT Aspire student reports, STAR Math, Global Scholar Assessments and informal teacher assessments) to establish flexible groups in the classroom.	Academic Support Program	08/18/2014	05/29/2015	$0	Principal, Instructional Coach, Classroom Teacher
Constructed Response	Teachers will incorporate constructed response questions into class discussions and assignments.	Direct Instruction	08/18/2014	05/29/2015	$0	Principal, Instructional Coach, Classroom Teacher
PBS Tickets	Colored tickets will be used to reinforce appropriate behavior.	Behavioral Support Program	08/18/2014	05/29/2015	$0	Principal, Counselor, Classroom Teacher, Support Staff
Assign Master Teacher	Novice teachers are assigned a master teacher. The program begins with a needs assessment of the novice teacher followed by scheduled conferences and observation. The master teacher then provides support as needed to the novice teacher. Teachers new to Huxford Elementary School will be paired with experienced teachers to assist as needed and provide support.	Policy and Process	08/18/2014	05/29/2015	$0	Principal, Mentoring Teacfhers, Novice Teachers
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Engagement	Classroom Smart Boards will be purchased to increase student engagement in learning.	Technology	08/18/2014	05/29/2015	$8200	Principal, Teachers, Instructional Coach, Media Specialist
				Total	$8200	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Computer Lab Improvement	Computers will be purchased for the computer lab to improve student access to online resources and assessments such as STAR and ACT Aspire.	Technology	08/18/2014	05/29/2015	$6494	Principal, Teachers, Instructional Aides
Computer Lab Improvement	Computers will be purchased for the computer lab to improve student access to online resources and assessment such as STAR, Global Scholar and ACT Aspire.	Technology	08/18/2014	05/29/2015	$6494	Principal, Teachers, Instructional Aides

Professional Development	1. Teachers will participate in professional development activities which include the analysis of test scores and the development of goals and strategies to track progress. 2. Teachers will participate in an annual Special Education and 504 Update Training to gain information on how to better serve at-risk students. Teachers will attend these workshops during Mega Conference of 2015.	Professional Learning	08/18/2014	05/29/2015	$500	Principal, Instructional Coach, Lead Teachers, Special Education Teacher, Counselor
Small Group Instruction	Math teachers will identify at risk students based on math proficiency needs. Teachers will keep assessment data to analyze for grouping purposes. Math intervention classes will focus daily instruction on support for individual math weaknesses using small groups and intervention programs such as STAR Math and Global Scholar.	Academic Support Program	08/18/2014	05/29/2015	$2000	Principal, Instructional Coach, Classroom Teacher, Instructional Aide
Professional Development	English Language Arts (ELA) College and Career Ready Standards (CCRS) training will be provided to teachers by the instructional coach, principal and lead teachers who attend workshops. These workshops will focus on formative assessments, critical questioning, and generating student responses via discussion and writing. Teachers will attend workshops at Mega Conferance during the summer of 2015.	Professional Learning	08/18/2014	05/29/2015	$250	Principal, Instructional Coach, Lead Teachers
Professional Development	1. The Instructional Coach will provide to teachers ARI on-going classroom embedded professional development specific to the needs of the learners and up-to-date training to teachers and staff on an on-going basis. 2. English Language Arts (ELA) College and Career Ready Standards (CCRS) training will be provided to teachers by the Instructional Coach, prinicipal and lead teachers who attend workshops. These workshops focus on formative assessments, critical quesitoning, and generating student responses via discussion and writing. Teachers will also attend workshops at Mega Conferance during the summer of 2015.	Professional Learning	08/18/2014	05/29/2015	$250	Principal, Instructional Coach, Lead Teachers
Instructional Assistance	All teachers will receive instructional support from instructional aides. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. Each aide will receive training and support from the reading coach to determine their instructional role in the classroom. The instructional aides will support the classroom teacher by working with a group of students that need additional support in reading. The reading level, skills, and group will be determined by the teacher.	Academic Support Program	08/18/2014	05/29/2015	$22369	Principal, Instructional Coach, and Instructional Aides

Instructional Assistance	All teachers will receive instructional support from instructional aides on a daily basis. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. Each aide will receive training and support from the instructional coach to determine their instructional role in the classroom. The instructional aides will support the classroom teacher by working with a group of students that need additional support in math.	Academic Support Program	08/18/2014	05/29/2015	$22369	Principal, Instructional Coach, and Instructional Aides
Progress Monitoring	Teachers in grades K-1 will progress monitor students in ISF, PSF, NWF, and ORF (second semester of 1st grade) according to their instructional level: Intensive-4 times per grading period, Strategic 3 times per grading period, Benchmark-1 time per grading period. These teachers will use DIBELS as an evaluation too. Teachers in grades 2-3 will progress monitor students in oral reading fluency (ORF) according to their instructional level: Intensive-4times per grading period, Strategic-3 times per grading period, Benchmark-1 time per grading period. Teachers in grades 2 and 3 will also use DIBELS as an evaluation tool. Teachers in grades 2-6 will progress monitor students in Reading with Star enterprises 3 times per year. 1st grade students will take Star Early Literacy one time per year and Star Reading two times per year. Kindergarten students will take the STAR Early Literacy Assessment three times per year. Matierial and supplies will be purchased from Title I.	Academic Support Program	08/18/2014	05/29/2015	$9049	Principal, Instructional Coach, Classroom Teacher
Small Group Instruction	Utilize additional instructional time in small groups for students not reaching benchmarks through the use of small group instruction during the main reading block, as well as Tiers II and III in grades K-6. Funds are provided that cover the expense of a copier that teachers may use to generate materials and activities.	Academic Support Program	08/18/2014	05/29/2015	$2000	Principal, Instructional Coach, Classroom Teacher, Instructional Aides
Parent Resource Center	We provide pamplets for parental involvement in our parent resource center. Our school also provides a newsletter that goes home to the parents.	Parent Involvement	08/18/2014	05/29/2015	$993	Counselor, Principal, and Parental Involvement Liaison
Math Tutoring	A teacher will be hired to tutor during the month of June for students who need additional assistance in Math.	Tutoring	06/01/2015	06/30/2015	$2992	Principal, Teachers
				Total	$75760	