ACIP

Knight-Enloe Elementary School

Roanoke City Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Knight Enloe School (KES) is a great school located within the Mill Village (originally referred to as the Lowell Community) in Roanoke, Alabama. We serve a rural population of approximately 460 students and 80% are free/reduced lunch. All of our students either walk to school or are brought by car as our system does not bus students to KES.

KES was originally built for the "mill" children in the early 1920s as there was a Handley Grammar School already open for young students in Roanoke. The school is named for William Henry Knight, who was President of the mill's Board of Directors at that time, and for Harvey Enloe, the Superintendent of the mill. When KES finally opened in January of 1921, the Lowell community had grown so large and the mill was so productive, that the owners built a theater, a swimming pool, and a baseball diamond in addition to the school.

Although the original building has been replaced and several other buildings added, KES has always been located on the same parcel of land. The community takes great pride in having the elementary school in the heart of the Mill Village.

All teachers at KES are highly qualified and KES is proud to have a National Board Certified Teacher on staff.

In the last three years, KES most unique feature is we are 1:1 with computers from kindergarten to 3rd grade. While this is our most unique feature, it is also our challenge as teachers race to fully implement a 21st century learning environment. None of our teachers have been resistant to our 1:1 Teaching Initiative; however, no teacher is a digital native like the children are either so we always feel as if we are playing "catch up." As our mission statement reads, we are "Roanoke. . . Together. . ." No where is this more apparent than in the work we do together to utilize technology to impact student learning.

KES continues to be committed to ensuring that all stakeholders feel value, support, and inclusion. Success for and safety of our students is the top priority and focus of all involved at KES.

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.

The purpose of KES parlays into the mission statement of Roanoke City School System, "Roanoke. . . Together. . .Educating with Excellence, Challenging for Success, Inspiring Learners for Life." The purpose of KES is to maintain high academic standards, thus equipping students with the necessary tools to become life-long learners, responsible citizens, and productive members of society. We will provide our students with a safe, secure, and supportive learning environment. Through the combined efforts of the school, family, and community, we will provide a quality curriculum and high expectations for all learners. Knight Enloe's faculty recognizes individual differences and provides appropriate educational experiences to continue educational growth to become a productive citizen in an ever-changing and technological society. Our daily curriculum program offerings combine to high expectations for all students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

KES notable achievements in the last three years are the building, planting, and harvesting of 4 established garden beds and new pre-k and kindergarten beds, implementation of Project Lead the Way (PLTW) a STEM based curriculum K - 12, our 3rd grade technology/robotics team won the Design Award at the regional and state levels of competition and our system successfully implemented sustained, job-embedded professional development that has brought about the 21st century classroom transformation. We are 1-1 with chromebooks at KES, each classroom has 2-3 IPADS to support 21st century learning applications as well as PLTW curriculum. Our system presented a successful "Student Showcase" which highlighted PLTW, 21st century classroom transformations and curriculum highlights. With the implementation of the DIBELS Next assessment tool throughout the 2014-15 school year, we had 93% of kindergarten at or above benchmark in First Sound Fluency, 97% at or above benchmark in Phoneme Segmentation Fluency and 88% at or above benchmark in Nonsense Word Fluency-Correct Letter Sounds. In First grade we had 88% of students at or above benchmark in Nonsense Word Fluency - Whole Words Read and 79% at or above benchmark in Oral Reading Fluency. We showed tremendous growth during the 2015-16 school year with 96% of kindergarten at or above benchmark in First Sound Fluency, and 91% at or above benchmark in Nonsense Word Fluency-Correct Letter Sounds. In first grade, 72% of students were at or above benchmark in Oral Reading Fluency.

Knight Enloe also held another successful community wide career day. This was a prime example of our parents and stakeholders providing our students with the very best real world experiences to show them many different career opportunities.

Being awarded a third Office of School Readiness "First Class" grant to implement an additional full day pre-k program is another notable achievement for Knight Enloe and Roanoke City Schools.

As a system, we have grown our learning communities into Shared Education Communities (SEC's) that have produced authentic learning experiences for our students. During the 2014-15 school year, we were able to build a shade structure for our playground from an outgrowth of a shared education community activity with Handley High School students. Our students participate in an archaeological dig with high school students and high school students implement Patriot Day lessons with all our students.

Areas of improvement for the next three years include the following: 1)using ASPIRE scores we would like to see improvement in every subgroup in the areas of math and reading 2) our goal is to deepen the education opportunities our gardens provide to strive to improve healthy eating habits and other educational opportunities, 3) continue to provide our students with 21st century learning opportunities that provide real world connections (SEC's), 4) provide more opportunities to share initiatives with our parents and create lasting partnerships, 5) and lastly, continue anti-bullying/cyberbullying initiative.

Additional Information

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

The tireless efforts of an outstanding KES team, central office staff, and our community are greatly appreciated. One of the greatest compliments that can be given a school is for parents wanting their children to attend it. We receive calls a year in advance from parents wanting to know the dates for the upcoming year's pre-k and kindergarten registration. We are very proud of what KES means to our community. Our school has been part of the community since the early 1920's. Stakeholders are very complimentary of the education their children have received and continue to receive at KES. Many parents and grandparents have shared storied from their childhood memories of KES.

The sheer amount of technology integration our students are exposed to supports them in their journey to becoming 21st century learners. Technology is embedded in the curriculum and activities that take place in classrooms. We use chromebooks, IPADS, learning tablets, projectors and laptops in all classrooms.
We are also proud of the support our school receives from parents, grandparents, and community members. Their involvement and encouragement is vital to the continued success of Knight Enloe School.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The culture is characterized by collaboration and a sense of community among all stakeholders. Knight-Enloe's parent advisory committee is invited to review the information collected from surveys and needs assessments for Knight-Enloe. The plan is presented to teachers, parents and a community representative for review and are able to ask questions and provide feedback at the team meeting. The parents are called personally and then a follow-up letter stating their role is sent to them. Parents are selected randomly from each grade level and given the opportunity to provide feedback at a designated meeting or through email, phone, etc. if they are unable to attend the meeting. The group selected from each grade level is a racially diverse representation.
KES promotes an open door policy for parents. They are encouraged to eat lunch on occasion or visit the classrooms for special learning events. Parents sign up to volunteer at orientation. Parents are invited in for Parenting Day, Book Fair week, field trips, trimester school wide parent meetings, orientation and for individual conferences with teacher and administration. The school system promotes collaboration and shared responsibility for system and school improvement among stakeholders. Two examples of groups working together to promote a culture of participation, responsibility, and ownership are the School Improvement Team and the Superintendent's Advisory Council. The School Improvement Team is made up of school personnel, parents, students, and leaders from the community. Its mission is to provide input regarding the decisions that impact the school system. The Superintendent's Advisory Council is a bi-racial committee of twenty citizens that meets for scheduled, quarterly meetings (and does have the right to call necessary meetings). Its objective is to provide feedback to the superintendent regarding the community's expectations and the stakeholders' satisfaction.

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

The school improvement committee is a racially diverse group of parents, teachers community representatives who are invited to provide feedback and input on the improvement plan. At the first meeting, the plan and member responsibilities are reviewed. The members are encouraged to provide feedback and ask questions not only at this meeting, but also throughout the year.

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

The final improvement is housed at each schools' main office and library. They are also posted on the Roanoke City Schools webpage. Stakeholders receive information through quarterly meetings scheduled through Federal Programs.

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		ASPIRE Scores

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Knight Enloe Kindergarten performs well on DIBELS Next. Kindergarten students excelled in Phoneme Segmentation with 96% meeting benchmark and also in Nonsense Word Fluency with 91% of students meeting benchmark. Also, 93% of Knight Enloe first grade students met the benchmark in Nonsense Word Fluency - Whole Words Read (WWR).
ACT ASPIRE data shows a large growth in mathematics from 13-14 scores (40% proficient) to 14-15 scores (57% proficient) and we see this continue to grow in 15-16 to 66% of students showing proficiency in Mathematics. We also see tremendous growth in our subgroup black/African American in the area of Mathematics as they improved from 29% proficient in 13-14 to 56% proficient in 15-16. We also see growth of this subgroup in Reading as they improved from 13% proficient in 13-14 to 26% proficient in 15-16.

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

For three years we have seen consistent growth in the math proficiency overall in 3rd grade. We have also seen consistent growth in the subgroup Black/African American. The scores overall have improved from 40% proficient in 2014 to 57% in 2015 and finally to 66% proficient in 2016. In the subgroup Black/African American scores have improved from 29% in 2014 to 47% in 2015 and finally to 56% in 2016. This is a positive trend that we would like to see continue.

Which area(s) indicate the overall highest performance?

The overall highest performance was in Mathematics for the 2015-16 ASPIRE assessment. KES 3rd graders performed at 66% proficient in this area.

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

In Mathematics black/ African American students showed an 18% increase in proficiency from 2014 to 2015 and an additional 9% increase in proficiency from 2015 to 2016. Black/ African American subgroup also improved proficiency in Reading over the past three years by 9% from 2014-2015 and 4% from 2015-2016.

Between which subgroups is the achievement gap closing?

The achievement gap is quickly closing for the Black/African American subgroup in the area of Mathematics and does show growth and improvement in the area of Reading as well.

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

Student grades are higher in mathematics than reading which is consistent with the ACT Aspire data. Also, the subgroup Black/African American DIBELS scores show fewer students benchmark on DIBELS which is consistent with proficiency percentages on ACT ASPIRE.

Areas in Need of Improvement

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

Student performance was below the expected level in Reading particularly in the area of integration of knowledge and ideas. DIBELS reflects a decline in comprehension as evidenced by the declining scores on the DAZE assessment from mid year to end of the year in 2015-16.

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

There have been no negative trends in performance on the ACT Aspire assessment.

This is the fourth year we have used the DIBELS Next assessment to measure progress in reading skills. We have noticed a negative trend in DAZE for 3rd grade. We began in 2013-14 with 52% benchmark and in 2014-15 fell to 44% benchmark and this past year we ended the year again with 44% benchmark.

Which area(s) indicate the overall lowest performance?

On the ACT Aspire, Integration of Knowledge and Skills is the lowest area of proficiency the past three years in Reading. For Aspire Mathematics the lowest area this year continues to be geometry.

DIBELS Next DAZE in 3rd grade is the lowest benchmark score with 44% benchmark.

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

There are no trends toward decreasing performance among subgroups.

Between which subgroups is the achievement gap becoming greater?

The gap between white and black/African American subgroups in the area of reading is becoming greater. Specifically in the area of reading, black/African American students growth in proficiency is not as high as we would like to see it and it is also not as high as with the white students. This year of the 37 students who were in need of support on ASPIRE Reading 24 were African American students. The previous year of the 43 students who were in need of support on ASPIRE Reading 25 were African American. While this subgroup remained the same the white subgroup improved creating a larger gap.

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

For the DIBELS Next assessement, we saw an increase in the achievement gap in Reading from 14-15 to 15-16 between white and

black/African American students . In 2014-15 the number of intensive students on the DIBELS Next assessment was the same for white and black students however we saw an increase in the gap in 2015 -16 from 11% to 15% and white students decreased from 11% to 8% intensive.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.75
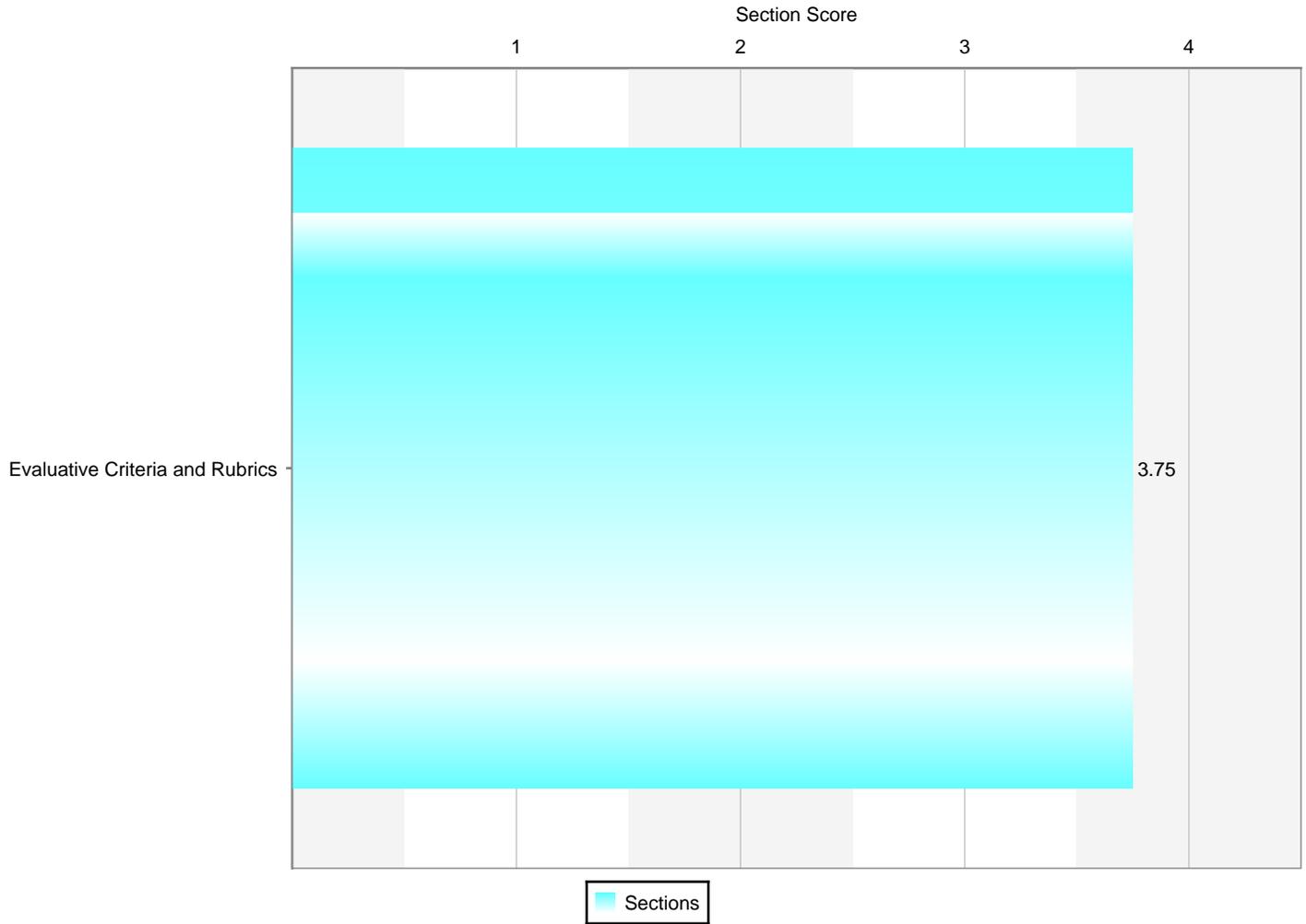
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Kim Hendon Title IX Coordinater 551 Main Street, Roanoke, AL 36274 (334) 863-6819	Signature

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parent Involvement Plan

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

KES Goals 2016-2017

Overview

Plan Name

KES Goals 2016-2017

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	Parents as Partners in education	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
2	All teachers at Knight Enloe Elementary will participate in embedded professional development activities aimed to improve student engagement.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$10000
3	Knight Enloe Students will increase the proficiency in the area of Geometry for Mathematics	Objectives: 1 Strategies: 1 Activities: 1	Academic	$9500
4	Knight Enloe students will increase proficiency in the area of Integration of knowledge and ideas for Reading	Objectives: 1 Strategies: 1 Activities: 1	Academic	$12500

Goal 1: Parents as Partners in education

Measurable Objective 1:
collaborate to inform parents of new initiatives and helpful strategies for parents to use at home. by 05/02/2017 as measured by Parent surveys.

Strategy 1:
Parent involvement - Knight Enloe will use various communication tools to involve parents. Teachers and students will present workshops during the year for parents to educate them on new programs or strategies they can use to help their child be succesful and provide a clearer understanding of expectations. Teachers will have parent conferences and student led conferences to inform parents of progress by student using different forms of data. They will focus on how the data is used.
Category: Develop/Implement Learning Supports
Research Cited: Edwards, M. (2014). Every Child, Every Day: A Digital Conversion Model for Student Achievement. North Carolina: Pearson

Activity - Web-based Resources/Social Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Knight Enloe uses a myriad of web-based resources and social media tools to involve parents in the happenings at KES and as a communication tool.	Parent Involvement	08/08/2016	05/19/2017	$0	No Funding Required	Teachers and administrators

Goal 2: All teachers at Knight Enloe Elementary will participate in embedded professional development activities aimed to improve student engagement.

Measurable Objective 1:
collaborate to plan effectively to improve student engagement by 04/04/2016 as measured by documented reflections from the professional learning cohorts.

Strategy 1:
Early Learning - Teacher as architect will be used as a research based professional learning program to provide teachers tools for improving student engagement thus improving student performance. Two locally trained presenters will provide instruction monthly to teachers. Planbook will be used for reflecting on lessons. Teachers will use an online chalkboard for posting reflections at each monthly meeting.
Category:

Activity - IREADY data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing, sustained, embedded professional learning program geared toward improving student engagement.	Professional Learning	08/08/2016	04/17/2017	$10000	Title I Part A	Administrators and Facilitators

Goal 3: Knight Enloe Students will increase the proficiency in the area of Geometry for Mathematics

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Geometry in Mathematics by 05/25/2017 as measured by ASPIRE scores.

Strategy 1:

Ready Math - Teachers will implement explicit, intensive instruction through the use of small groups/ cooperative learning three days a week, use manipulatives to reinforce skills previously taught, and pre-teach skills to students experiencing difficulties. The Ready Math program will be implemented by teachers as a support for CCRS standards. Students will be engaged and progress monitored using IXL data and Stride Academy Data.

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

Research Cited: All lessons in Ready are research based and STRIDE academy is research based and approved by the state as aligned with new CCRS.

Activity - Ready Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A research based math program with a problem solving component that can be used to enhance the teaching/learning of CCRS in Math. It has remedial and extension activities embedded in each lesson. We use IXL and Stride to assess understanding of specific skills after they are taught as well as the ACT Interim 3 times per year.	Academic Support Program	08/08/2016	05/25/2017	$9500	Title I Part A, Title I Part A	3rd grade teachers and special education teachers.

Goal 4: Knight Enloe students will increase proficiency in the area of Integration of knowledge and ideas for Reading

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Integration of Knowledge and Ideas in Reading by 05/25/2017 as measured by by ASPIRE scores.

Strategy 1:

IREADY Reading/ READY Reading - IREADY reading is a personalized computer program that targets the gaps students have in learning. It then provides lessons and assessments to measure growth. Ready Reading is the complimenting program used by highly trained teachers to provide students the lessons needed to be successful in reading.

Category: Develop/Implement College and Career Ready Standards

Research Cited: All lessons within IREADY and READY reading are research based

Activity - Early Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers attend monthly professional development cohorts. These meetings focus on successful strategies for the early grades. They offer support in interpreting and using the data to effectively support students.	Academic Support Program	08/08/2016	05/25/2017	$12500	Title I Part A	Certified teachers, administrators, trainers and central office staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Web-based Resources/Social Media	Knight Enloe uses a myriad of web-based resources and social media tools to involve parents in the happenings at KES and as a communication tool.	Parent Involvement	08/08/2016	05/19/2017	$0	Teachers and administrators
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IREADY data analysis	Ongoing, sustained, embedded professional learning program geared toward improving student engagement.	Professional Learning	08/08/2016	04/17/2017	$10000	Administrators and Facilitators
Ready Math	A research based math program with a problem solving component that can be used to enhance the teaching/learning of CCRS in Math. It has remedial and extension activities embedded in each lesson. We use IXL and Stride to assess understanding of specific skills after they are taught as well as the ACT Interim 3 times per year.	Academic Support Program	08/08/2016	05/25/2017	$1500	3rd grade teachers and special education teachers.
Early Learning	Teachers attend monthly professional development cohorts. These meetings focus on successful strategies for the early grades. They offer support in interpreting and using the data to effectively support students.	Academic Support Program	08/08/2016	05/25/2017	$12500	Certified teachers, administrators, trainers and central office staff.
Ready Math	A research based math program with a problem solving component that can be used to enhance the teaching/learning of CCRS in Math. It has remedial and extension activities embedded in each lesson. We use IXL and Stride to assess understanding of specific skills after they are taught as well as the ACT Interim 3 times per year.	Academic Support Program	08/08/2016	05/25/2017	$8000	3rd grade teachers and special education teachers.
				Total	$32000	

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?	No	The stakeholder feedback document is housed with our central office staff.	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

The stakeholders were all pleased with the school-wide purpose statement. This is focused on student success and is student centered. The expectations for high academic standards was also one of the highest areas of satisfaction.

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

The school provides use and support for the continuing technology initiative in RCS.

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

Technology initiatives are supported by stakeholders as evidenced in surveys and the Superintendant's Advisory Committee are very pleased with the technology initiatives each year.

Areas in Need of Improvement

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

We can always improve community building between all stakeholders. We can always provide more opportunities for parents to be involved in the educational process.

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

The area of home-school communication can always see improvement.

What are the implications for these stakeholder perceptions?

Knight-Enloe is perceived to be a forward progressing educational institution. We are forward thinking educators as perceived by the stakeholders.

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

The Superintendant's Advisory committee and the Leadership Randolph County agree that technology initiatives are above-average and consistent with 21st century technology changes.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

3.5
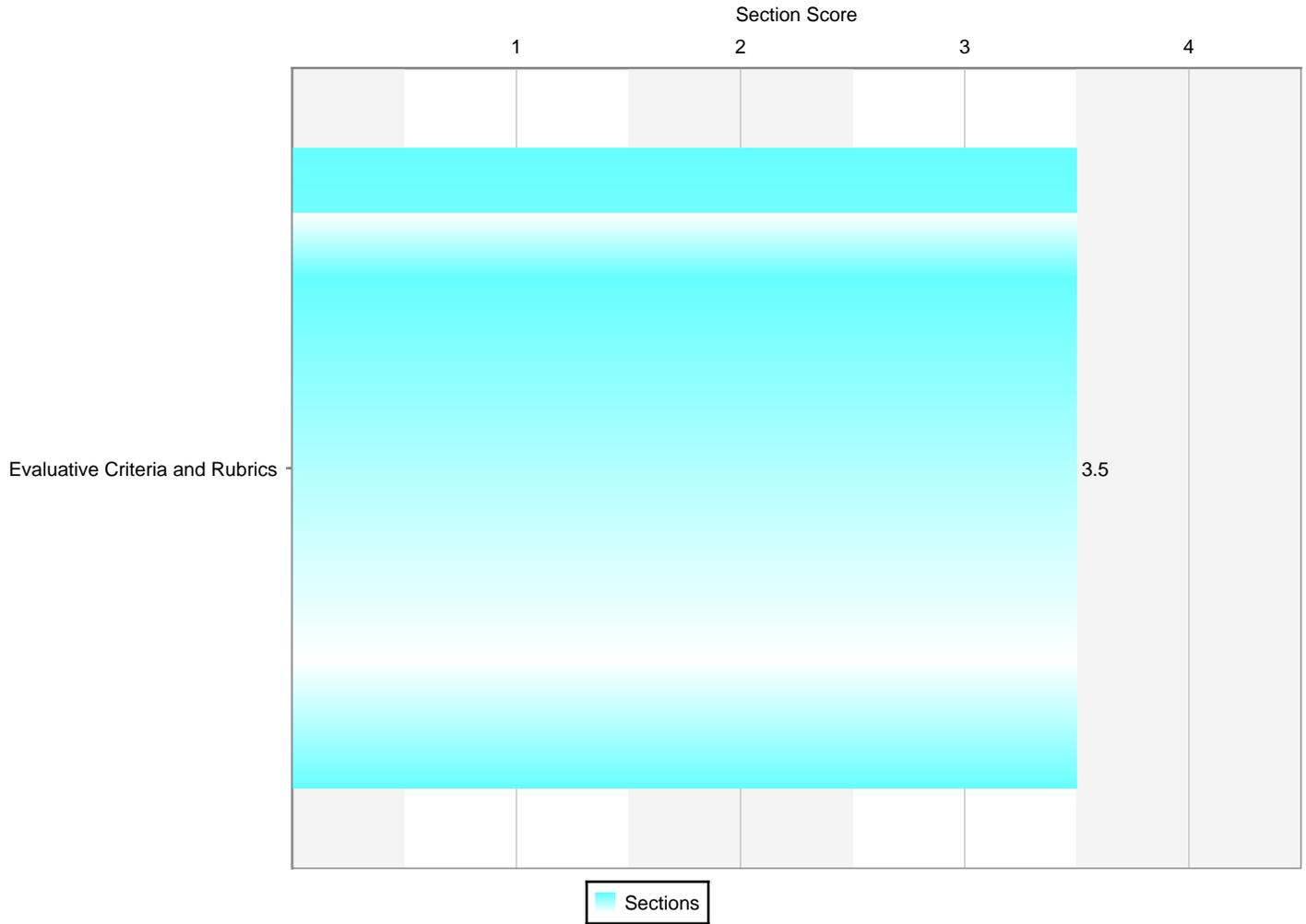
Sections

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

In September of 2016, the school leadership team (including community members and parents) reviewed the 2015-16 Continuous Improvement Plan. The team assessed the degree to which implemented strategies were successful in meeting goals. Goals were updated to reflect our needs for the 2016-2017 school year. The staff and parents provided input on the following: which elements had been successfully mastered and need not be included in the next year's plan; the elements that had been mastered but still required continued monitoring during the 2016-2017 school year; the elements that had not been mastered and must be included in the 2016-2017 ACIP. The school culture survey results that were completed by parents were used again and parents were asked to provide input. Once all suggestions were taken into consideration new goals were put in place. This information was then shared with all staff and interested parents. If there were no other modifications needed, the ACIP was shared with the district round table. The finalized ACIP will be sent to the district school board for approval and signatures. It will then be available for anyone to read in the office or on our website www.roanokecityschools.org.

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

According to the parent surveys, the majority of parents are not aware of what Title I activities are. They would like for us to have meetings at more flexible times. In an effort to inform and educate parents about Title I, this information is included in orientation presentation, to our leadership teams, during a system-wide Title I meeting and in an informational pamphlet at Parenting Day. According to our new ASPIRE data, 66% of our 3rd grade students scored at ready in the area of mathematics and 43 % scored at proficient in the area of reading. In mathematics our two lowest areas have been measurement and data and geometry for the past two years. Measurement and data improved greatly to the 3rd highest area this year but geometry remains our lowest. Integration of Knowledge and Ideas in reading remains our lowest area. We also have a noteable achievement gap between subgroups white and black/African American in the area of reading. This area improved from 22% in 14-15 to 26% this past year for black/African American students showing proficiency.

3. What conclusions were drawn from the results?

The ASPIRE is the new assessment that is aligned with our new standards. We continue to become more familiar with testing format and immerse ourselves in reviewing the standards and comparing them to the data we received to be able to improve our scores in these areas. We are continuing our goals from 2015-2016 in hopes of seeing improvement in the lowest areas as they have remained the same. We also are continuing our "Parents as Partners" goal that will help us get all information to our parents so they understand the new challenging curriculum

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

Knight Enloe is committed to improving the academics in a Title I school where we face many challenges. The technology initiative has brought about new tools to help improve student achievement but more professional development is needed to ensure it is a tool that will produce the kind of students who will be college and career ready. With a small turnover rate, we are able to build relationships and

collaborate with teachers and parents easily. Our Professional development cohorts are working towards common goals that will change and improve school programs and the process of meeting every students' needs. We began using a new tool to support reading called IReady Reading. This technology tool is aligned to CCRS and provides a diagnostic component. It provides students with an individualized learning path and teachers with progress monitoring information to help with differentiated instruction to meet students' needs.

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

The academic goals come directly from the data used to target students' achievement and improvements. The "Parents as Partners" goal comes from parent survey data that shows a need for making sure our parents understand new curriculum and goals of the school.

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

Because we are a Pre-K - 3 school, we use only a few typed of data that clearly show mastery of skills and areas that need improvement. We use the DIBELS Next assessmsent (K-3), The Peabody Assessment (Pre-K - K), and the ACT ASPIRE (3rd grade).

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

The goals are set for all students and we provide the necessary interventions needed to meet the needs of every student. We do have progress monitoring tools in place that help us identify specific skill needs in the classroom environment. We also have particular programs such as IXL and Stride academy that we can use to provide practice for individual students in these specific skill areas. In addition to these programs, we are using Iready to provide a more comprehensive reading tool that will help provide more individualized learning paths as well as more practice in critical thinking and comprehension skills.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Parents as Partners in education

Measurable Objective 1:

collaborate to inform parents of new initiatives and helpful strategies for parents to use at home. by 05/02/2017 as measured by Parent surveys.

Strategy1:

Parent involvement - Knight Enloe will use various communication tools to involve parents. Teachers and students will present workshops during the year for parents to educate them on new programs or strategies they can use to help their child be succesful and provide a clearer understanding of expectations. Teachers will have parent conferences and student led conferences to inform parents of progress by student using different forms of data. They will focus on how the data is used.

Category: Develop/Implement Learning Supports

Research Cited: Edwards, M. (2014). Every Child, Every Day: A Digital Conversion Model for Student Achievement. North Carolina: Pearson

Activity - Web-based Resources/Social Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Knight Enloe uses a myriad of web-based resources and social media tools to involve parents in the happenings at KES and as a communication tool.	Parent Involvement	08/08/2016	05/19/2017	$0 - No Funding Required	Teachers and administrators

Goal 2:

All teachers at Knight Enloe Elementary will participate in embedded professional development activities aimed to improve student engagement.

Measurable Objective 1:

collaborate to plan effectively to improve student engagement by 04/04/2016 as measured by documented reflections from the professional learning cohorts.

Strategy1:

Early Learning - Teacher as architect will be used as a research based professional learning program to provide teachers tools for improving student engagement thus improving student performance. Two locally trained presenters will provide instruction monthly to teachers. Planbook will be used for reflecting on lessons. Teachers will use an online chalkboard for posting reflections at each monthly meeting.

Category:

Research Cited:

Activity - IREADY data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing, sustained, embedded professional learning program geared toward improving student engagement.	Professional Learning	08/08/2016	04/17/2017	$2500 - Title I Part A	Administrators and Facilitators

Goal 3:

Knight Enloe students will increase proficiency in the area of Integration of knowledge and ideas for Reading

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Integration of Knowledge and Ideas in Reading by 05/25/2017 as measured by by ASPIRE scores.

Strategy1:

IREADY Reading/ READY Reading - IREADY reading is a personalized computer program that targets the gaps students have in learning. It then provides lessons and assessments to measure growth. Ready Reading is the complimenting program used by highly trained teachers to provide students the lessons needed to be successful in reading.

Category: Develop/Implement College and Career Ready Standards

Research Cited: All lessons within IREADY and READY reading are research based

Activity - IREADY training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attend monthly professional development cohorts. These meetings focus on successful strategies for the early grades. These meetings provide training and support for using the Iready program and offer support in interpreting and using the data to effectively support students.	Professional Learning	08/08/2016	05/25/2017	$12500 - Title I Part A	Certified teachers, administrators, trainers and central office staff.

Goal 4:

Knight Enloe Students will increase the proficiency in the area of Geometry for Mathematics

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Geometry in Mathematics by 05/25/2017 as measured by ASPIRE scores.

Strategy1:

Ready Math - Teachers will implement explicit, intensive instruction through the use of small groups/ cooperative learning three days a week, use manipulatives to reinforce skills previously taught, and pre-teach skills to students experiencing difficulties. The Ready Math program will

be implemented by teachers as a support for CCRS standards. Students will be engaged and progress monitored using IXL data and Stride Academy Data.

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

Research Cited: All lessons in Ready are research based and STRIDE academy is research based and approved by the state as aligned with new CCRS.

Activity - Ready Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A research based math program with a problem solving component that can be used to enhance the teaching/learning of CCRS in Math. It has remedial and extension activities embedded in each lesson. We use IXL and Stride to assess understanding of specific skills after they are taught as well as the ACT Interim 3 times per year.	Academic Support Program	08/08/2016	05/25/2017	$1500 - Title I Part A $8000 - Title I Part A	3rd grade teachers and special education teachers.

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

Goal 1:

Parents as Partners in education

Measurable Objective 1:

collaborate to inform parents of new initiatives and helpful strategies for parents to use at home. by 05/02/2017 as measured by Parent surveys.

Strategy1:

Parent involvement - Knight Enloe will use various communication tools to involve parents. Teachers and students will present workshops during the year for parents to educate them on new programs or strategies they can use to help their child be succesful and provide a clearer understanding of expectations. Teachers will have parent conferences and student led conferences to inform parents of progress by student using different forms of data. They will focus on how the data is used.

Category: Develop/Implement Learning Supports

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Goal 2:

All teachers at Knight Enloe Elementary will participate in embedded professional development activities aimed to improve student

engagement.

Measurable Objective 1:

collaborate to plan effectively to improve student engagement by 04/04/2016 as measured by documented reflections from the professional

learning cohorts.

Strategy1:

Early Learning - Teacher as architect will be used as a research based professional learning program to provide teachers tools for improving

student engagement thus improving student performance. Two locally trained presenters will provide instruction monthly to teachers.

Planbook will be used for reflecting on lessons. Teachers will use an online chalkboard for posting reflections at each monthly meeting.

Category:

Research Cited:

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Ongoing, sustained, embedded professional learning program geared toward improving student engagement.	Professional Learning	08/08/2016	04/17/2017	$2500 - Title I Part A	Administrators and Facilitators

Goal 3:

Knight Enloe students will increase proficiency in the area of Integration of knowledge and ideas for Reading

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Integration of Knowledge and Ideas in Reading by 05/25/2017

as measured by by ASPIRE scores.

Strategy1:

IREADY Reading/ READY Reading - IREADY reading is a personalized computer program that targets the gaps students have in learning. It

then provides lessons and assessments to measure growth. Ready Reading is the complimenting program used by highly trained teachers

to provide students the lessons needed to be successful in reading.

Category: Develop/Implement College and Career Ready Standards

Research Cited: All lessons within IREADY and READY reading are research based

Activity - IREADY training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attend monthly professional development cohorts. These meetings focus on successful strategies for the early grades. These meetings provide training and support for using the Iready program and offer support in interpreting and using the data to effectively support students.	Professional Learning	08/08/2016	05/25/2017	$12500 - Title I Part A	Certified teachers, administrators, trainers and central office staff.

Goal 4:

Knight Enloe Students will increase the proficiency in the area of Geometry for Mathematics

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Geometry in Mathematics by 05/25/2017 as measured by

ASPIRE scores.

Strategy1:

Ready Math - Teachers will implement explicit, intensive instruction through the use of small groups/ cooperative learning three days a week,

use manipulatives to reinforce skills previously taught, and pre-teach skills to students experiencing difficulties. The Ready Math program will

be implemented by teachers as a support for CCRS standards. Students will be engaged and progress monitored using IXL data and Stride

Academy Data.

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

Research Cited: All lessons in Ready are research based and STRIDE academy is research based and approved by the state as aligned

with new CCRS.

Activity - Ready Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A research based math program with a problem solving component that can be used to enhance the teaching/learning of CCRS in Math. It has remedial and extension activities embedded in each lesson. We use IXL and Stride to assess understanding of specific skills after they are taught as well as the ACT Interim 3 times per year.	Academic Support Program	08/08/2016	05/25/2017	$8000 - Title I Part A $1500 - Title I Part A	3rd grade teachers and special education teachers.

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

Goal 1:

All teachers at Knight Enloe Elementary will participate in embedded professional development activities aimed to improve student

engagement.

Measurable Objective 1:

collaborate to plan effectively to improve student engagement by 04/04/2016 as measured by documented reflections from the professional

learning cohorts.

Strategy1:

Early Learning - Teacher as architect will be used as a research based professional learning program to provide teachers tools for improving

student engagement thus improving student performance. Two locally trained presenters will provide instruction monthly to teachers.

Planbook will be used for reflecting on lessons. Teachers will use an online chalkboard for posting reflections at each monthly meeting.

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Research Cited:

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Ongoing, sustained, embedded professional learning program geared toward improving student engagement.	Professional Learning	08/08/2016	04/17/2017	$2500 - Title I Part A	Administrators and Facilitators

Goal 2:

Knight Enloe students will increase proficiency in the area of Integration of knowledge and ideas for Reading

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Integration of Knowledge and Ideas in Reading by 05/25/2017 as measured by by ASPIRE scores.

Strategy1:

IREADY Reading/ READY Reading - IREADY reading is a personalized computer program that targets the gaps students have in learning. It then provides lessons and assessments to measure growth. Ready Reading is the complimenting program used by highly trained teachers to provide students the lessons needed to be successful in reading.

Category: Develop/Implement College and Career Ready Standards

Research Cited: All lessons within IREADY and READY reading are research based

Activity - IREADY training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attend monthly professional development cohorts. These meetings focus on successful strategies for the early grades. These meetings provide training and support for using the Iready program and offer support in interpreting and using the data to effectively support students.	Professional Learning	08/08/2016	05/25/2017	$12500 - Title I Part A	Certified teachers, administrators, trainers and central office staff.

Goal 3:

Knight Enloe Students will increase the proficiency in the area of Geometry for Mathematics

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Geometry in Mathematics by 05/25/2017 as measured by ASPIRE scores.

Strategy1:

Ready Math - Teachers will implement explicit, intensive instruction through the use of small groups/ cooperative learning three days a week,

use manipulatives to reinforce skills previously taught, and pre-teach skills to students experiencing difficulties. The Ready Math program will be implemented by teachers as a support for CCRS standards. Students will be engaged and progress monitored using IXL data and Stride Academy Data.

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

Research Cited: All lessons in Ready are research based and STRIDE academy is research based and approved by the state as aligned with new CCRS.

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A research based math program with a problem solving component that can be used to enhance the teaching/learning of CCRS in Math. It has remedial and extension activities embedded in each lesson. We use IXL and Stride to assess understanding of specific skills after they are taught as well as the ACT Interim 3 times per year.	Academic Support Program	08/08/2016	05/25/2017	$1500 - Title I Part A $8000 - Title I Part A	3rd grade teachers and special education teachers.

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

Goal 1:

Knight Enloe students will increase proficiency in the area of Integration of knowledge and ideas for Reading

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Integration of Knowledge and Ideas in Reading by 05/25/2017 as measured by by ASPIRE scores.

Strategy1:

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Category: Develop/Implement College and Career Ready Standards

Research Cited: All lessons within IREADY and READY reading are research based

Activity - IREADY training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attend monthly professional development cohorts. These meetings focus on successful strategies for the early grades. These meetings provide training and support for using the Iready program and offer support in interpreting and using the data to effectively support students.	Professional Learning	08/08/2016	05/25/2017	$12500 - Title I Part A	Certified teachers, administrators, trainers and central office staff.

Goal 2:

Knight Enloe Students will increase the proficiency in the area of Geometry for Mathematics

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Geometry in Mathematics by 05/25/2017 as measured by ASPIRE scores.

Strategy1:

Ready Math - Teachers will implement explicit, intensive instruction through the use of small groups/ cooperative learning three days a week, use manipulatives to reinforce skills previously taught, and pre-teach skills to students experiencing difficulties. The Ready Math program will be implemented by teachers as a support for CCRS standards. Students will be engaged and progress monitored using IXL data and Stride Academy Data.

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

Goal 1:

Knight Enloe students will increase proficiency in the area of Integration of knowledge and ideas for Reading

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Integration of Knowledge and Ideas in Reading by 05/25/2017 as measured by by ASPIRE scores.

Strategy1:

IREADY Reading/ READY Reading - IREADY reading is a personalized computer program that targets the gaps students have in learning. It then provides lessons and assessments to measure growth. Ready Reading is the complimenting program used by highly trained teachers to provide students the lessons needed to be successful in reading.

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Goal 2:

Knight Enloe Students will increase the proficiency in the area of Geometry for Mathematics

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Geometry in Mathematics by 05/25/2017 as measured by ASPIRE scores.

Strategy1:

Ready Math - Teachers will implement explicit, intensive instruction through the use of small groups/ cooperative learning three days a week, use manipulatives to reinforce skills previously taught, and pre-teach skills to students experiencing difficulties. The Ready Math program will be implemented by teachers as a support for CCRS standards. Students will be engaged and progress monitored using IXL data and Stride Academy Data.

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

Research Cited: All lessons in Ready are research based and STRIDE academy is research based and approved by the state as aligned with new CCRS.

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A research based math program with a problem solving component that can be used to enhance the teaching/learning of CCRS in Math. It has remedial and extension activities embedded in each lesson. We use IXL and Stride to assess understanding of specific skills after they are taught as well as the ACT Interim 3 times per year.	Academic Support Program	08/08/2016	05/25/2017	$8000 - Title I Part A $1500 - Title I Part A	3rd grade teachers and special education teachers.

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

Goal 1:

Knight Enloe Students will increase the proficiency in the area of Geometry for Mathematics

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Geometry in Mathematics by 05/25/2017 as measured by
ASPIRE scores.

Strategy1:

Ready Math - Teachers will implement explicit, intensive instruction through the use of small groups/ cooperative learning three days a week,
use manipulatives to reinforce skills previously taught, and pre-teach skills to students experiencing difficulties. The Ready Math program will
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Category: Develop/Implement Research Based Best Practices for Continuous Improvement

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Goal 2:

Knight Enloe students will increase proficiency in the area of Integration of knowledge and ideas for Reading

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Integration of Knowledge and Ideas in Reading by 05/25/2017
as measured by by ASPIRE scores.

Strategy1:

IREADY Reading/ READY Reading - IREADY reading is a personalized computer program that targets the gaps students have in learning. It
then provides lessons and assessments to measure growth. Ready Reading is the complimenting program used by highly trained teachers
to provide students the lessons needed to be successful in reading.

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

Goal 1:

Knight Enloe students will increase proficiency in the area of Integration of knowledge and ideas for Reading

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Integration of Knowledge and Ideas in Reading by 05/25/2017 as measured by by ASPIRE scores.

Strategy1:

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Goal 2:

Knight Enloe Students will increase the proficiency in the area of Geometry for Mathematics

Measurable Objective 1:

A 1% increase of All Students will demonstrate a proficiency in the area of Geometry in Mathematics by 05/25/2017 as measured by ASPIRE scores.

Strategy1:

Ready Math - Teachers will implement explicit, intensive instruction through the use of small groups/ cooperative learning three days a week, use manipulatives to reinforce skills previously taught, and pre-teach skills to students experiencing difficulties. The Ready Math program will be implemented by teachers as a support for CCRS standards. Students will be engaged and progress monitored using IXL data and Stride Academy Data.

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Component 3: Instruction by Qualified Staff

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

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

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

All teachers at Knight Enloe are highly qualified, highly skilled teachers who provide instruction following the CCRS for each particular grade. They also engage in professional development that focuses on creating engaging lesson plans to provide high quality lessons and create 21st century learning environments.

Component 4: Strategies to Attract Qualified Teachers

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

1% teacher turnover rate.

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

KES has 37 certified staff members. The breakdown for degrees is as follows: ED S - 1, MS - 11, BS - 25. All teachers are highly qualified and KES is proud to have 1 national board certified teacher.

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

We do not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

Roanoke City Schools has developed a personalized professional development model that involves all certified staff in creating and maintaining high quality instruction in the classrooms while infusing 21st century learning skills into the curriculum.

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

Roanoke PD includes teacher cohorts; E-Mints, Tiger Tech, Teacher as Architect, Exceptional Educator, Early Learning and National Board. Our system hosts a leadership professional development group for administrators each year. Our paraprofessionals are offered professional development from district administrators as well as MCS training. Teachers offer parent workshops each year based on specific grade level needs.

3. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

First year teachers are offered support by an experienced mentor teacher as well as district central office personnel.

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

The system wide professional development plan was developed to provide teachers with an on-going learning system that spans a 3 year cycle before changing. These cohorts meet monthly to continue research based professional development programs. These cohorts are monitored in the classroom and provide opportunities for the teachers to reflect upon lessons and build ideas from the ideas of their colleagues.

Component 6: Transition Strategies

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

Our preschool students visit the kindergarten classrooms in May to meet the teachers and become familiar with the classrooms. We also offer a summer orientation program for upcoming kindergarten students and parents. These students and parents are invited for a one-to-one orientation time with the kindergarten teachers where they will be able to individualize the information according to parent/student needs. The students are also given a brief assessment to check readiness skills.   Our third grade students visit Handley Middle School to tour the school and meet the administrators and teachers. The third grade students visit the middle school for 4th grade orientation before school year begins. They also are invited to attend a summer camp to experience 4th grade and become accustom of the academics and social changes of transitioning from elementary school to middle school.

Component 7: Teacher Participation in Making Assessment Decisions

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

Data meetings are held 4 times a year to review results from DIBELS, IReady and ASPIRE. The reading coaches, principal, counselor and teachers work together to create plans for individual students as well as classes. ASPIRE data is shared with teachers and goals are created using data. DIBELS data is discussed and data boards are created by our reading specialist to share with teachers. Teachers are encouraged to share ideas for student improvement. The reading specialist shares research based strategies with the teachers to use in the classroom to improve student learning.

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

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

Students are identified as experiencing difficulty through DIBELS scores, classroom tests, ACT Interim assessments and other formative assessments. Once these students are identified, Tier II or Tier III interventions are put in place for these students. Progress monitoring, Interim scores and grades are used to monitor progress toward goals set.

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

When students are identified by DIBELS, reading assistants are assigned to provide additional instruction in the area. If the deficit is severe, students are pulled in small group by a reading specialist. Classroom teachers provide small group intervention in the area of mathematics. They also use the IXL, Splash Math, STRIDE and teacher formative assessments to assign specific skills practice or intervention for these students.

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

Students receive individual, small group and computer aided assistance. Individual and small group instruction is given using research based strategies and materials. IReady reading and IReady math are researched based reading and math programs that are used to provide individualized instruction. They each have resources to assist teachers with materials for meeting students' needs.

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

The school dashboard containing many academics applications are available for student use from home. Knight Enloe also offers as extended day program for students. Certified teachers are on hand to offer assistance to students with homework and other academics needs.

Our pre-k and kindergarten students have tablets that go home with them daily. These tablets are preloaded with academic content in the form of applications and games for students.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

For special education students one-to-one assistance is given as well as small group instruction and additional assistance by the classroom teacher. We are also a Title I school so we use funding to provide specialized teachers and programs for struggling students. Every student at Knight Enloe regardless of which group are given individualized attention when they are struggling in a particular area. We have a problem solving team made up of special education teachers and regular classroom teachers that create individualized plans for students as needed. Interventions are provided to any student in need. Counseling services are in place for any students in need of emotional support on an as needed basis.

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

N/A

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

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

All programs used by KES are designed to move students toward growth no matter where they are academically.

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

The district and school officials work together and meet regularly to ensure goals are aligned to meet the system-wide mission statement and purpose.

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

Our nutrition program follows state/federal guidelines and our lunchroom managers work together to make sure these guidelines are followed. At KES, our special education teachers serve pre-K students who attend the local Head Start program.

Component 10: Evaluation

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

School's hold meetings to evaluate the school wide plan with the instructional leadership team/ school improvement team, which includes parents and stakeholders. Then the system provides opportunities for the community to attend meetings that address areas of interest for the public. The superintendent's advisory committee also meet to evaluate the school wide program.

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

We use the data for the current year to look at the previous year's goals to see which goals were met and which goals should remain in place.

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

Through the analysis of the data provided by the assessments.

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

Information meetings are held 4 times per year to monitor progress of all students. This year we added a DATA room so that we can monitor growth and trends for the entire school as broken down by grade level data. Teachers progress monitor lower performing students weekly to check for growth. Rti meetings are held by the problem solving team every 4-6 weeks to monitor progress of the lowest performing students.

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

We are keeping our Parents as Partners goal as we continue to keep our parents abreast of the newest information. We are also keeping our Professional development goal, our Reading goal and our Math goal. We are going to drop the measurement data from our math goal as there was significant growth in this area last year but we are going to keep geometry as a focus.

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

We only changed the math goal to focus on the area of geometry as we saw a tremendous amount of growth overall in math as well as in the specific area of measurement and data.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	30.81	30.81	1,810,574.54
Administrator Units	1.00	1	99,329.95
Assistant Principal	0.00	0	0.00
Counselor	0.50	.5	38,458.79
Librarian	1.00	1	69,421.69
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	30.81	30.81	2,125.00
Professional Development	30.81	30.81	2,125.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	30.81	30.81	12,451.00
Library Enhancement	30.81	30.81	708.00
Totals			2,035,193.97

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	91628.0

Provide a brief explanation and breakdown of expenses.

Class size reduction teachers

Grade 1 $44,610

Grade 3 $42,173

Software to impact student learning $4845

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	42173.0

Provide a brief explanation and a breakdown of expenses.

Fully fund Classroom Reduction Teacher for Second Grade 42173

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

na/

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Each year, the school includes Title I information at orientation. A parent involvement committee also meets to review plans for the year, Title I and take suggestions for improvement. We also provide information to parents concerning Title I at Parenting Day in October. A system-wide Title I meeting is held at the beginning of the school year.

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

Parents and stakeholders are offered many varied and flexible meeting opportunities to review and make improvements to the Title I plan at Knight Enloe. Prior to school beginning, a parent involvement committee consisting of parents, teachers, and administrators meet to review and improve the yearly goals to increase and encourage involvement. Parents are invited to attend a Orientation night where parents are given information on new programs for the upcoming year. After the first six weeks parents are invited to a formal review of the Title I plan during a Parenting Day Open House. We also offer other opportunities for parents to visit and obtain information such as Library Parent Night and grade levels offer specific information sessions to parents 2-3 times a year. The office staff provides workshops to introduce parents to the INOW parent portal We have an open door policy, use social media post, remind 101, flyers, automatic phone messages, car line conferences, and different program presentations through out the year to create partnerships with parents.

**3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions
related to the education of their children.**

Information is provided daily to parents through folder/planners communication. Teachers also provide up to date information on class web pages, grade level social media pages, parent notes, Remind 101, our automatic calling system, and messages on the school sign. We also use the program Transact to translate any information into a language each parent can understand.

All English Language Learners (ELL) that enroll at Knight Enloe School are administered the ACCESS assessment. The ELL will continue instruction in the classroom in correlation with World Class Instructional Design and Assessment (WIDA) standards. Rosetta Stone will be used for instructional support.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

The School-Teacher-Parent Compact is reviewed yearly with the parent involvement committee and teachers. Suggestions are made as to updates that should be made to this document. This is a key document given to parents at orientation. This compact is used during parent conferences to monitor student growth, track behavior and document parent/teacher contacts. Teachers, students, and parents all sign the compact after discussing everyone's expectations to ensure academic success.

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

The Continuous Improvement Plan is available in the office as well as on the Roanoke City School's webpage. Knight Enloe boasts an open door policy with parents. We use many different forms of communication to get the news out to our parents. Parents are encouraged to bring any concerns to the administration. Contact forms are available for all school faculty on the Roanoke City School's webpage. Parents are also welcome to call the school.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Knight Enloe is devoted to making parents equal partners in their child's education early on. We have an open door policy that encourages our parents to communicate with teachers about their child's progress. The new CCRS standards are discussed during parent meetings as well as information parents can use to research further. Parents are encouraged to visit the school and classrooms. Teachers set up after school meetings to demonstrate strategies parents can use at home with their children to complete homework. Teachers also work with students to implement student led conferences and present assessment information to parents such as a description of the assessment, scores, goals, and accomplishments. Parent can check Chalkable Parent Portal to access their child's grades in the teacher's grade book.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Chalkable parent portal and Roanoke City School website exploration night is provided to parents to ensure they are able to login and check their child's grades and attendance.

Parenting Day is held and parents are personally invited by their child's teacher to visit the classroom and pick up personalized resources for their child. Teachers will have program specific stations set up to help parents understand the new programs and techniques, as well as improvement suggestions are offered to help students.

K -3 teachers provide parent workshops on new technology or programs as needed. They also provide reading and math tips to parents during conferences. Teachers even post videos of techniques and strategies to social media for parents to access anytime.

Third grade teachers conduct technology training to ensure all students have the skills to complete ASPIRE testing online. Parents are encouraged to practice skills with students at home.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

At opening faculty meetings the principal and counselor discuss the importance of parents as partners. The teachers are also required to call and personally invite two parents (who may not normally attend) to any meeting that is held each 12 weeks. At data meetings, specific strategies to help increase student achievement are discussed. Many times it is suggested that a parent conference is held to review activities that the parent can help with at home.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Roanoke City Schools works very hard as a system to involve parents in the education of their children. We have a system wide calling system to assist in informing parents of opportunities throughout the system. Each school, as well as each grade level use social media (Facebook Pages, Twitter, Instagram Etc.) to inform parents of upcoming events and opportunities to be involved. Teachers also use Remind 101 to inform all parents of information.

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

The use of social media to keep our parents informed of the activities that are going on in our schools is one way we partner with our parents. Also, parents are encouraged during orientation to come to volunteer at Knight Enloe anytime they would like to. We have a school system liaison we can use as an interpreter when needed. We also have access to a state application called Transact that will change documents to the preferred language of the parent. This application will also allow for documents to be verbally translated.

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

All parent concerns are given the utmost attention by school employees. All staff members work hard to build classroom communities. Parent concerns and questions are responded to quickly and respectfully.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

If any home-language surveys are returned that indicate a home-language other than English, we use have access to a translator for parent meetings and we can also use the state application called Transact to change documents into preferred language of the parent. Transact will also translate a document into an verbal communication.