



ACIP

Slocomb Elementary School

Geneva County Board of Education

Mrs. Christie Hughes, Principal
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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?

Slocomb Elementary School is a growing school of around 570 students within the rural community of Slocomb, Alabama. Slocomb Elementary School is located in the southeast corner of the state about 15 miles from Dothan and 20 miles from the Florida state line. The student population is made up of about 82% white students, 9% African American students, 7% Hispanic students and 2% other ethnicity. The faculty and staff are, for the most part, veteran teachers with only 3 teachers having less than 5 years experience. Some local business industries are made up of several agricultural as well as cattle and worm farming operations. With a close proximity to larger cities such as Dothan, Fort Rucker and Enterprise, many people in the community commute to work each day. Due to the lack of large corporations and the majority of property being agricultural use, the tax base in our community is not that of a more urban environment. Therefore, the school operates with limited local school funds. Approximately 2% of the students at Slocomb Elementary are migrant students. Most all of these are Hispanic and many speak Spanish as the primary language in the home.

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 Slocomb Elementary School is to serve the community by providing the best possible education for each individual child to succeed. The vision statement for the school is striving for excellence. The mission of the school is that Slocomb Elementary School faculty, staff, students, parents and community members will cooperatively provide an orderly, safe environment that encourages the development of each child's potential physically, emotionally and intellectually in order to produce productive and responsible adults in the twenty first century. It is the school's belief is that every student can learn. Student expectations are high at Slocomb Elementary School and are outlined through compacts at the beginning of the year and reinforced daily through the normal operations of the school.

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.

Slocomb Elementary School has implemented the College and Career Ready Standards in Reading, Math, Science, and Social Studies. As part of this implementation, students will also be taking the ACT Aspire as a measure of accountability in these subject areas. The long term improvements of Slocomb Elementary School are to increase the use of technology in classrooms through daily Ipad lessons and student activities. By using meaningful technology and relating it to real world experiences, students will be able to become learners who use higher order thinking skills to successfully master the CCRS. All classrooms are now equipped with smart boards and student I pads to use for instruction. Slocomb Elementary currently has BIC (Breakfast in the Classroom) which provides a nutritious breakfast for all students and staff. This initiative promotes student participation which has a positive impact on school-wide attendance and student performance. In September 2016, a one-to-one Ipad initiative was implemented in Geneva County. At Slocomb Elementary, this initiative allowed for each certified teacher and every student K-5th to receive an Ipad to use at school.

Additional Information

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

Slocomb Elementary School is a school that recognizes the unique opportunities and challenges of its student population and the community that it serves. The support of the local community members and the school's willingness to cooperate with them has developed into a stable relationship. This support is a vital component of the school's success.

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.

Slocomb Elementary School values the input of parents in the continuous improvement process. Parents are invited to attend a parent meeting at the beginning of the school year where Title I information is disseminated and opportunities for parental involvement are presented. Concerned parents who are actively involved in the school's PTO and other events on campus are recruited to take part in the improvement process. Their roles are to provide feedback on the parents' and communities' view, as well as, input on the direction our school is going. Meetings are scheduled in the afternoons for our parents' convenience. Parents are notified of meetings through notes sent home, website messages, School Cast announcements, Classroom Remind, and messages presented on the school marquee and school Facebook page.

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

Faculty, staff and parents are involved in the development of the school's improvement plan. Each member's role is to provide input in the development of documentation for improvement in order for the school to achieve greater success.

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 plan is developed in collaboration with all members of the committee. The final draft is dispersed to all parties involved in the improvement process. Each member is able to review the document and note any changes that may be needed. Once they have reviewed the document a meeting is held to approve any changes. The process of reporting the schools progress throughout the year is to have meetings scheduled throughout the year, email communications, and remind 101 via text to all members of the committee.

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		SLES 2016-2017 DIBELS Data 2015-2016 ACT Aspire

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

52% of third grade students scored at or above benchmark level on the Math portion of the ACT Aspire assessment.

99% of kindergarten students scored at or above benchmark level on the DIBELS phoneme segmentation and nonsense word fluency test.

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

DIBELS phoneme segmentation scores were consistently at 88% or above for Kindergarten and 1st grade students.

3rd grade students show a positive trend in performance in the area of mathematics.

Which area(s) indicate the overall highest performance?

5th grade math

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

Disaggregated data was not available for subgroups.

Between which subgroups is the achievement gap closing?

Disaggregated data was not available for subgroups

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

3rd grade math achievement from the 2015 ACT Aspire is consistent with the findings from 3rd grade Global Scholar testing.

Areas in Need of Improvement

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

5th grade Math and Reading performance on the ACT Aspire.

3rd grade Reading performance on the ACT Aspire.

4th grade Reading performance on the ACT Aspire.

1st grade 63%, 2nd grade 78%, and 3rd grade 76% Oral reading fluency on the DIBELS assessment.

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

2013-2014 was the first year the ACT Aspire was administered. Our area of focus is reading 3rd, 4th, and 5th grade and 5th grade math.

Which area(s) indicate the overall lowest performance?

3rd grade reading scores on the ACT Aspire.

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

Disaggregated data was not available for subgroups

Between which subgroups is the achievement gap becoming greater?

Disaggregated data was not available for subgroups.

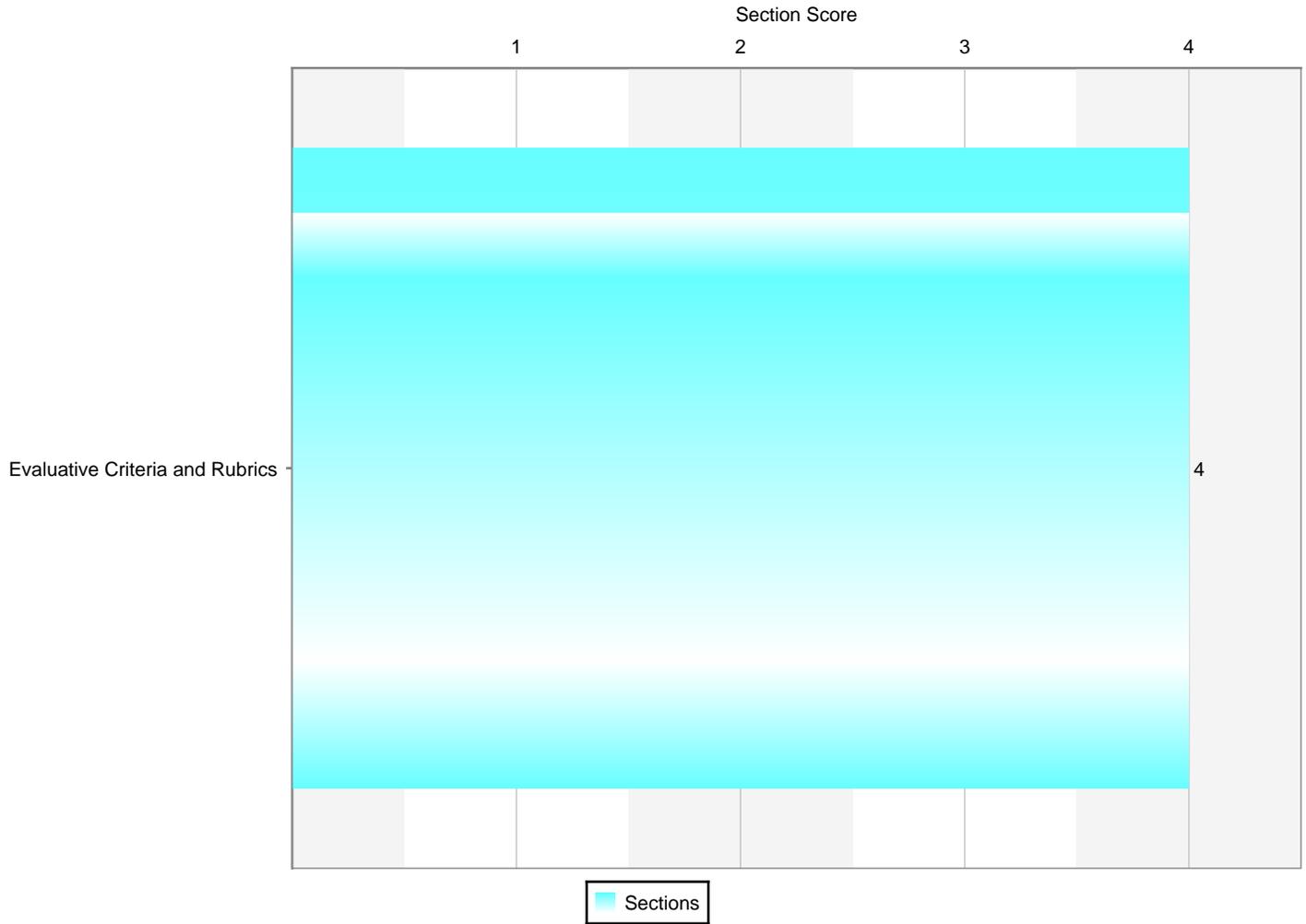
Which of the above reported findings are consistent with findings from other data sources?

Math scores are a weakness in 5th grade.

Reading scores are a weakness in 3rd, 4th, and 5th grade

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Instructional Leadership Team-Sign-In	CIP Sign In-2016-2017

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	approved by Geneva County School Board	Grievance Procedures

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	approved by Geneva County School Board	Equal Opprotunity

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	approved by Christie Hughes, Principal	Parental Involvement Plan 2016-2017

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	Christie Hughes, Principal	SLES student/parent compact

ACIP 2016-2017

Overview

Plan Name

ACIP 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	Students will increase math proficiency at Slocomb Elementary School.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
2	Students will increase reading achievement at Slocomb Elementary School	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$1300
3	Student learning will be increased through the use of technology.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
4	Improve reading outcomes by implementing the (RIT) Reading Informational Text initiative	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Students at Slocomb Elementary School will receive instruction based on College and Career Ready Standards.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0

Goal 1: Students will increase math proficiency at Slocomb Elementary School.

Measurable Objective 1:

A 3% increase of Kindergarten, First and Second grade students will demonstrate a proficiency based on the STAR math assessment for grades K-2 and a 3% increase in third grade, 3% increase in fourth grade and a 3% increase in fifth grade on the ACT Aspire in Mathematics by 05/26/2017 as measured by STAR math and the ACT Aspire assessments.

Strategy 1:

Envision Math/EngageNY - Teachers will teach College and Career Ready Standards using the Envision Math/EngageNY resource in order to enable students to become real world problem solvers and foster a deeper understanding of mathematical concepts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Kise, J. 2006 Differentiated Coaching: A Framework for Helping Teachers Change. Thousand Oaks, CA., Corwin Press

Activity - Collaborative Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn to solve real world problems in collaborative groups. K-5 teachers will develop strategic math activities that correlate with standards based instruction. With the guidance of the instructional coach, teachers will implement math stations that correlate to College and Career Ready Standards.	Academic Support Program	08/05/2016	05/26/2017	\$0	Other	General education teachers in collaboration with the Instructional Coach.
Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will spend 30 minutes each day on targeted math intervention lessons that will enable students to be real world problem solvers and master College and Career Ready Standards. Tier III instruction is provided for at risk students on a daily basis.	Academic Support Program	08/05/2016	05/26/2017	\$0	No Funding Required	Classroom teachers and tutorial staff in grades K-5.
Activity - New Path Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize New Path Learning Interactive digital tools to introduce, reinforce and enrich CCRS state standards. Students will use the SMART Boards to incorporate interactive math stations using New Path Learning. Teachers will also use New Path Learning to provide differentiated instruction to accommodate all learning styles.	Academic Support Program	08/05/2016	05/26/2017	\$0	No Funding Required	Third through Fifth grade math teachers.
Activity - Eleot Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Monitor the implementation of Engage NY/instructional strategies through walk through and resource/program fidelity to standard checks.	Other	08/05/2016	05/26/2017	\$0	No Funding Required	Principal/AP/ Coach/County Office
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Goal 2: Students will increase reading achievement at Slocomb Elementary School

Measurable Objective 1:

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on the ACT Aspire in Reading by 05/26/2017 as measured by ACT Aspire results..

Strategy 1:

Wonders Reading Program - Teachers will provide reading lessons from the Wonders Reading Program to students that are aligned with the Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Wonders Reading Program

Activity - Comprehension ToolKit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Wonders Reading Program in conjunction with Comprehension Toolkit (supplemental) to instruct students on specific reading strategies to help them improve comprehension skills. SLES will purchase Tool Kit Library for teachers.	Direct Instruction	08/05/2016	05/26/2017	\$400	Title I Schoolwide, District Funding	English Language Arts teachers in grades 3-5 with assistance and collaboration from the Instructional Coach

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group instruction with lessons that will enable students to become independent and proficient readers.	Direct Instruction	08/05/2016	05/26/2017	\$0	No Funding Required	English Language Arts teachers in grades K-5 in collaboration with the Instructional Coach

Activity - Intervention-Spire (Supplemental Resource)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement daily Tier II intervention instruction using Spire (supplemental resource) as needed based on the results of weekly formative assessments and baseline data in reading. Title One tutors will assist with targeted interventions for Tier III at risk students.	Direct Instruction	08/05/2016	05/26/2017	\$900	No Funding Required, Title I Schoolwide	All reading teachers in collaboration with the Instructional Coach and Tier III teachers.
Activity - Eleot Walk Through	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies through walk-through and program/standards fidelity checks.	Other - Walk Through	08/05/2016	05/26/2017	\$0	No Funding Required	Principal/AP/Coach/County Office

Goal 3: Student learning will be increased through the use of technology.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to use technology to enhance their learning in English Language Arts, Science, Social Studies and in Mathematics by 05/26/2017 as measured by observation of student engagement with technology in the classroom and computer lab..

Strategy 1:

technology-based lessons - Teachers will facilitate lessons using the Smartboard in their classroom. Students will participate in the interactive lessons. Students will be given frequent opportunities to utilize classroom computers, the computer lab and the Ipad mobile lab in order to maximize technology-based learning opportunities.

Category:

Research Cited: AMSTI

Activity - Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Stride Academy on the computer to practice mathematical skills.	Technology	08/05/2016	05/26/2017	\$0	No Funding Required	Classroom teachers and computer teacher
Activity - Smartboard Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will formulate lessons using the Smartboard to increase student engagement and learning.	Technology	08/05/2016	05/26/2017	\$0	No Funding Required	Classroom teachers

Strategy 2:

Parent Communication - Through the use of technology such as email, Facebook, Schoolcast, and the school website, students and parents will be given notice of upcoming tests and activities in order to improve student learning.

Category:

Activity - Technology based communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent communication through the use of technology.	Parent Involvement, Academic Support Program	08/05/2016	05/26/2017	\$0	No Funding Required	Administration and teachers

Goal 4: Improve reading outcomes by implementing the (RIT) Reading Informational Text initiative

Measurable Objective 1:

A 5% increase of All Students will demonstrate a behavior of reading more informational text as compared to 2015 in Reading by 05/12/2017 as measured by Accelerated Reader Diagnostic Reports.

Strategy 1:

Reading Initiative - Elementary Schools in Geneva County are offered the opportunity to take Accelerating Reading tests based on nonfiction titles. Students will be motivated by a school wide initiative at each elementary school to celebrate an increase in the amount of nonfiction texts that are read. Classrooms that read the most nonfiction texts will be recognized for their achievement.

Category: Other - Reading Informational Text Initiative

Research Cited: Godwin, B. and Miller, K. (213) Common Core: Now What Research Says/ Nonfiction Reading Promotes Student Success- Educational Leadership.

<http://www.ascd.org/publications/educational-leadership/dec12/vol70/num40/Nonfiction-Reading-Promotes-Student-Success.aspx>

Activity - Monitor Implementation of Geneva County RIT Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Geneva County Reading Informational Text Initiative with walk-through and classroom initiative checks.	Other - Walk-Throughs	09/01/2016	05/12/2017	\$0	No Funding Required	Administrators, Teachers, Media Specialists, Supervisors

Goal 5: Students at Slocomb Elementary School will receive instruction based on College and Career Ready Standards.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance of grade level College and Career Ready Standards in Reading, Science, and in Mathematics by 05/25/2017 as measured by formative and summative assessments..

Strategy 1:

High Quality Teaching - By using high quality instructional strategies, all students will receive differentiated instruction to increase student learning based on College and Career Ready Standards.

Category: Other - Research Cited- College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Active Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/05/2016	05/26/2017	\$0	No Funding Required	Content Area Teachers
Activity - Staff Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Slocomb Elementary School will use professional development opportunities to prepare and support teachers and leaders in the implementation of College and Career Ready Standards.	Professional Learning	08/05/2016	05/26/2017	\$0	No Funding Required	Local administration , county supervisors, CCRS team members
Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By using research based instructional strategies, all students will receive instruction on College and Career Standards in multiple ways in order to increasing student learning.	Direct Instruction	08/05/2016	05/26/2017	\$0	No Funding Required	Teachers in K-5 in collaboration with the Instructional Coach
Activity - DOK-Depth of Knowledge (Questioning)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train K-5th teachers on DOK using posters.	Direct Instruction	08/05/2016	05/26/2017	\$0	No Funding Required	Reading Coach, Principal, AP

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Comprehension ToolKit	Teachers will use the Wonders Reading Program in conjunction with Comprehension Toolkit (supplemental) to instruct students on specific reading strategies to help them improve comprehension skills. SLES will purchase Tool Kit Library for teachers.	Direct Instruction	08/05/2016	05/26/2017	\$0	English Language Arts teachers in grades 3-5 with assistance and collaboration from the Instructional Coach
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaborative Groups	Students will learn to solve real world problems in collaborative groups. K-5 teachers will develop strategic math activities that correlate with standards based instruction. With the guidance of the instructional coach, teachers will implement math stations that correlate to College and Career Ready Standards.	Academic Support Program	08/05/2016	05/26/2017	\$0	General education teachers in collaboration with the Instructional Coach.
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Slocomb Elementary School

Comprehension ToolKit	Teachers will use the Wonders Reading Program in conjunction with Comprehension Toolkit (supplemental) to instruct students on specific reading strategies to help them improve comprehension skills. SLES will purchase Tool Kit Library for teachers.	Direct Instruction	08/05/2016	05/26/2017	\$400	English Language Arts teachers in grades 3-5 with assistance and collaboration from the Instructional Coach
Intervention-Spire (Supplemental Resource)	Teachers will implement daily Tier II intervention instruction using Spire (supplemental resource) as needed based on the results of weekly formative assessments and baseline data in reading. Title One tutors will assist with targeted interventions for Tier III at risk students.	Direct Instruction	08/05/2016	05/26/2017	\$900	All reading teachers in collaboration with the Instructional Coach and Tier III teachers.
					Total	\$1300

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Geneva County RIT Initiative	Monitor the implementation of Geneva County Reading Informational Text Initiative with walk-through and classroom initiative checks.	Other - Walk-Throughs	09/01/2016	05/12/2017	\$0	Administrators, Teachers, Media Specialists, Supervisors
DOK-Depth of Knowledge (Questioning)	Train K-5th teachers on DOK using posters.	Direct Instruction	08/05/2016	05/26/2017	\$0	Reading Coach, Principal, AP
Active Engagement	Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/05/2016	05/26/2017	\$0	Content Area Teachers
New Path Learning	Teachers will utilize New Path Learning Interactive digital tools to introduce, reinforce and enrich CCRS state standards. Students will use the SMART Boards to incorporate interactive math stations using New Path Learning. Teachers will also use New Path Learning to provide differentiated instruction to accommodate all learning styles.	Academic Support Program	08/05/2016	05/26/2017	\$0	Third through Fifth grade math teachers.
Staff Professional Development	Slocomb Elementary School will use professional development opportunities to prepare and support teachers and leaders in the implementation of College and Career Ready Standards.	Professional Learning	08/05/2016	05/26/2017	\$0	Local administration, county supervisors, CCRS team members

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Stride Academy	Students will use Stride Academy on the computer to practice mathematical skills.	Technology	08/05/2016	05/26/2017	\$0	Classroom teachers and computer teacher
Eleot Walk Through	Monitor the implementation of the instructional strategies through walk-through and program/standards fidelity checks.	Other - Walk Through	08/05/2016	05/26/2017	\$0	Principal/AP/Coach/County Office
Technology based communication	Parent communication through the use of technology.	Parent Involvement, Academic Support Program	08/05/2016	05/26/2017	\$0	Administration and teachers
Smartboard Lessons	Teachers will formulate lessons using the Smartboard to increase student engagement and learning.	Technology	08/05/2016	05/26/2017	\$0	Classroom teachers
Small Group Instruction	Teachers will provide small group instruction with lessons that will enable students to become independent and proficient readers.	Direct Instruction	08/05/2016	05/26/2017	\$0	English Language Arts teachers in grades K-5 in collaboration with the Instructional Coach
Eleot Walk Throughs	Monitor the implementation of Engage NY/instructional strategies through walk through and resource/program fidelity to standard checks.	Other	08/05/2016	05/26/2017	\$0	Principal/AP/Coach/County Office
Intervention-Spire (Supplemental Resource)	Teachers will implement daily Tier II intervention instruction using Spire (supplemental resource) as needed based on the results of weekly formative assessments and baseline data in reading. Title One tutors will assist with targeted interventions for Tier III at risk students.	Direct Instruction	08/05/2016	05/26/2017	\$0	All reading teachers in collaboration with the Instructional Coach and Tier III teachers.
Strategic Teaching	By using research based instructional strategies, all students will receive instruction on College and Career Standards in multiple ways in order to increasing student learning.	Direct Instruction	08/05/2016	05/26/2017	\$0	Teachers in K-5 in collaboration with the Instructional Coach
Intervention	Teachers will spend 30 minutes each day on targeted math intervention lessons that will enable students to be real world problem solvers and master College and Career Ready Standards. Tier III instruction is provided for at risk students on a daily basis.	Academic Support Program	08/05/2016	05/26/2017	\$0	Classroom teachers and tutorial staff in grades K-5.
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Parent Survey Results

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Parent and Staff Surveys:

INDICATOR 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning

Student Surveys:

INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs.

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

INDICATOR 1.3 shows a trend in both parent and staff surveys. (The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning).

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

INDICATOR 1.3 shows a trend in both parent and staff surveys. (The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning).

Areas in Need of Improvement

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

Student Survey:

INDICATOR 5.1: The school establishes and maintains a clearly defined and comprehensive student assessment system.

Staff Survey:

INDICATOR 4.6: The school provides support services to meet the physical, social, and emotional needs of the student population being served.

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

No trend is evident at this time.

What are the implications for these stakeholder perceptions?

It is often difficult for students to understand the assessment process. It is important for teachers to help students to have a clear understand of the assessments they are given.

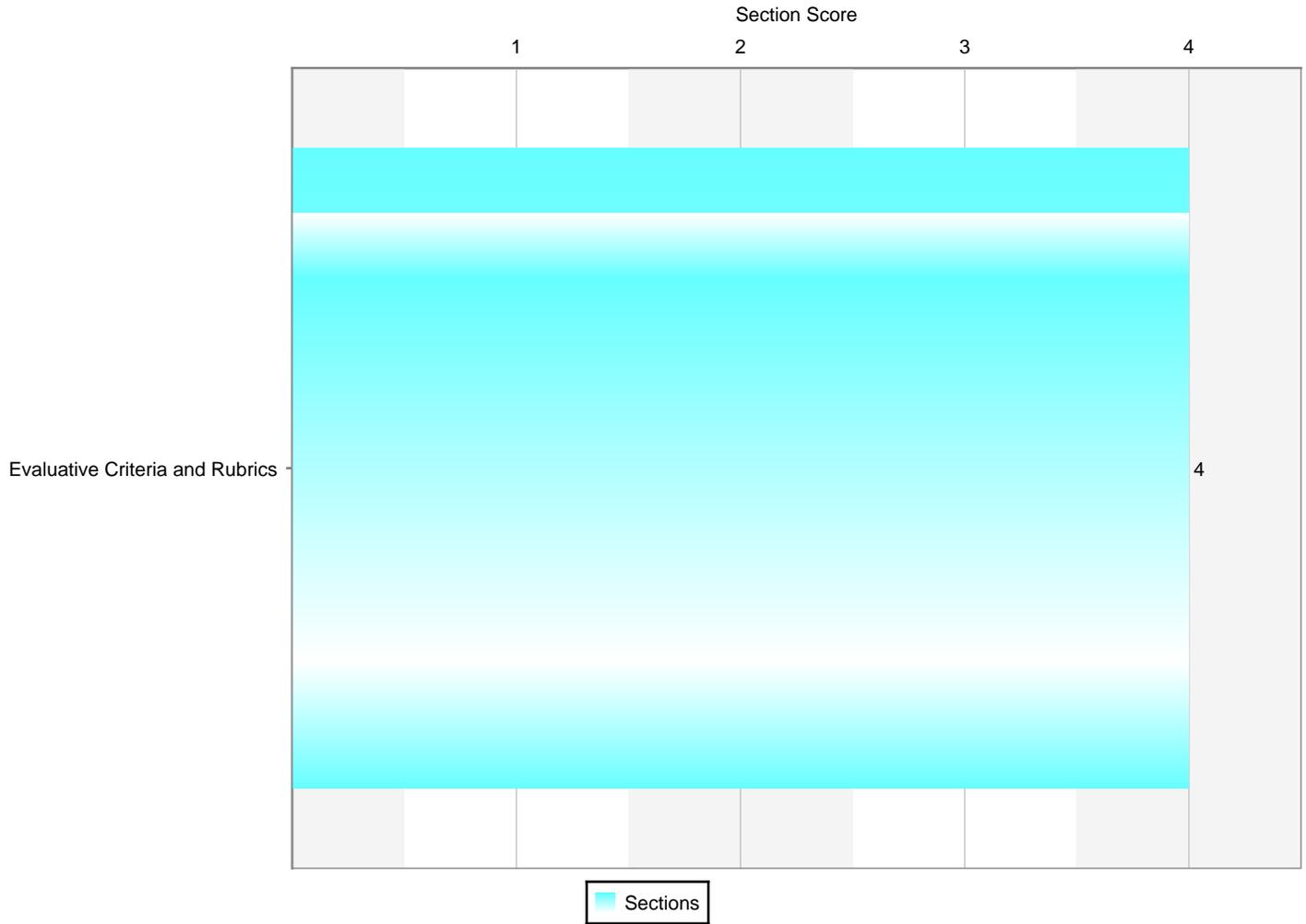
Staff indicates that there is a need for them to support students with physical, social, and emotional needs.

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

There are no consistent findings from other stakeholder feedback.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Parent, student and staff surveys and student performance data are reviewed by staff to indicate areas of strength and weaknesses. By using DIBELS testing and ACT Aspire benchmark results, academic goals are made. By using parent, staff and student surveys, organizational goals are made.

The faculty, staff and parents of Slocomb Elementary School (SLES) developed the School-Wide Improvement Plan. These members were responsible for any decision-making regarding the Plan and distributing information to the faculty and staff. SLES's Plan will be reviewed and monitored throughout the school year. The committee chairman, co-chairman and secretary are responsible for maintaining documentation of data sources. Implementation of the plan is reviewed periodically at faculty meetings. Goals and progress are communicated in quarterly newsletters to the faculty, parents, students, and stakeholders, who share a commitment for a quality education for all students at SLES. The Title I committee (including parent members) meet to review current data, suggest strategies, determine school needs and select professional development for the ACIP Plan.

The document is available for viewing at the following locations: the principal's office, the media center, the school website and the superintendent's office.

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

Third Grade Fourth Grade Fifth Grade

Reading 40% 47% 49%

Math 65% 61% 48%

Students meet or exceed benchmark standards on the ACT Aspire.

DIBELS

Kindergarten First Grade Second Grade Third Grade

Phoneme Seg.- 99% Core, 88% Core, n/a, n/a

Nonsense Words 89% Core, 87% Core, n/a, n/a

Oral Reading Fluency n/a, 63% Core, 78% Core, 76% Core

3. What conclusions were drawn from the results?

According to the ACT Aspire, fourth grade math and third and fourth grade reading are areas of weakness at Slocomb Elementary School. Fifth grade reading and math and third grade math are strengths. Third grade math is the only area that 50% or more students reached or exceeded the benchmark.

According to DIBELS, Oral Reading Fluency in first and third grade are areas of weakness, while Kindergarten nonsense words and second grade oral reading are strengths.

According to surveys, students feel like teachers out our school want students to learn and do their best work, but they do not get to use computers to learn and do not get asked what they think about school as often as they would like. Parents feel like the school's purpose
SY 2016-2017

statement is clearly focused on student success, but ranks that our school's computers and other technology used to learn is not up to date. Teachers feel like the school's purpose statement is clearly focused on student learning and school leaders expect staff members to hold all students to high academic standards, but feel like new staff members do not have a formal process for supporting their professional practice.

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

As an organization, it is clear that student learning and success is the school's top priority. Technology enhancements and student use of technology for learning in early grades can be improved. New teachers need more support, however it is also evident that the school has a low turn over rate for teachers. Upper elementary students also want faculty and staff to inquire about what they think about school. Academically, the school shows areas of need in early literacy, as well as, literacy in all grades.

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

Information collected through the comprehensive needs assessment is used in designing school goals.

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

School goals address multiple sources of data used in the comprehensive needs assessment. Progress is charted throughout the school year to ensure that goals are being met. The goals address specific needs based on the analysis of baseline, formative and summative assessments administered throughout the school year.

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

All students will receive instruction based on College and Career Ready Standards. Disadvantaged students will receive the same instruction as their peers. All students who perform below benchmark will be included in the school's Rtl process. Title one funds are used to provide tutors for low performing students, including those who are considered disadvantaged.

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:

Students at Slocomb Elementary School will receive instruction based on College and Career Ready Standards.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance of grade level College and Career Ready Standards in Reading, Science, and in Mathematics by 05/22/2015 as measured by formative and summative classroom assessments.

Strategy1:

High Quality Teaching - By using high quality instructional strategies, all students will receive differentiated instruction to increase student learning based on College and Career Ready Standards.

Category:

Research Cited: College and Career Ready Standards`

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/03/2015	05/27/2016	\$0 - No Funding Required	Content Area Teachers

Activity - Staff Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Slocomb Elementary School will use professional development opportunities to prepare and support teachers and leaders in the implementation of College and Career Ready Standards.	Professional Learning	08/03/2015	05/27/2016	\$0 - No Funding Required	Local administration, county supervisors, CCRS team members.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By using research based instructional strategies, all students will receive instruction on College and Career Ready Standards in multiple ways in order to increasing student learning.	Direct Instruction	08/03/2015	05/27/2016	\$0 - No Funding Required	Teachers in grades K-5 in collaboration with the Instructional Coach

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

Goal 1:

Students will increase math proficiency at Slocomb Elementary School.

Measurable Objective 1:

A 3% increase of Kindergarten, First and Second grade students will demonstrate a proficiency based on the STAR math assessment for grades K-2 and a 3% increase in third grade, 3% increase in fourth grade and a 3% increase in fifth grade on the ACT Aspire in Mathematics by 05/26/2017 as measured by STAR math and the ACT Aspire assessments.

Strategy1:

Envision Math/EngageNY - Teachers will teach College and Career Ready Standards using the Envision Math/EngageNY resource in order to enable students to become real world problem solvers and foster a deeper understanding of mathematical concepts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Kise, J. 2006 Differentiated Coaching: A Framework for Helping Teachers Change. Thousand Oaks, CA., Corwin Press

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will spend 30 minutes each day on targeted math intervention lessons that will enable students to be real world problem solvers and master College and Career Ready Standards. Tier III instruction is provided for at risk students on a daily basis.	Academic Support Program	08/05/2016	05/26/2017	\$0 - No Funding Required	Classroom teachers and tutorial staff in grades K-5.

Activity - Collaborative Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn to solve real world problems in collaborative groups. K-5 teachers will develop strategic math activities that correlate with standards based instruction. With the guidance of the instructional coach, teachers will implement math stations that correlate to College and Career Ready Standards.	Academic Support Program	08/05/2016	05/26/2017	\$0 - Other	General education teachers in collaboration with the Instructional Coach.

Activity - New Path Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize New Path Learning Interactive digital tools to introduce, reinforce and enrich CCRS state standards. Students will use the SMART Boards to incorporate interactive math stations using New Path Learning. Teachers will also use New Path Learning to provide differentiated instruction to accommodate all learning styles.	Academic Support Program	08/05/2016	05/26/2017	\$0 - No Funding Required	Third through Fifth grade math teachers.

Goal 2:

Students will increase reading achievement at Slocomb Elementary School

Measurable Objective 1:

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on the ACT Aspire in Reading by 05/26/2017 as measured by ACT Aspire results..

Strategy1:

Wonders Reading Program - Teachers will provide reading lessons from the Wonders Reading Program to students that are aligned with the Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Wonders Reading Program

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction with lessons that will enable students to become independent and proficient readers.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	English Language Arts teachers in grades K-5 in collaboration with the Instructional Coach

Activity - Intervention-Spire (Supplemental Resource)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily Tier II intervention instruction using Spire (supplemental resource) as needed based on the results of weekly formative assessments and baseline data in reading. Title One tutors will assist with targeted interventions for Tier III at risk students.	Direct Instruction	08/05/2016	05/26/2017	\$900 - Title I Schoolwide \$0 - No Funding Required	All reading teachers in collaboration with the Instructional Coach and Tier III teachers.

Activity - Comprehension ToolKit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Wonders Reading Program in conjunction with Comprehension Toolkit (supplemental) to instruct students on specific reading strategies to help them improve comprehension skills. SLES will purchase Tool Kit Library for teachers.	Direct Instruction	08/05/2016	05/26/2017	\$0 - District Funding \$400 - Title I Schoolwide	English Language Arts teachers in grades 3-5 with assistance and collaboration from the Instructional Coach

Goal 3:

Student learning will be increased through the use of technology.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to use technology to enhance their learning in English Language Arts, Science, Social Studies and in Mathematics by 05/26/2017 as measured by observation of student engagement with

technology in the classroom and computer lab..

Strategy1:

Parent Communication - Through the use of technology such as email, Facebook, Schoolcast, and the school website, students and parents will be given notice of upcoming tests and activities in order to improve student learning.

Category:

Research Cited:

Activity - Technology based communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent communication through the use of technology.	Academic Support Program Parent Involvement	08/05/2016	05/26/2017	\$0 - No Funding Required	Administration and teachers

Strategy2:

technology-based lessons - Teachers will facilitate lessons using the Smartboard in their classroom. Students will participate in the interactive lessons. Students will be given frequent opportunities to utilize classroom computers, the computer lab and the Ipad mobile lab in order to maximize technology-based learning opportunities.

Category:

Research Cited: AMSTI

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Stride Academy on the computer to practice mathematical skills.	Technology	08/05/2016	05/26/2017	\$0 - No Funding Required	Classroom teachers and computer teacher

Activity - Smartboard Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will formulate lessons using the Smartboard to increase student engagement and learning.	Technology	08/05/2016	05/26/2017	\$0 - No Funding Required	Classroom teachers

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

Goal 1:

Students will increase math proficiency at Slocomb Elementary School.

Measurable Objective 1:

A 3% increase of Kindergarten, First and Second grade students will demonstrate a proficiency based on the STAR math assessment for grades K-2 and a 3% increase in third grade, 3% increase in fourth grade and a 3% increase in fifth grade on the ACT Aspire in Mathematics SY 2016-2017

by 05/26/2017 as measured by STAR math and the ACT Aspire assessments.

Strategy1:

Envision Math/EngageNY - Teachers will teach College and Career Ready Standards using the Envision Math/EngageNY resource in order to enable students to become real world problem solvers and foster a deeper understanding of mathematical concepts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Kise, J. 2006 Differentiated Coaching: A Framework for Helping Teachers Change. Thousand Oaks, CA., Corwin Press

Activity - New Path Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize New Path Learning Interactive digital tools to introduce, reinforce and enrich CCRS state standards. Students will use the SMART Boards to incorporate interactive math stations using New Path Learning. Teachers will also use New Path Learning to provide differentiated instruction to accommodate all learning styles.	Academic Support Program	08/05/2016	05/26/2017	\$0 - No Funding Required	Third through Fifth grade math teachers.

Activity - Collaborative Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn to solve real world problems in collaborative groups. K-5 teachers will develop strategic math activities that correlate with standards based instruction. With the guidance of the instructional coach, teachers will implement math stations that correlate to College and Career Ready Standards.	Academic Support Program	08/05/2016	05/26/2017	\$0 - Other	General education teachers in collaboration with the Instructional Coach.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will spend 30 minutes each day on targeted math intervention lessons that will enable students to be real world problem solvers and master College and Career Ready Standards. Tier III instruction is provided for at risk students on a daily basis.	Academic Support Program	08/05/2016	05/26/2017	\$0 - No Funding Required	Classroom teachers and tutorial staff in grades K-5.

Goal 2:

Students will increase reading achievement at Slocomb Elementary School

Measurable Objective 1:

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on the ACT Aspire in Reading by 05/26/2017 as measured by ACT Aspire results..

Strategy1:

Wonders Reading Program - Teachers will provide reading lessons from the Wonders Reading Program to students that are aligned with the SY 2016-2017

Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Wonders Reading Program

Activity - Intervention-Spire (Supplemental Resource)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily Tier II intervention instruction using Spire (supplemental resource) as needed based on the results of weekly formative assessments and baseline data in reading. Title One tutors will assist with targeted interventions for Tier III at risk students.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required \$900 - Title I Schoolwide	All reading teachers in collaboration with the Instructional Coach and Tier III teachers.

Activity - Comprehension ToolKit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Wonders Reading Program in conjunction with Comprehension Toolkit (supplemental) to instruct students on specific reading strategies to help them improve comprehension skills. SLES will purchase Tool Kit Library for teachers.	Direct Instruction	08/05/2016	05/26/2017	\$400 - Title I Schoolwide \$0 - District Funding	English Language Arts teachers in grades 3-5 with assistance and collaboration from the Instructional Coach

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction with lessons that will enable students to become independent and proficient readers.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	English Language Arts teachers in grades K-5 in collaboration with the Instructional Coach

Goal 3:

Student learning will be increased through the use of technology.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to use technology to enhance their learning in English Language Arts, Science, Social Studies and in Mathematics by 05/26/2017 as measured by observation of student engagement with technology in the classroom and computer lab..

Strategy1:

Parent Communication - Through the use of technology such as email, Facebook, Schoolcast, and the school website, students and parents will be given notice of upcoming tests and activities in order to improve student learning.

Category:

Research Cited:

ACIP

Slocomb Elementary School

Activity - Technology based communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent communication through the use of technology.	Academic Support Program Parent Involvement	08/05/2016	05/26/2017	\$0 - No Funding Required	Administration and teachers

Strategy2:

technology-based lessons - Teachers will facilitate lessons using the Smartboard in their classroom. Students will participate in the interactive lessons. Students will be given frequent opportunities to utilize classroom computers, the computer lab and the Ipad mobile lab in order to maximize technology-based learning opportunities.

Category:

Research Cited: AMSTI

Activity - Smartboard Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will formulate lessons using the Smartboard to increase student engagement and learning.	Technology	08/05/2016	05/26/2017	\$0 - No Funding Required	Classroom teachers

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Stride Academy on the computer to practice mathematical skills.	Technology	08/05/2016	05/26/2017	\$0 - No Funding Required	Classroom teachers and computer teacher

Goal 4:

Improve reading outcomes by implementing the (RIT) Reading Informational Text initiative

Measurable Objective 1:

A 5% increase of All Students will demonstrate a behavior of reading more informational text as compared to 2015 in Reading by 05/12/2017 as measured by Accelerated Reader Diagnostic Reports.

Strategy1:

Reading Initiative - Elementary Schools in Geneva County are offered the opportunity to take Accelerating Reading tests based on nonfiction titles. Students will be motivated by a school wide initiative at each elementary school to celebrate an increase in the amount of nonfiction texts that are read. Classrooms that read the most nonfiction texts will be recognized for their achievement.

Category: Other - Reading Informational Text Initiative

Research Cited: Godwin, B. and Miller, K. (213) Common Core: Now What Research Says/ Nonfiction Reading Promotes Student Success- Educational Leadership. <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num40/Nonfiction-Reading-Promotes-Student-Success.aspx>

ACIP

Slocomb Elementary School

Activity - Monitor Implementation of Geneva County RIT Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Geneva County Reading Informational Text Initiative with walk-through and classroom initiative checks.	Other - Walk-Throughs	09/01/2016	05/12/2017	\$0 - No Funding Required	Administrators, Teachers, Media Specialists, Supervisors

Goal 5:

Students at Slocomb Elementary School will receive instruction based on College and Career Ready Standards.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance of grade level College and Career Ready Standards in Reading, Science, and in Mathematics by 05/25/2017 as measured by formative and summative assessments..

Strategy1:

High Quality Teaching - By using high quality instructional strategies, all students will receive differentiated instruction to increase student learning based on College and Career Ready Standards.

Category: Other - Research Cited- College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By using research based instructional strategies, all students will receive instruction on College and Career Standards in multiple ways in order to increasing student learning.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	Teachers in K-5 in collaboration with the Instructional Coach

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	Content Area Teachers

Activity - Staff Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Slocomb Elementary School will use professional development opportunities to prepare and support teachers and leaders in the implementation of College and Career Ready Standards.	Professional Learning	08/05/2016	05/26/2017	\$0 - No Funding Required	Local administration, county supervisors, CCRS team members

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

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Activity - Collaborative Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn to solve real world problems in collaborative groups. K-5 teachers will develop strategic math activities that correlate with standards based instruction. With the guidance of the instructional coach, teachers will implement math stations that correlate to College and Career Ready Standards.	Academic Support Program	08/05/2016	05/26/2017	\$0 - Other	General education teachers in collaboration with the Instructional Coach.

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Goal 2:

Students will increase reading achievement at Slocomb Elementary School

Measurable Objective 1:

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on the ACT Aspire in Reading by 05/26/2017 as measured by ACT Aspire results..

Strategy1:

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Category: Develop/Implement College and Career Ready Standards

Research Cited: Wonders Reading Program

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Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction with lessons that will enable students to become independent and proficient readers.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	English Language Arts teachers in grades K-5 in collaboration with the Instructional Coach

Activity - Intervention-Spire (Supplemental Resource)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily Tier II intervention instruction using Spire (supplemental resource) as needed based on the results of weekly formative assessments and baseline data in reading. Title One tutors will assist with targeted interventions for Tier III at risk students.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required \$900 - Title I Schoolwide	All reading teachers in collaboration with the Instructional Coach and Tier III teachers.

Goal 3:

Student learning will be increased through the use of technology.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to use technology to enhance their learning in English Language Arts, Science, Social Studies and in Mathematics by 05/26/2017 as measured by observation of student engagement with technology in the classroom and computer lab..

Strategy1:

Parent Communication - Through the use of technology such as email, Facebook, Schoolcast, and the school website, students and parents will be given notice of upcoming tests and activities in order to improve student learning.

Category:

Research Cited:

Activity - Technology based communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent communication through the use of technology.	Parent Involvement Academic Support Program	08/05/2016	05/26/2017	\$0 - No Funding Required	Administration and teachers

Strategy2:

technology-based lessons - Teachers will facilitate lessons using the Smartboard in their classroom. Students will participate in the interactive lessons. Students will be given frequent opportunities to utilize classroom computers, the computer lab and the Ipad mobile lab in order to maximize technology-based learning opportunities.

Category:

Research Cited: AMSTI

Activity - Smartboard Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will formulate lessons using the Smartboard to increase student engagement and learning.	Technology	08/05/2016	05/26/2017	\$0 - No Funding Required	Classroom teachers

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Stride Academy on the computer to practice mathematical skills.	Technology	08/05/2016	05/26/2017	\$0 - No Funding Required	Classroom teachers and computer teacher

Goal 4:

Improve reading outcomes by implementing the (RIT) Reading Informational Text initiative

Measurable Objective 1:

A 5% increase of All Students will demonstrate a behavior of reading more informational text as compared to 2015 in Reading by 05/12/2017 as measured by Accelerated Reader Diagnostic Reports.

Strategy1:

Reading Initiative - Elementary Schools in Geneva County are offered the opportunity to take Accelerating Reading tests based on nonfiction titles. Students will be motivated by a school wide initiative at each elementary school to celebrate an increase in the amount of nonfiction texts that are read. Classrooms that read the most nonfiction texts will be recognized for their achievement.

Category: Other - Reading Informational Text Initiative

Research Cited: Godwin, B. and Miller, K. (213) Common Core: Now What Research Says/ Nonfiction Reading Promotes Student Success- Educational Leadership. <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num40/Nonfiction-Reading-Promotes-Student-Success.aspx>

Activity - Monitor Implementation of Geneva County RIT Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Geneva County Reading Informational Text Initiative with walk-through and classroom initiative checks.	Other - Walk-Throughs	09/01/2016	05/12/2017	\$0 - No Funding Required	Administrators, Teachers, Media Specialists, Supervisors

Goal 5:

Students at Slocomb Elementary School will receive instruction based on College and Career Ready Standards.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance of grade level College and Career Ready Standards in Reading, Science, and in Mathematics by 05/25/2017 as measured by formative and summative assessments..

Strategy1:

High Quality Teaching - By using high quality instructional strategies, all students will receive differentiated instruction to increase student learning based on College and Career Ready Standards.

Category: Other - Research Cited- College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Staff Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Slocomb Elementary School will use professional development opportunities to prepare and support teachers and leaders in the implementation of College and Career Ready Standards.	Professional Learning	08/05/2016	05/26/2017	\$0 - No Funding Required	Local administration, county supervisors, CCRS team members

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	Content Area Teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By using research based instructional strategies, all students will receive instruction on College and Career Standards in multiple ways in order to increasing student learning.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	Teachers in K-5 in collaboration with the Instructional Coach

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

Goal 1:

Students will increase math proficiency at Slocomb Elementary School.

Measurable Objective 1:

A 3% increase of Kindergarten, First and Second grade students will demonstrate a proficiency based on the STAR math assessment for grades K-2 and a 3% increase in third grade, 3% increase in fourth grade and a 3% increase in fifth grade on the ACT Aspire in Mathematics by 05/26/2017 as measured by STAR math and the ACT Aspire assessments.

Strategy1:

Envision Math/EngageNY - Teachers will teach College and Career Ready Standards using the Envision Math/EngageNY resource in order to enable students to become real world problem solvers and foster a deeper understanding of mathematical concepts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Kise, J. 2006 Differentiated Coaching: A Framework for Helping Teachers Change. Thousand Oaks, CA., Corwin Press

Activity - Eleot Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Engage NY/instructional strategies through walk through and resource/program fidelity to standard checks.	Other	08/05/2016	05/26/2017	\$0 - No Funding Required	Principal/AP/Coach/County Office

Activity - New Path Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize New Path Learning Interactive digital tools to introduce, reinforce and enrich CCRS state standards. Students will use the SMART Boards to incorporate interactive math stations using New Path Learning. Teachers will also use New Path Learning to provide differentiated instruction to accommodate all learning styles.	Academic Support Program	08/05/2016	05/26/2017	\$0 - No Funding Required	Third through Fifth grade math teachers.

Activity - Collaborative Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn to solve real world problems in collaborative groups. K-5 teachers will develop strategic math activities that correlate with standards based instruction. With the guidance of the instructional coach, teachers will implement math stations that correlate to College and Career Ready Standards.	Academic Support Program	08/05/2016	05/26/2017	\$0 - Other	General education teachers in collaboration with the Instructional Coach.

ACIP

Slocomb Elementary School

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will spend 30 minutes each day on targeted math intervention lessons that will enable students to be real world problem solvers and master College and Career Ready Standards. Tier III instruction is provided for at risk students on a daily basis.	Academic Support Program	08/05/2016	05/26/2017	\$0 - No Funding Required	Classroom teachers and tutorial staff in grades K-5.

Goal 2:

Students will increase reading achievement at Slocomb Elementary School

Measurable Objective 1:

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on the ACT Aspire in Reading by 05/26/2017 as measured by ACT Aspire results..

Strategy1:

Wonders Reading Program - Teachers will provide reading lessons from the Wonders Reading Program to students that are aligned with the Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Wonders Reading Program

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction with lessons that will enable students to become independent and proficient readers.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	English Language Arts teachers in grades K-5 in collaboration with the Instructional Coach

Activity - Comprehension ToolKit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Wonders Reading Program in conjunction with Comprehension Toolkit (supplemental) to instruct students on specific reading strategies to help them improve comprehension skills. SLES will purchase Tool Kit Library for teachers.	Direct Instruction	08/05/2016	05/26/2017	\$400 - Title I Schoolwide \$0 - District Funding	English Language Arts teachers in grades 3-5 with assistance and collaboration from the Instructional Coach

Activity - Intervention-Spire (Supplemental Resource)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily Tier II intervention instruction using Spire (supplemental resource) as needed based on the results of weekly formative assessments and baseline data in reading. Title One tutors will assist with targeted interventions for Tier III at risk students.	Direct Instruction	08/05/2016	05/26/2017	\$900 - Title I Schoolwide \$0 - No Funding Required	All reading teachers in collaboration with the Instructional Coach and Tier III teachers.

Activity - Eleot Walk Through	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk-through and program/standards fidelity checks.	Other - Walk Through	08/05/2016	05/26/2017	\$0 - No Funding Required	Principal/AP/Coach/County Office

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

Goal 1:

Students will increase math proficiency at Slocomb Elementary School.

Measurable Objective 1:

A 3% increase of Kindergarten, First and Second grade students will demonstrate a proficiency based on the STAR math assessment for grades K-2 and a 3% increase in third grade, 3% increase in fourth grade and a 3% increase in fifth grade on the ACT Aspire in Mathematics by 05/26/2017 as measured by STAR math and the ACT Aspire assessments.

Strategy1:

Envision Math/EngageNY - Teachers will teach College and Career Ready Standards using the Envision Math/EngageNY resource in order to enable students to become real world problem solvers and foster a deeper understanding of mathematical concepts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Kise, J. 2006 Differentiated Coaching: A Framework for Helping Teachers Change. Thousand Oaks, CA., Corwin Press

Activity - Eleot Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Engage NY/instructional strategies through walk through and resource/program fidelity to standard checks.	Other	08/05/2016	05/26/2017	\$0 - No Funding Required	Principal/AP/Coach/County Office

Activity - Collaborative Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn to solve real world problems in collaborative groups. K-5 teachers will develop strategic math activities that correlate with standards based instruction. With the guidance of the instructional coach, teachers will implement math stations that correlate to College and Career Ready Standards.	Academic Support Program	08/05/2016	05/26/2017	\$0 - Other	General education teachers in collaboration with the Instructional Coach.

ACIP

Slocomb Elementary School

Activity - New Path Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize New Path Learning Interactive digital tools to introduce, reinforce and enrich CCRS state standards. Students will use the SMART Boards to incorporate interactive math stations using New Path Learning. Teachers will also use New Path Learning to provide differentiated instruction to accommodate all learning styles.	Academic Support Program	08/05/2016	05/26/2017	\$0 - No Funding Required	Third through Fifth grade math teachers.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will spend 30 minutes each day on targeted math intervention lessons that will enable students to be real world problem solvers and master College and Career Ready Standards. Tier III instruction is provided for at risk students on a daily basis.	Academic Support Program	08/05/2016	05/26/2017	\$0 - No Funding Required	Classroom teachers and tutorial staff in grades K-5.

Goal 2:

Students will increase reading achievement at Slocomb Elementary School

Measurable Objective 1:

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on the ACT Aspire in Reading by 05/26/2017 as measured by ACT Aspire results..

Strategy1:

Wonders Reading Program - Teachers will provide reading lessons from the Wonders Reading Program to students that are aligned with the Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Wonders Reading Program

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction with lessons that will enable students to become independent and proficient readers.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	English Language Arts teachers in grades K-5 in collaboration with the Instructional Coach

Activity - Intervention-Spire (Supplemental Resource)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily Tier II intervention instruction using Spire (supplemental resource) as needed based on the results of weekly formative assessments and baseline data in reading. Title One tutors will assist with targeted interventions for Tier III at risk students.	Direct Instruction	08/05/2016	05/26/2017	\$900 - Title I Schoolwide \$0 - No Funding Required	All reading teachers in collaboration with the Instructional Coach and Tier III teachers.

Activity - Comprehension ToolKit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Wonders Reading Program in conjunction with Comprehension Toolkit (supplemental) to instruct students on specific reading strategies to help them improve comprehension skills. SLES will purchase Tool Kit Library for teachers.	Direct Instruction	08/05/2016	05/26/2017	\$0 - District Funding \$400 - Title I Schoolwide	English Language Arts teachers in grades 3-5 with assistance and collaboration from the Instructional Coach

Activity - Eleot Walk Through	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk-through and program/standards fidelity checks.	Other - Walk Through	08/05/2016	05/26/2017	\$0 - No Funding Required	Principal/AP/Coach/County Office

Goal 3:

Students at Slocomb Elementary School will receive instruction based on College and Career Ready Standards.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance of grade level College and Career Ready Standards in Reading, Science, and in Mathematics by 05/25/2017 as measured by formative and summative assessments..

Strategy1:

High Quality Teaching - By using high quality instructional strategies, all students will receive differentiated instruction to increase student learning based on College and Career Ready Standards.

Category: Other - Research Cited- College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By using research based instructional strategies, all students will receive instruction on College and Career Standards in multiple ways in order to increasing student learning.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	Teachers in K-5 in collaboration with the Instructional Coach

Activity - Staff Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Slocomb Elementary School will use professional development opportunities to prepare and support teachers and leaders in the implementation of College and Career Ready Standards.	Professional Learning	08/05/2016	05/26/2017	\$0 - No Funding Required	Local administration, county supervisors, CCRS team members

ACIP

Slocomb Elementary School

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	Content Area Teachers

Activity - DOK-Depth of Knowledge (Questioning)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train K-5th teachers on DOK using posters.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	Reading Coach, Principal, AP

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:

Student learning will be increased through the use of technology.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to use technology to enhance their learning in English Language Arts, Science, Social Studies and in Mathematics by 05/26/2017 as measured by observation of student engagement with technology in the classroom and computer lab..

Strategy1:

Parent Communication - Through the use of technology such as email, Facebook, Schoolcast, and the school website, students and parents will be given notice of upcoming tests and activities in order to improve student learning.

Category:

Research Cited:

Activity - Technology based communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent communication through the use of technology.	Academic Support Program Parent Involvement	08/05/2016	05/26/2017	\$0 - No Funding Required	Administration and teachers

Strategy2:

technology-based lessons - Teachers will facilitate lessons using the Smartboard in their classroom. Students will participate in the interactive lessons. Students will be given frequent opportunities to utilize classroom computers, the computer lab and the Ipad mobile lab in order to maximize technology-based learning opportunities.

Category:

Research Cited: AMSTI

Activity - Smartboard Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will formulate lessons using the Smartboard to increase student engagement and learning.	Technology	08/05/2016	05/26/2017	\$0 - No Funding Required	Classroom teachers

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Stride Academy on the computer to practice mathematical skills.	Technology	08/05/2016	05/26/2017	\$0 - No Funding Required	Classroom teachers and computer teacher

Goal 2:

Improve reading outcomes by implementing the (RIT) Reading Informational Text initiative

Measurable Objective 1:

A 5% increase of All Students will demonstrate a behavior of reading more informational text as compared to 2015 in Reading by 05/12/2017 as measured by Accelerated Reader Diagnostic Reports.

Strategy1:

Reading Initiative - Elementary Schools in Geneva County are offered the opportunity to take Accelerating Reading tests based on nonfiction titles. Students will be motivated by a school wide initiative at each elementary school to celebrate an increase in the amount of nonfiction texts that are read. Classrooms that read the most nonfiction texts will be recognized for their achievement.

Category: Other - Reading Informational Text Initiative

Research Cited: Godwin, B. and Miller, K. (213) Common Core: Now What Research Says/ Nonfiction Reading Promotes Student Success- Educational Leadership. <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num40/Nonfiction-Reading-Promotes-Student-Success.aspx>

Activity - Monitor Implementation of Geneva County RIT Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Geneva County Reading Informational Text Initiative with walk-through and classroom initiative checks.	Other - Walk-Throughs	09/01/2016	05/12/2017	\$0 - No Funding Required	Administrators, Teachers, Media Specialists, Supervisors

Goal 3:

Students at Slocomb Elementary School will receive instruction based on College and Career Ready Standards.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance of grade level College and Career Ready Standards in Reading, Science, and in Mathematics by 05/25/2017 as measured by formative and summative assessments..

Strategy1:

High Quality Teaching - By using high quality instructional strategies, all students will receive differentiated instruction to increase student learning based on College and Career Ready Standards.

Category: Other - Research Cited- College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By using research based instructional strategies, all students will receive instruction on College and Career Standards in multiple ways in order to increasing student learning.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	Teachers in K-5 in collaboration with the Instructional Coach

Activity - Staff Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Slocomb Elementary School will use professional development opportunities to prepare and support teachers and leaders in the implementation of College and Career Ready Standards.	Professional Learning	08/05/2016	05/26/2017	\$0 - No Funding Required	Local administration, county supervisors, CCRS team members

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	Content Area Teachers

Activity - DOK-Depth of Knowledge (Questioning)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train K-5th teachers on DOK using posters.	Direct Instruction	08/05/2016	05/26/2017	\$0 - No Funding Required	Reading Coach, Principal, AP

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.

It is a school district policy to hire instructional personnel who are highly qualified. The administration will adhere to this policy when recommending new personnel for employment.

Component 4: Strategies to Attract Qualified Teachers

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

5%

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

6% of teachers have less than five years experience. The majority of teachers have 10 or more years experience.

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

There is not a high turnover rate at this time.

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?

Teachers and administrators will attend training provided by the Alabama State Department of Education on the implementation of College and Career Ready Standards. Turn around professional development training will be provided to all school personnel. Teachers will collaborate during grade level meetings to plan and implement the standards in their classroom using the research based reading and math programs that are provided for instruction.

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

Teachers and administrators will attend training provided by the Alabama State Department of Education on the implementation of College and Career Ready Standards. Turn around professional development training will be provided to all school personnel. Teachers will collaborate during grade level meetings to plan and implement the standards in their classroom using the research based reading and math programs that are provided for instruction. Teachers will be encouraged to visit other schools and classrooms in order to improve their practice. Professional development is offered to parents through local parental involvement specialist, counseling and migrant personnel.

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

New teachers are given guidance and support from the school Instructional Coach and assigned a lead teacher to help with transition issues. The administrators frequently communicate with new teachers to provide feedback and assistance if needed.

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

Professional development will be conducted during grade level meetings by the Instructional Coach, teacher collaboration, and administration. County Instructional Specialists, AMSTI, and ARI staff are encouraged to visit and conduct teacher training and give support to teachers and administration. Professional development days are also included in the school calendar throughout the year

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.

Vertical planning by classroom teachers assist student in transition from one grade to the next. Our school offers a First Class PreK program for student development to ensure success in Kindergarten. The students are transitioned throughout the year by participating with the kindergarten students in several events such as PTO programs and field day. The school also provides fifth grade students an opportunity for middle school orientation in order to ease the transition.

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 will be held to discuss statewide academic testing once it is available to review. The instructional coach and principal will provide training for teachers on data results. Teachers will meet on an ongoing basis to determine areas of weakness, plan and make decisions regarding the best curriculum alignment, differentiated instruction and strategies based on assessment results.

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?

The classroom teacher evaluates and identifies students who are at-risk. Students who are not adequately progressing in Tier 1 instruction receive Tier 2 instruction. Students who are not adequately progressing in Tier 2 instruction are referred to the Rtl committee for Tier 3 instruction. The Problem Solving Team meets monthly to identify students who need intervention, discuss the implementation of student intervention plans, discuss progress monitoring, and to make further decisions about needed interventions.

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?

The classroom teacher and problem solving team meet monthly to review progress monitoring data and plan individualized student instruction. Students who are unable to master grade level skills are referred to Tier 2 for additional classroom instruction and/or Tier 3 for additional instruction with a certified contract instructional Title One tutor.

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

Teachers provide access to a variety of materials which target different learning preferences and reading abilities to include math manipulatives, Elmo, and interactive EnVision videos. They also plan and implement activities that vary in level of complexity and target many types of learners including auditory, visual, and kinesthetic learners. Inquiry based and independent learning stations have been established in the classroom using flexible grouping to group students based on subject content, student ability, and assessment results.

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.

Students who receive Tier 3 are provided additional instruction by Title One tutors to support and reinforce academic skills. Technology resources are also used for computer generated individualized learning and instruction in the computer lab with a certified teacher. Students are also provided access to many tutorial sites on the school website.

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.

The school counselor provides support for students with special circumstances including all of the above. The school system provides a migrant liaison who is located on our campus to assist and support migrant, as well as, ELL students. The school employs four special

education certified teachers who meet with administrators, teachers and the school counselor to provide support and assistance for special education students.

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

N/A

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

All programs are purposely implemented for the improvement of student success, parental involvement, teacher growth and effectiveness, and the improvement of the school as a whole in order to reach the academic and organizational goals of the school. All programs used are scientifically research based and aligned to Alabama College and Career Ready Standards

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.

Alabama First Class PreK - Used to provide a quality PreK in order to help with the transition to Kindergarten

Federal Title One Funds - Used to enhance the education of all children with a focus on those students who are most in need.

Migrant Funds - migrant liaison

Alabama Foundation Funds - Used to fund personnel and instructional supplies and materials, technology, and operations.

PTO/Alumni funds - Used to provide additional resources and supplies toward reaching the school's goals.

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.

SLES provides applicable services to support achievement of the school wide goals. Violence prevention programs such as cyber bullying, bullying, and peer relationship classes are provided. The school also participates in the federally funded Fruit and Vegetable Grant program through the Child Nutrition Program. Local law enforcement play an active role in the development of programs geared toward student safety and violence prevention.

Component 10: Evaluation

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

The Title One Committee meets to evaluate the plan and to determine if the objectives and goals are met. The findings are shared during faculty meetings and grade level meetings. Parents may view the plan at any time and make suggestions or comments. Parent surveys are distributed and assessed at the end of each school year to provide valuable feedback on the implementation of the Title One plan throughout the school year.

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

Assessment results from state required testing and other summative assessment data are used to evaluate the effectiveness of the school wide program by all stakeholders. Data meetings are held monthly to provide ongoing evaluation and monitor student progress. The data is used to make informed decisions about student achievement.

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?

The school determines program effectiveness by holding monthly data meetings with teachers, administrators, and instructional coach to discuss student performance. Based on data meetings, decisions can be made to provide timely academic support to low performing students. Those students are monitored for achievement and/or changes to their instructional plan are made.

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?

School leadership committees meet to discuss data and changes are made based on student performance.

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

Technology and College and Career Ready goals

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

Revised reading and math goals based on data collection AYP status.

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	33.46	32.96	1,657,734.26
Administrator Units	1.00	1.0	68,288.73
Assistant Principal	0.50	1.0	55,417.00
Counselor	1.00	1.0	55,944.00
Librarian	1.00	1.0	59,665.00
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0.0	6,259.00
Professional Development	0.00	0.0	2,358.00
State ELL Funds	0.00	0.0	0.00
Instructional Supplies	0.00	0.0	14,986.00
Library Enhancement	0.00	0.0	786.00
Totals			1,921,437.99

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	284188.5

Provide a brief explanation and breakdown of expenses.

0.48 FTE Teacher Units salaries and benefits, 4.0 FTE Instructional Aide Units salaries and benefits, 2 part-time contracted retired teacher salary and benefits, classroom instructional supplies, copy machine maintenance agreement, non-capitalized instructional equipment, library books, professional development, substitutes, and parental involvement supplies.

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.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

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

N/A

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.

Parents are invited to attend an annual Title One Parent meeting at the beginning of the school year. During this meeting, Title One is explained using a power point presentation. Part of the presentation includes a description of the 1% set aside for parental involvement and what these funds are used for. Multiple times during the presentation, parents right to now information is discussed, as well as, parents rights to be involved in our decision making process. Parents are given an opportunity and encouraged to ask questions.

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.

Title One meetings are held after school for the convenience of parents and teachers involved. These meetings are held throughout the year for parents to be involved in the Title One process and decision making for our school. Funds allocated for parental involvement are used to provide resources for parents, magnetic calendars, and weekly folders with information on important dates, student conduct, weekly grades and academic tips for 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.

Parents are informed through weekly folders, website updates, school cast phone calls, the school marquee and the parental involvement aide. Information sent to parents is translated in a language they can understand by the school's migrant liaison. A description of the curriculum used is sent home by teachers and questions are welcomed during quarterly PTO meetings. Academic assessments are used to assess student progress and reports are sent to parents with instructions on how to read and understand their meaning. The schools expectations are given to parents along with the school-parent-student compact at the beginning of the school year. Parents are welcome at any time to view the school's ACIP and parental involvement handbook, which is also distributed to all parents of the school. Slocomb Elementary School administrators encourage parent input and are transparent about the decision making process.

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

The school-parent-student compact is reviewed each year by Title One committee. Any changes the committee suggests are made before the compact is distributed to all students and their parents. Parent surveys are also reviewed to gather other information Student input and
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decision making is done through SGA executive meetings and student surveys.

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

The ACIP is located in the media center for all parents to review. Comments can be made by meeting with administrators, communicating with committee members, or emailing the school. The ACIP is also made available to parents and stakeholders on the school website. Anyone with questions or concerns are encouraged to contact the school administration. All comments are reviewed by the committee and taken into consideration for change or updates to the current plan.

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)

Parents are always encouraged to become partners at Slocomb Elementary School. Parents are welcome at the school to meet with teachers during non-instructional time. Parents are also welcome to have lunch with their child and attend events. Parents must sign-in as they enter the building at the parent involvement aide's reception area. Parent nights will be held to explain educational topics such as the state's College and Career Ready Standards, Parent Portal, Title One Parent meeting, and PTO/Open House. By scheduling these activities, parents have the opportunity to learn about many aspects of their child's education and the school itself.

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)

The parental involvement aide at Slocomb elementary School provides several resources for parents on various educational topics. Succeeding as a single parent, positive discipline, tips for grandparents raising grandchildren, stress in parenting, ways to help your child with math, ways to help your child succeed in school, you, your child and homework, about your child's learning style, cooperative co-parenting, raising a reader are all topics that are available for parents to use as resources.

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.)

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)

Teachers are encouraged to communicate with parents through telephone conferences, face-to-face conferences, email, weekly folders and daily notes. Parents are invited to their child's classroom during orientation and open house. The parent involvement aide communicates with teachers and parents, as well as, provide teachers with messages from parents. Parents may request a conference and teachers are encouraged to be flexible with their scheduling. Parents are also invited to attend special occasions in the classrooms (ex. author's tea, SGA elections, holiday luncheons, etc.).

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)

A parent resource center is located as you come in the main entrance of the school. The school's parental involvement aide keeps up to date resources for parents and is available to answer most questions. The school also provides parental tips in weekly folders at different times during the year. Local organizations are also available to assist parents in need through the school counselor.

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)

All information sent to parents is in English with the exception of parents requesting other languages. The school system has a migrant liaison who can interpret for parents who are Spanish speaking. Correspondence sent home also includes telephone numbers and emails to contact with any questions. Once again, the parent involvement aide is able to answer most questions about information sent home or upcoming events.

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)

Parent requests for support are addressed by providing all the resources, guidance and support we can offer to the individual. Outside resources are utilized if necessary. Parents are encouraged to participate in the local PTO, attend school events, and help with volunteer activities.

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.

Enrollment forms are available in English and Spanish. Home language surveys help determine speakers of other languages. A migrant liaison is employed by the school system and housed on our campus. She is available to parents who are non-English speaking. In addition to helping with school related topics, she is very involved in community outreach for these families. She also helps with translation during parent conferences, special education meetings, and other times she is needed. Parents with disabilities are welcome at the school. If parents with disabilities cannot visit the school, telephone calls, emails, and home visits can be made.