



ACIP

Madison Elementary School

Madison City Schools

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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?

Madison Elementary School is located in the historic district of Madison, Alabama. The original structure was built in 1936 on the previous site of the Madison Training School. The school building has been renovated over subsequent years. During the summer of 1999, the main campus underwent extensive renovations. In 2001, the existing gymnasium was renovated to create a beautiful, modernized media center, including the original hardwood floors, and a new gymnasium was built as an addition to the school building. Madison Elementary School has several historic features remaining as it continues to be upgraded and maintained by personnel at the local and district levels, including a recent renovation during the summer of 2015. During this renovation, the HVAC system was replaced throughout the building, fluorescent lighting was replaced with LED lighting throughout the facility, and new technology hardware was installed.

Madison Elementary includes students enrolled in kindergarten through the fifth grade. The current enrollment for the 2018-2019 school year is 528 students. This population consists of 78 kindergarten students, 79 first grade students, 74 second grade students, 96 third grade students, 101 fourth grade students, and 92 fifth grade students. The population represents seven different ethnic groups: 56.8% Caucasian/White; 22.3% African American/Black; 11.2% Asian; 1.5% American Indian/Alaska Native; 5.7% Hispanic; 1.9% Other/Multi-race; and 0.6% Native Hawaiian or other Pacific Islander. Furthermore, the percentage of students eligible for free or reduced lunch is 22%. This percentage is six percentage points lower than last year. The current percentage of students with limited English proficiency is 7.6%. This is a little more than four percentage points higher than the EL percentage from the previous school year (3.5%). The population of Madison Elementary School has decreased from last year due in large part to the movement of sixth grade to the middle school. Before this school year, the population of Madison Elementary School had slightly increased over the past three previous school years with minimum changes in the demographic percentages.

The faculty and staff at Madison Elementary School include forty certified professionals and nineteen staff members. The certified professionals include a principal, assistant principal, school counselor, reading coach, media specialist, twenty-seven homeroom teachers, five special education teachers, an English Language Learner teacher, a gifted education teacher, a PE teacher, a music teacher, an art teacher, and two Spanish teachers. The nineteen staff members include four CNP staff members, a plant manager, three custodians, three special education paraprofessionals, a PE assistant, a media center assistant, a permanent substitute, a bookkeeper, two part-time clerical aides, a receptionist, and a nurse. The certified faculty and staff at Madison Elementary School work collaboratively to ensure academic progress is made by reflecting on data, school goals, and next steps.

Madison City Schools is located in Madison, Alabama, serving students living within Madison and Triana. The Madison City school district was established in 1998 after separating from the Madison County school system and consists of two high schools, two middle schools, and seven elementary schools. The system has a \$60 million operating budget, employs over 600 certified staff members, and serves approximately 11,000 students each day. Triana, located south of Madison, has an estimated population of 600. Although Triana has not experienced the same growth rate as Madison, it too has benefited from the increase in technology based businesses coming to the North Alabama area. A large percentage of its residents work in technology related business and industry. Residents of both communities believe in quality education for their children and have demonstrated that by raising their ad valorem taxes in support of education. Parents are active in their support of school functions by participating in booster clubs, PTA, school events, and school volunteer programs. Test scores on national standardized tests are above the national average at all schools. Madison City Schools continues to strive to reach for excellence by SY 2018-2019

involving all stakeholders in various decisions and planning committees impacting all areas of the school system.

Madison, Alabama is located in North Alabama near Huntsville. Madison, Alabama has experienced significant growth over the past ten years and currently has approximately 48,000 residents living within the 23.3 square mile city. The population represents seven different ethnic groups with approximately 76.0% Caucasian/White; 13.7% African American/Black; 6.24% Asian; 0.84% American Indian; 0.21% Native Hawaiian; 2.24% Mixed Race and 0.71% Other. Madison is an affluent suburban community, with residents working in highly technical professions with companies such as SCI, Intergraph, Boeing, U.S. Army Aviation and Missile Command, and NASA. Today, Madison is one of the fastest growing cities in the southeastern United States with one of the highest per capita incomes. Over 69% of adults within the Madison City perimeter hold a Bachelor's or advanced degree. The importance of an excellent education is valued by the community and school system alike. The school system develops high expectations for its stakeholders in an effort to meet the high expectations of the community.

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.

Madison Elementary School maintains and communicates a purpose and direction committed to high expectations for teaching and learning as well as shared values and beliefs about teaching and learning. This is clearly outlined in our vision, mission, and belief statements which are aligned to our state and district purpose statements. Alabama State Department of Education's vision is, "Every Child a Graduate, Every Graduate prepared for college, work, and adulthood in the 21st Century." Madison City Schools' vision is, "Empowering students for global success."

Madison Elementary School also participates in a continuous improvement process annually by setting goals, reflecting upon the goals, and monitoring next steps to meet the goals throughout each school year. Our purpose/vision and continuous improvement process are shared and upheld from the participation of the students, faculty, and staff at Madison Elementary as well as community stakeholders within the district and community.

The faculty and staff at Madison Elementary participated in a series of meetings to determine our vision, mission, and belief statements. Numerous discussions were facilitated to share ideas, revise statements, and discuss our purpose as a faculty and staff before involving other stakeholders such as students and parents. As a result of the discussions, the stakeholders decided to maintain the vision of the district to ensure we are committed to empowering students for global success and create a local school mission and belief statements. It was decided the mission of Madison Elementary School is, "One Team, One Dream - Every Child Succeeds." Our belief statements include:

All students can learn.

A safe, inviting environment promotes student learning.

Each individual child's strengths are noted and used to facilitate academic growth.

Faculty/staff strive to develop each child academically, physically, emotionally, creatively, and socially.

Home, school, and community input are valued to ensure the development of the whole child.

Student achievement is assessed best by providing students with a variety of opportunities to demonstrate their understanding of concepts.

Best practices are implemented into everyday learning.

Students and staff are held to high expectations.

To improve the communication of and the commitment to our local Madison Elementary School mission and belief statements, the school's purpose will be revisited annually to ensure all of our stakeholders believe in our purpose and are striving to maintain our purpose. The vision will be reviewed as the district continuously participates in the continuous improvement process.

Madison Elementary School's leadership, faculty, and staff commit to a culture of continuous improvement that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs, and learning experiences for all students including achievement of learning, critical thinking, and life skills. School leadership and staff share high expectations for professional practice by maintaining the review process of assessment data within the current school year as well as reviewing assessment data from previous years, including results from national-normed assessments such as the SCANTRON, STAR, and DIBELS NEXT. Also included in the continuous improvement process is the review of student academic formative assessments, survey results, agendas, and /or minutes from meetings focused on creating a collaborative environment.

To maintain and foster the collaborative environment, Professional Learning Communities and collaborative data meetings are participated in regularly. High expectations for instruction are also communicated through the use of observations from peers during Instructional Rounds and administration through the Educator Effectiveness Teacher Observation instrument by monitoring and providing feedback surrounding teaching practices and methods while focusing on student learning. Professional development in the areas of teamwork, collaboration, and relationship-building is also provided.

School personnel maintain a profile with current and comprehensive data of student performance by keeping an updated data card for each student. The profiles contain data specific to each individual student and are used to identify goals for the improvement of achievement and instruction aligned to the school's purpose. Weekly RTI meetings are held to review data and develop response to instruction plans for students with gaps in their data. In addition, small group instruction is increasing to meet the needs of our diverse learners. At Madison Elementary School, we will continue to strive to improve the high expectations expected of our faculty, staff, and students by increasing our collaboration and implementation of lessons and learning opportunities tailored to the diverse needs of our learners.

At Madison Elementary School, a culture of high expectations for learning and shared values and beliefs about teaching and learning are maintained and communicated through a comprehensive process. The comprehensive process includes components for goal development, organization (planning), implementation, reflection (monitoring), and revisions in all areas of the school's functions to support and promote continuous school improvement and student success. We will continue to improve upon our process ensuring we are involving all stakeholders consistently throughout the process while maintaining instruction that meets the diverse learning needs of all of our students to achieve our purpose of empowering students for global success.

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.

Madison Elementary has experienced notable achievements in various facets of the school environment. The faculty, staff, students, and community take pride in their collaborative school involvement. The achievements are noted in staff development, technology, student achievement, and extracurricular activities. Decisions made are aligned to our vision to empower students for global success.

The faculty and staff at Madison Elementary School consistently strive to provide the best possible educational experiences for our students. They accomplish this by collaborating, encouraging each other and the students, and participating in professional development. All of the certified teachers at Madison Elementary are highly qualified. We have teacher representatives serving on district committees collaborating with teachers and administrators from other school and central office staff to make instructional decisions for the district. During the current school year, teachers continue to collaborate as a professional learning community to plan collaboratively and reflect upon student progress. We will continue to refine this practice as meetings are facilitated regularly. The faculty also participates in regular data meetings reflecting upon assessment outcomes and developing plans for next steps in instruction. We will continue to hire highly qualified faculty and staff, refine our collaborative practices, and develop a school improvement plan to ensure our faculty and staff are meeting the high expectation set forth for them and guiding the students to do the same.

A Lowe's Toolkit for Education Grant as well as several PPG Grants were secured two school years ago to help make an outdoor classroom in our courtyard a reality. This past May, a ceremony was held to honor the certification of the outdoor space by the Alabama Wildlife Federation. New initiatives being implemented during the current school year include a partnership with the local Boy Scouts of America to help with improvements and additional resources for the outdoor classroom. The teachers attended a training to better understand how the classroom can be used to support mastery of grade level standards and we continue to encourage teachers on incorporating this space into their instruction. Another new initiative that began late in the 2016-2017 school year and that continues to carry over into the current school year is a Makerspace in our library media center. With Makerspace, the students have opportunities to create, produce, and build using a green screen, recording devices, bitty bots, computer programs, coding software, Legos, and other materials.

Technological resources have been purchased in order to provide a global experience for our students. All of our classrooms are equipped with an interactive Smartboard, digital projectors, desktop computers with virtual zero client computers, document cameras, small group set of iPads, and SoundFill systems. A computer lab is available for classes to visit one time a week with available times for an additional weekly visit. The computers in the computer in the computer lab were upgraded at the start of the 2015-2016 school year. Students have access to thirty computers in the lab. Within the media center, there are nine desktop computers, five iPads, and a mobile cart containing thirty additional iPads for student use. During the summer of 2015, the district purchased three charging carts each consisting of thirty Chromebook computers our fourth - fifth grade students are utilizing on a daily basis. Two additional charging carts including thirty Chromebooks were purchased with local money during the 2015-2016 school year. Additional Chromebooks were purchased during the 2016-2017 school year as well as two iPad carts including thirty iPads in each cart. Currently, students in grades second - fifth have a grade level cart of thirty plus Chromebooks. Kindergarten and first grade classrooms have thirty-five iPads.

The student achievements noted at Madison Elementary School are the result of faculty, student, and community collaboration. All stakeholders within the Madison City school district have high expectations which result in hard work, collaboration, and achievement.

Students in third, fourth, fifth, and sixth grades were assessed using the SCANTRON Performance Series assessments in Reading and Math SY 2018-2019

for the 2017- 2018 school year. At the end of the 2017- 2018 school year, 6th grade was removed from Madison Elementary School so only students in 3rd, 4th, and 5th grades continued to receive the SCANTRON Performance Series assessments. Using the unverified data from Spring 2018 Scantron, all of our grade levels scored above 75% proficient on Scantron Reading and all grade levels scored above 60% proficient on Scantron Math. Using the unverified data from SCANTRON Fall 2018, students in all grade levels scored above 65% proficient in Math and above 70% proficient in Reading. Madison Elementary School will continue to discuss our data and next steps regularly during data/instructional meetings and professional learning communities to increase student learning.

Madison Elementary School provides opportunities for students to participate in various extracurricular activities throughout the school year. Some student clubs were continued such as chess team, math team, yearbook, chess club, math club, Lego robotics, student ambassadors, safety patrol, student council, pride patrol, biblioTECHS, Madison Grows, and The Hornets' Nest Morning Show. New clubs being offered this year include STEM Club and Fitness Club.

Parents and students are invited to attend various outreach activities throughout the school year. The annual Open House is always hosted before the first day of school. A new tradition of a Back to School Bash was started last year and was continued for this school year in conjunction with Open House. We had a great turn out for the festivities the Friday evening following the Open House that was held earlier that same afternoon. Curriculum Nights for each grade level are hosted throughout the month of August and all parents are invited to attend. The purpose of these meetings is to introduce the parents to the curriculum and expectations for the specific grade level. To help communicate with our parents and stakeholders, the Curriculum Nights were streamed online via Facebook Live this year. Madison Elementary School is also planning to host a Parent University Night where parents and other community stakeholders can learn about a variety of topics. The topics to be discussed will be decided in part by feedback and input from parents and stakeholders. The school participates in the following weeks annually: Red Ribbon Week--focusing on students making good decisions and living a drug-free life; Dr. Seuss Week-- celebrating the life and works of Dr. Seuss; Space Week--providing a week long focus with simulation and guest speakers. Madison Elementary School will also continue with a family event that debuted during last school year: Cultural Night is for parents and students to learn about and celebrate various cultures. This year's Cultural Night will take place during the month of December. Parents and grandparents join us for the MES PTA Glow Run, Take Your Parent to PE Week, Grandparents' Lunch, and Book Fair Early Visit. The school is also taking part in monthly spirit nights at various businesses in which parents and stakeholders are invited to patronize a local business on a specific date while simultaneously helping to support the school financially.

Madison Elementary PTA collaborates with the school to provide a fall Teacher Treat Trail and a Spring Carnival. During the Teacher Treat Trail, students trick-or-treat through the hallways while teachers distribute the candy. This event also includes storybook scarecrows displayed outside of classrooms, which are created by students with parent help the week before the Teacher Treat Trail. Parent volunteers are solicited to help decorate teacher doors for the Treat Trail in conjunction with the anti-drug theme of Red Ribbon Week. The gymnasium is also used during the Teacher Treat Trail for games and exhibits. The Spring Carnival includes a bake sale, cake walk, carnival games, and basket prizes. The PTA also helps to promote and sponsor the Reflections contest during which students create original works based upon a common theme. This year's PTA Reflections theme is "Heroes Among Us". Another initiative that PTA helps with is the box tops collection drive which takes place during both the fall and spring semesters. The PTA holds eight meetings during the school year including student performances. The grade level teachers and music teacher work with the students to create productions for the meetings. Parents are invited to all PTA meetings. The principal meets regularly with the PTA president to discuss opportunities for parents to become more involved in our school. The principal shares ideas from the faculty committees with the PTA president. We will continue to develop a stronger relationship with our PTA and community supporters.

The teachers also have opportunities to participate in committees providing everyone a voice in school decisions. Teachers elect to join one of the following committees: Safety Committee, Publicity/Social Media Committee, Student Impact Committee, Teacher Impact Committee, and AR Committee. These committees meet regularly to enhance the activities offered at Madison Elementary School and are in addition to

our school leadership team. During the summer, administration meets with grade level teachers to discuss needs, wants, and ideas for our school. Surveys are also sent out to our teachers and staff throughout the year to solicit their input on a variety of subjects. Our library media specialist was accepted into the Teachers of Global Classroom Fellowship and journeyed to Indonesia this past summer. After returning, she presented on her experience and has created a district wide PLC for teachers to focus on global education for students.

The extracurricular activities extend to community outreach. Opportunities to give back to the community are available such as assisting the children of St. Jude Research Hospital through pledge donations, Jump Rope for Heart annual food drives, clothing drives, disaster relief drives, and book drives. The St. Jude and Jump Rope for Heart campaigns regularly account for over \$10,000 in total collected funds.

Madison Elementary has experienced notable achievements in various facets of the school environment. The faculty, staff, students, and community take pride in their collaborative school involvement as well as individual involvement. Decisions made are aligned to our vision to empower students for global success as we strive to improve the academic progress of and school experience for our students.

Additional Information

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

Madison Elementary has started a new student initiative during the current school year to help our students make positive connections and build relationships with other students and staff throughout the building. This initiative is known as Buzz Buddies and has students and teachers in different classrooms across various grade levels pairing up to work together on team building and relationship strategies. The Buzz Buddies idea was formulated during this school year's initial meeting of the Counseling Advisory Committee at Madison Elementary. The first meeting of Buzz Buddies for this year was held in early October and subsequent meetings will be held throughout the school year.

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.

Preliminary strengths and weaknesses were identified during grade level data meetings while reviewing schoolwide and grade level STAR data from the end of the 2017-2018 school year. STAR and DIBELS NEXT data from the 2018 fall administration of each assessment were also reviewed. End of year data from 2017-18 and beginning of year data from fall of 2018 were discussed and analyzed comparatively across the school, grade levels, and individual classrooms.

Teachers discussed goals which would benefit school improvement during each of the meetings. Collaboration included defining areas of strength and areas of focus as well as plans for next steps. Madison Elementary School gathered in data meetings to analyze and review the data. The preliminary strengths and areas of focus determined during data meetings were reviewed and refined by the Instructional Leadership Team to finalize the ACIP for Madison Elementary School. After receiving input from all stakeholders via the processes listed above, the Instructional Leadership Team finalized the strengths and weaknesses that appear in this ACIP with the specific intent of improving the achievement of not only individual students but of the overall instructional program as well. Strategies to improve upon strengths and weaknesses were shared and reviewed with all stakeholders via faculty meetings and the school website.

The Madison Elementary School's Leadership Team consists of administrators, classroom teachers, a special education teacher, the library media specialist, the guidance counselor, the reading coach, and a parent representative. Members of the leadership team were selected based on their roles within the school, knowledge of academic standards, and/or the understanding of data. Classroom teachers were nominated by their colleagues. All members willingly participated in the planning process for this Alabama School Improvement Plan (ACIP) in the hopes of producing a plan which will ultimately guide instruction at Madison Elementary School.

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

All grade level teachers reviewed data sources included in the development of the goals for the ACIP. During the reviews, discussions were facilitated with all teachers for each to share their observations of strengths and areas of focus shown in the data. From these discussions, goals were formulated for our ACIP. The Instructional Leadership Team reviewed the goals determined by the teachers to develop and review the ACIP. The Madison Elementary School Leadership Team consists of administrators, classroom teachers, a special education teacher, the library media specialist, the guidance counselor, the reading coach, and a parent representative. Members of the Instructional Leadership Team were involved in the review of data, identification of strengths and weaknesses, and designation of goals for the ACIP.

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 completed Madison Elementary School ACIP for 2018- 2019 school year was shared with the school faculty during a faculty meeting. The completed ACIP was shared with the PTA Officers during their monthly Board meeting. The Madison Elementary School ACIP was published on the school's website and made available at the MES front office in order to provide all stakeholders an opportunity to review the plan.

Throughout the 2018- 2019 school year, meetings will be held to review the goals set in our plan and determine if sufficient progress is being made. If the team determines that sufficient progress is being made, we will continue with the current plan, if sufficient progress is not being made, we will work with the team and stakeholders to determine next steps to insure progress towards meeting our goals.

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	Attachments include STAR Spring 2018 and Fall 2018 Data; Scantron Spring 2018 and Fall 2018 Data; Dibels Longitudinal Data.	BOY Data MES MES Scantron Spring 2018 DIBELS Next MES Longitudinal

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

Scantron Data:

The state determined for the 2017- 2018 and 2018- 2019 School Years, the Scantron Performance test would be utilized as our state assessment. Below is the summary of our Spring 2018 unverified Scantron data:

Proficiency in Mathematics by grade level: (Proficient includes students that scored as having either a strong understanding or very strong understanding of grade-level standards)

3rd- 82%

4th- 77%

5th- 76%

6th- 78%

Proficiency in Reading by grade level: (Proficient includes students that scored as having either a strong understanding or very strong understanding of grade-level standards)

3rd- 67%

4th- 85%

5th- 61%

6th- 77%

Proficiency in Reading by grade level: (Proficient includes students that scored as having either a strong understanding or very strong understanding of grade-level standards) The Comprehensive Science test was only administered to 5th grade students.

5th- 53%

Below is the summary of our Fall 2018 unverified Scantron data: At the end of the 2017- 2018 School Year, the 6th grade units were removed from MES, therefore the data only reflects 3rd, 4th, and 5th grade.

Proficiency in Mathematics by grade level: (Proficient includes students that scored as having either a strong understanding or very strong understanding of grade-level standards)

3rd- 66%

4th- 81%

5th- 76%

Proficiency in Reading by grade level: (Proficient includes students that scored as having either a strong understanding or very strong understanding of grade-level standards)

3rd- 71%

4th- 76%

5th- 78%

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The Comprehensive Science test was only administered to 4th and 5th grade students. During this testing window, national averages have not been determined for this assessment, therefore data on proficiency is not available. The data below reflects the percentage of students that scored at or above the district average of 2363 SS (4th) and 2434 SS (5th).

4th- 71%

5th- 78%

DIBELS Data:

In using the DIBELS Next Assessments, the benchmark scores for each grade level have increased from previous expectations.

Below are the Spring 2018 DIBELS notable achievements for Kindergarten, 1st, 2nd, and 3rd grades:

1st grade students scored above the district average on Nonsense Word Fluency - Correct Letter Sounds (77% / 72%) and Nonsense Word Fluency- Whole Words Read (77% / 72%).

1st grade students scored at the district average on Oral Reading Fluency- Words Correct (70%) and Oral Reading Fluency-Accuracy (57%).

2nd grade students scored above the district average on Oral Reading Fluency- Accuracy (81% / 73%).

2nd grade students scored at the district average on Oral Reading Fluency-Words Correct (65%).

3rd grade students scored above the district average on Oral Reading Fluency-Accuracy (75% / 72%).

Below are the Fall 2018 DIBELS notable achievements for Kindergarten, 1st, 2nd, and 3rd grades:

Kindergarten scored at the district average on Letter Naming Fluency (42%).

1st grade scored above the district average on Nonsense Word Fluency- Whole Words Read (71% / 58%).

2nd grade scored above the district average on Nonsense Word Fluency- Whole Words Read (76% / 74%).

3rd grade scored above the district average on Oral Reading Fluency- Words Correct (60% / 59%).

STAR Data:

Below is the summary of our STAR Spring 2018 Data:

Proficiency in Reading and Math for Kindergarten on the STAR Early Lit Spring 2018 test: (Students considered proficient score at or above benchmark- 65th percentile)

K- 56%

Proficiency in Reading by grade level on the STAR Spring 2018 test: (Students considered proficient score at or above benchmark- 65th percentile)

1st- 89%

2nd- 65%

3rd- 58%

4th- 70%

5th- 48%

Proficiency in Math by grade level on the STAR Spring 2018 test: (Students considered proficient score at or above benchmark- 65th percentile)

1st- 70%

2nd- 65%

3rd- 71%

4th- 68%

5th- 73%

Below is the summary of our STAR Fall 2018 Data and notable achievements:

Proficiency in Reading and Math on the STAR Early Lit Fall 2018 test: (Students considered proficient score at or above benchmark- 65th percentile)

K- 36%

1st- 60%

13% of Kindergarten students scored above the 85th percentile as above benchmark.

33% of 1st grade students scored above the 85th percentile as above benchmark.

Proficiency in Reading by grade level on the STAR Fall 2018 test: (Students considered proficient score at or above benchmark- 65th percentile)

1st- 53%

2nd- 65%

3rd- 57%

4th- 54%

5th- 47%

37% of 1st grade students scored above the 85th percentile as above benchmark.

27% of 3rd grade students scored above the 85th percentile as above benchmark.

29% of 4th grade students scored above the 85th percentile as above benchmark.

Proficiency in Math by grade level on the STAR Fall 2018 test: (Students considered proficient score at or above benchmark- 65th percentile)

1st- 63%

2nd- 52%

3rd- 65%

4th- 69%

5th- 63%

33% of 1st grade students scored above the 85th percentile as above benchmark.

29% of 2nd grade students scored above the 85th percentile as above benchmark.

47% of 3rd grade students scored above the 85th percentile as above benchmark.

38% of 4th grade students scored above the 85th percentile as above benchmark.

Describe the area(s) that show a positive trend in performance.**Scantron Data Trends:**

Scantron Performance tests have only been administered during the 2017- 2018 school year and fall semester of the 2018- 2019 school year, therefore comparisons using longitudinal data are limited. Below are the positive trends using Scantron Data:

On the Scantron Math assessment 3rd grade students scored at 67% proficient in Spring 2018 and 76% proficient in Fall 2018 as 4th graders.

4th grade students performed at 74% proficient on the Fall 2018 assessment compared to 66% proficiency of 4th graders on the Fall 2017 test, showing 4th grade students this year are better prepared than the previous year.

DIBELS Data Trends:

DIBELS Benchmark expectations were increased with the use of DIBELS Next, therefore the positive trends may be substantially greater than reflected in the percentages.

Fall Data from DIBELS Next results show positive trends:

Kindergarten students are coming to us more prepared in First Sound Fluency during Fall testing with data showing proficiency at 26% Fall 2013, 27% Fall 2015, 30% Fall 2016 and Fall 2017, and 31% Fall 2018. Kindergarten students are also showing increased preparation in Letter Naming Fluency with data showing proficiency at 30% Fall 2013, 37% Fall 2014, 39% Fall 2015, 23% Fall 2016, and 42% Fall 2018.

1st grade students are showing a positive trend in Nonsense Word Fluency- Whole Words Read during Fall testing with data showing proficiency at 38% Fall 2013, 36% Fall 2-14, 57% Fall 2015, 59% Fall 2016, 48% Fall 2017, and 71% Fall 2018.

Grade level DIBELS NEXT results are showing a positive trend:

First grade students scored 68% proficient on Nonsense Word Fluency correct letter sounds in the spring of 2015, 79% proficient on Nonsense Word Fluency correct letter sounds in the spring of 2016 and 84% proficient on Nonsense Word Fluency correct letter sounds in the spring of 2017. First grade students scored 68% proficient on Nonsense Word Fluency whole words read in the spring of 2015, 79% proficient on Nonsense Word Fluency whole words read in the spring of 2016 and 81% proficient on Nonsense Word Fluency whole words read in the spring of 2017.

Second grade students scored 70% proficient on Oral Reading Fluency words per minute in the spring of 2016 with 59% of the students reading with 99% accuracy or higher. Second grade students scored 78% proficient on Oral Reading Fluency words per minute in the spring

of 2017 with 82% of the students reading with 99% accuracy or higher.

Third grade students scored 64% proficient on Oral Reading Fluency words per minute in the spring of 2016 with 51% of the students reading with 99% accuracy or higher. Third grade students scored 74% proficient on Oral Reading Fluency words per minute in the spring of 2017 with 74% of the students reading with 99% accuracy or higher.

STAR Data Trends:

Grade level STAR results are showing a positive trend in student preparation for the next grade level over the past two years:

2nd grade students performed at 55% proficient in Reading during Fall 2017 and 65% in Fall 2018.

3rd grade students performed at 55% proficient in Reading during Fall 2017 and 57% in Fall 2018.

5th grade students performed at 41% proficient in Reading during Fall 2017 and 47% in Fall 2018.

4th grade students scored at 66% proficient in Fall 2017 and 69% proficient in Fall 2018 in Math.

Students are showing a positive trend in performance during Fall testing over the past two years:

Kindergarten students performed at 41% proficient on STAR Early Lit in Fall 2017 and 53% proficient in STAR Reading as 1st graders in Fall 2018.

1st grade students performed at 60% proficient in Reading during Fall 2017 and 65% proficient as 2nd graders in Fall 2018.

2nd grade students performed better in both Reading and Math from the previous year. 2nd grade students performed at 55% proficient in Reading during Fall 2017 and 57% proficient as 3rd graders in Fall 2018. 2nd grade students performed at 59% proficient in Math during Fall 2017 and 65% proficient during Fall 2018.

Which area(s) indicate the overall highest performance?

Scantron Data Highest Performances:

Over 75% of all 3rd, 4th, 5th, and 5th grade students tested in Math Spring 2018 were proficient in their grade levels.

82% of 3rd graders were proficient on the Scantron Math test for Spring 2018.

85% of 4th graders were proficient on the Scantron Reading test for Spring 2018.

74% of 4th grade students were proficient on the Scantron Math test for Fall 2018.

DIBELS Data Highest Performances:

1st grade students scored above the district average on Nonsense Word Fluency - Correct Letter Sounds (77% / 72%) and Nonsense Word Fluency- Whole Words Read (77% / 72%) Fall 2018.

2nd grade students scored above the district average on Oral Reading Fluency- Accuracy (81% / 73%) Fall 2018.

3rd grade students scored above the district average on Oral Reading Fluency-Accuracy (75% / 72%) Fall 2018.

3rd grade students scored above the district average on Oral Reading Fluency- Words Per Minute (74% / 65%) and Oral Reading Fluency Accuracy (74% / 67%) Spring 2017.

STAR Data Highest Performances:

4th grade students scored higher than the district average in both Reading (63% / 61%) and Math (80% / 79%) on the 2018 Spring STAR assessment.

1st grade students scored higher than the district average in Reading (89% / 84%) on the Spring 2018 STAR assessment.

1st grade students have also shown the highest data in reading across the school for the past two years of STAR assessments.

Overall Data Trends:

Looking at the data from Scantron, STAR, and DIBELS, there are some noticeable trends across our school.

In the Upper Elementary Grade Levels (3rd, 4th, and 5th) Math performance is higher than Reading performance.

In the Lower Elementary Grades (K, 1st, and 2nd) Reading performance is higher than Math performance.

It is also noticeable that almost all grade levels have an overall increase in proficiency in Math and Reading from the beginning of the year to the end of the year on STAR and DIBELS assessments.

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

The 2014 third grade students showed a trend towards increasing performance as fourth graders in 2015, as fifth graders in 2016 and as sixth graders in 2017 when comparing ACT ASPIRE math assessment results over subsequent years. The female students had 70% proficiency in math as third graders in 2014, 76% proficiency in math as fourth graders in 2015, 81% proficiency in math as fifth graders in 2016 and 85% proficiency in math as sixth graders in 2017. The male students had 66% proficiency in math as third graders in 2014, 69% proficiency in math as fourth graders in 2015, 72% proficiency in math as fifth graders in 2016 and 89% proficiency in math as sixth graders.

The 2015 third grade students showed a trend towards increasing performance as fourth graders in 2016 and as fifth graders in 2017 when comparing ACT ASPIRE reading assessment results over subsequent years. The female students had 60% proficiency in reading as third graders in 2015, 75% proficiency in reading as fourth graders in 2016, and 82% proficiency in reading as fifth graders in 2017.

Between which subgroups is the achievement gap closing?

During the 2017 ACT ASPIRE testing, sixth grade females scored 72% proficient on the reading sub-test and males scored 73% proficient closing the achievement gap between males and females to 1% on the reading sub-test.

During the 2017 ACT ASPIRE testing, sixth grade females scored 85% proficient on the math sub-test and males scored 89% proficient closing the achievement gap between males and females to 4% on the math sub-test.

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

Several resources for data are used to determine student success and areas of focus, to include: STAR Assessments, Scantron Performance Tests, DIBELS Next Assessments, Wonders Unit Tests, Weekly Tests in both Math and Reading, DIBELS progress monitoring, teacher observations, and classroom formative assessments. These assessments, along with possible others, will be used throughout the school year so no one assessment defines a student's success or areas of growth.

Areas in Need of Improvement

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

Scantron Data:

The state determined for the 2017- 2018 and 2018- 2019 School Years, the Scantron Performance test would be utilized as our state assessment. Below are the areas in need of improvement using the Spring 2018 unverified Scantron data:

5th grade students underperformed compared to other grade levels in both Math and Reading.

5th grade proficiency in Math was 76% for Spring 2018 compared to 3rd (82%), 4th (77%), and 6th (78%). Overall the Math data in Scantron shows a decrease in performance as students progress from 3rd to 6th grades. 5th grade proficiency in Reading was 61% for Spring 2018 compared to 3rd (67%), 4th (85%), and 6th (77%). The Comprehensive Science test was only administered to 5th grade students, also showing the lowest performance of all MES Scantron test at 53% for Spring 2018.

Below are the areas in need of improvement based on Fall 2018 unverified Scantron data: At the end of the 2017- 2018 School Year, the 6th grade units were removed from MES, therefore the data only reflects 3rd, 4th, and 5th grade.

3rd grade students underperformed compared to other grade levels in both Math and Reading.

3rd grade proficiency in Math was 66% for Fall 2018 compared to 4th (81%), and 5th (76%). 3rd grade proficiency in Reading was 71% for Fall 2018 compared to 4th (76%), and 5th (78%). Overall the Reading data in Scantron shows an increase in performance as students progress from 3rd to 5th grades.

DIBELS Data:

In using the DIBELS Next Assessments, the benchmark scores for each grade level have increased from previous expectations.

Below are the Spring 2018 DIBELS areas in need of improvement for Kindergarten, 1st, 2nd, and 3rd grades:

Kindergarten students scored below the district average on Letter Naming Fluency (60% / 65%), Nonsense Word Fluency- Correct Letter Sound (60% / 62%), and Nonsense Word Fluency- Whole Words Read (66% / 70%).

3rd grade students scored below the district average on Oral Reading Fluency- Words Correct (64% / 65%).

Below are the Fall 2018 DIBELS areas in need of improvement for Kindergarten, 1st, 2nd, and 3rd grades:

Kindergarten scored below the district average on First Sound Fluency (31% / 34%).

1st grade scored below the district average on Letter Naming Fluency (34% / 42%) and Nonsense Word Fluency- Correct Letter Sounds (51% / 55%).

2nd and 3rd grades were significantly below the district average and other schools in the district in Oral Reading Fluency- Accuracy. 2nd grade scored below the district average on Oral Reading Fluency- Words Correct (53% / 54%) and Oral Reading Fluency- Accuracy (20% / 37%). 3rd grade scored below the district average on Oral Reading Fluency- Accuracy (20% / 44%).

STAR Data:

2nd, 3rd, and 5th grades performed below the district average on both STAR Reading and Math.

Although they showed growth from the Fall and Spring STAR Early Lit assessments, kindergarten performed below the district average for Spring 2018. Kindergarten performed at 41% proficient from Fall to 56% proficient in Spring compared to the district average of 71%.

Although they showed growth from the Fall and Spring STAR Reading assessments, 2nd, 3rd and 5th grades were below the district average for Spring 2018. 2nd grade performed at 55% proficient from Fall to 65% proficient in Spring compared to the district average of 72%. 3rd grade performed at 55% proficient from Fall to 59% proficient in Spring compared to the district average of 65%. 5th grade performed at 41% proficient from Fall to 47% proficient in Spring compared to the district average of 58%.

3rd grade scored both under the Spring 2018 district average (69% / 77%) and showed a decrease in proficiency from Fall to Spring (78% to 69%) on the STAR Math assessments for the 2017- 2018 school year.

Although they showed growth from the Fall and Spring STAR Math assessments, 1st, 2nd and 5th grades were below the district average for Spring 2018. 1st grade performed at 68% proficient from Fall to 70% proficient in Spring compared to the district average of 81%. 2nd grade performed at 59% proficient from Fall to 65% proficient in Spring compared to the district average of 76%. 5th grade performed at 65% proficient from Fall to 73% proficient in Spring compared to the district average of 76%.

Describe the area(s) that show a negative trend in performance.**Scantron Data:**

Because Scantron has only been implemented for the 2017- 2018 school year and Fall of the 2018- 2019 school year, there isn't sufficient enough data to notice longitudinal trends in great detail. Below are the trends that are noticed from the Fall 2017 to Fall 2018 assessments.

3rd, 4th, and 5th grade students during the 2018- 2019 school year are performing lower than students from the previous year on Scantron Reading. 3rd grade students performed at 74% during Fall 2017 and 67% during Fall 2018. 4th grade students performed at 74% during Fall 2017 and 69% during Fall 2018. 5th grade students performed at 69% during Fall 2017 and 65% during Fall 2018.

3rd and 5th grade students during the 2018- 2019 school year are performing lower than students from the previous year on Scantron Math. 3rd grade students performed at 76% during Fall 2017 and 62% during Fall 2018. 5th grade students performed at 74% during Fall 2017 and 67% during Fall 2018.

DIBELS Data:

Nonsense Word Fluency has steadily declined over the last few years on Fall testing. 1st Grade Nonsense Word Fluency-Correct Letter Sounds has declined from 2016 (52%), 2017 (48%) to 2018 (51%). 2nd Grade Nonsense Word Fluency- Correct Letter Sounds has also declined from 2016 (85%), 2017 (82%) to 2018 (69%).

2nd grade Nonsense Word Fluency- Whole Words Read has declined from 2016 (83%), 2017 (82%) to 2018 (76%).

STAR Data:

Spring 2018 STAR Reading data shows a peak in 1st grade (89%) followed by lower scores through 5th grade (2nd-65%, 3rd-58%, 4th-70%, 5th-48%). This negative trend is also seen in the Fall 2018 beginning of year data with 1st (68%), 2nd (65%), 3rd (57%), 4th (54%), and 5th (47%).

Kindergarten students have decreased proficiency percentages on the STAR Early Literacy test during the past four years with 2015-16 at 90%, 2016-17 at 71%, 2017-18 at 59%, and Fall 2018-19 starting with 36%.

STAR Math performance drops in 2nd grade compared to all other grade levels on both Spring 2018 and Fall 2018 testing data. Spring 2018 Math proficiencies 1st (70%), 2nd (65%), 3rd (71%), 4th (68%), and 5th (73%). Fall 2018 Math proficiencies in 1st (63%), 2nd (52%), 3rd (65%), 4th (69%), and 5th (63%).

Which area(s) indicate the overall lowest performance?**Scantron Data:**

The state determined for the 2017- 2018 and 2018- 2019 School Years, the Scantron Performance test would be utilized as our state assessment. Below are the areas of overall lowest performance using the Spring 2018 unverified Scantron data:

5th grade students underperformed compared to other grade levels in both Math and Reading.

5th grade proficiency in Math was 76% for Spring 2018 compared to 3rd (82%), 4th (77%), and 6th (78%). Overall the Math data in Scantron shows a decrease in performance as students progress from 3rd to 6th grades. 5th grade proficiency in Reading was 61% for Spring 2018 compared to 3rd (67%), 4th (85%), and 6th (77%). The Comprehensive Science test was only administered to 5th grade students, also showing the lowest performance of all MES Scantron test at 53% for Spring 2018.

Below are the areas in need of improvement based on Fall 2018 unverified Scantron data: At the end of the 2017- 2018 School Year, the 6th grade units were removed from MES, therefore the data only reflects 3rd, 4th, and 5th grade.

3rd grade students underperformed compared to other grade levels in both Math and Reading.

3rd grade proficiency in Math was 66% for Fall 2018 compared to 4th (81%), and 5th (76%). 3rd grade proficiency in Reading was 71% for Fall 2018 compared to 4th (76%), and 5th (78%). Overall the Reading data in Scantron shows an increase in performance as students progress from 3rd to 5th grades.

DIBELS Data:

In using the DIBELS Next Assessments, the benchmark scores for each grade level have increased from previous expectations.

Below are the Spring 2018 DIBELS areas of lowest performance:

Kindergarten students scored below the district average on Letter Naming Fluency (60% / 65%), Nonsense Word Fluency- Correct Letter Sound (60% / 62%), and Nonsense Word Fluency- Whole Words Read (66% / 70%).

Below are the Fall 2018 DIBELS areas of overall lowest performance:

2nd and 3rd grades were significantly below the district average and other schools in the district in Oral Reading Fluency- Accuracy. 2nd grade scored below the district average on Oral Reading Fluency- Words Correct (53% / 54%) and Oral Reading Fluency- Accuracy (20% / 37%). 3rd grade scored below the district average on Oral Reading Fluency- Accuracy (20% / 44%).

STAR Data:

3rd grade scored both under the Spring 2018 district average (69% / 77%) and showed a decrease in proficiency from Fall to Spring (78% to 69%) on the STAR Math assessments for the 2017- 2018 school year.

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

Students receiving free or reduced lunch (according to Meal Assistance on Scantron Performance Series) scored significantly below others on Scantron in both Math and Reading. During Fall 2018, 3rd grade students receiving Meal Assistance performed at 60% in Reading compared to 67% overall and 57% Meal Assist. compared to 62% overall in Math. During Fall 2018, 4th grade students receiving Meal Assistance performed at 57% in Reading compared to 69% overall and 62% Meal Assist. compared to 74% overall in Math. During Fall 2018, 5th grade students receiving Meal Assistance performed at 45% in Reading compared to 65% overall and 52% Meal Assist. compared to 67% overall in Math.

The achievement gap between students receiving Meal Assistance to the overall grade levels are listed below by subject:

Reading

3rd- 7%

4th- 8%

5th- 20%

Math

3rd- 5%

4th- 12%

5th- 15%

It is noticeable that the gaps in relation to subject matter increase as students progress from 3rd to 5th grade.

Fall 2018 DIBELS Next Assessments also show performance gaps between students eligible to receive free or reduced lunch to those that are not eligible. Kindergarten students that are eligible to receive free or reduced lunch performed at 6% proficiency on First Sound Fluency compared to 31% overall and 13% compared to 42% on Letter Naming Fluency. 1st grade students that are eligible to receive free or reduced lunch performed at 28% proficiency on Letter Naming Fluency compared to 34% overall and 50% compared to 51% on Nonsense Word Fluency- Correct Letter Sounds. 2nd grade students that are eligible to receive free or reduced lunch performed at 65% proficiency on Nonsense Word Fluency-Correct Letter Sounds compared to 69% overall, 65% compared to 76% on Nonsense Word Fluency- Whole Words Read, and 6% compared to 20% on Oral Reading Fluency- Accuracy.

The percentage of gaps found in the DIBELS Next Assessments are listed below:

K-FSF: 25%

K-LNF: 29%

1-LNF: 6%

1-NWF-CLS: 1%

2-NWF-CLS: 4%

2-NWF-WWR: 11%

2-ORF-Acc: 14%

It is noticeable that the gaps decrease in 1st grade as well as the gaps are not present in 3rd grade.

Between which subgroups is the achievement gap becoming greater?

Students receiving free or reduced lunch (according to Meal Assistance on Scantron Performance Series) scored significantly below others on Scantron in both Math and Reading. During Fall 2018, 3rd grade students receiving Meal Assistance performed at 60% in Reading compared to 67% overall and 57% Meal Assist. compared to 62% overall in Math. During Fall 2018, 4th grade students receiving Meal Assistance performed at 57% in Reading compared to 69% overall and 62% Meal Assist. compared to 74% overall in Math. During Fall 2018, 5th grade students receiving Meal Assistance performed at 45% in Reading compared to 65% overall and 52% Meal Assist. compared to 67% overall in Math.

The achievement gap between students receiving Meal Assistance to the overall grade levels are listed below by subject:

Reading

3rd- 7%

4th- 8%

5th- 20%

Math

3rd- 5%

4th- 12%

5th- 15%

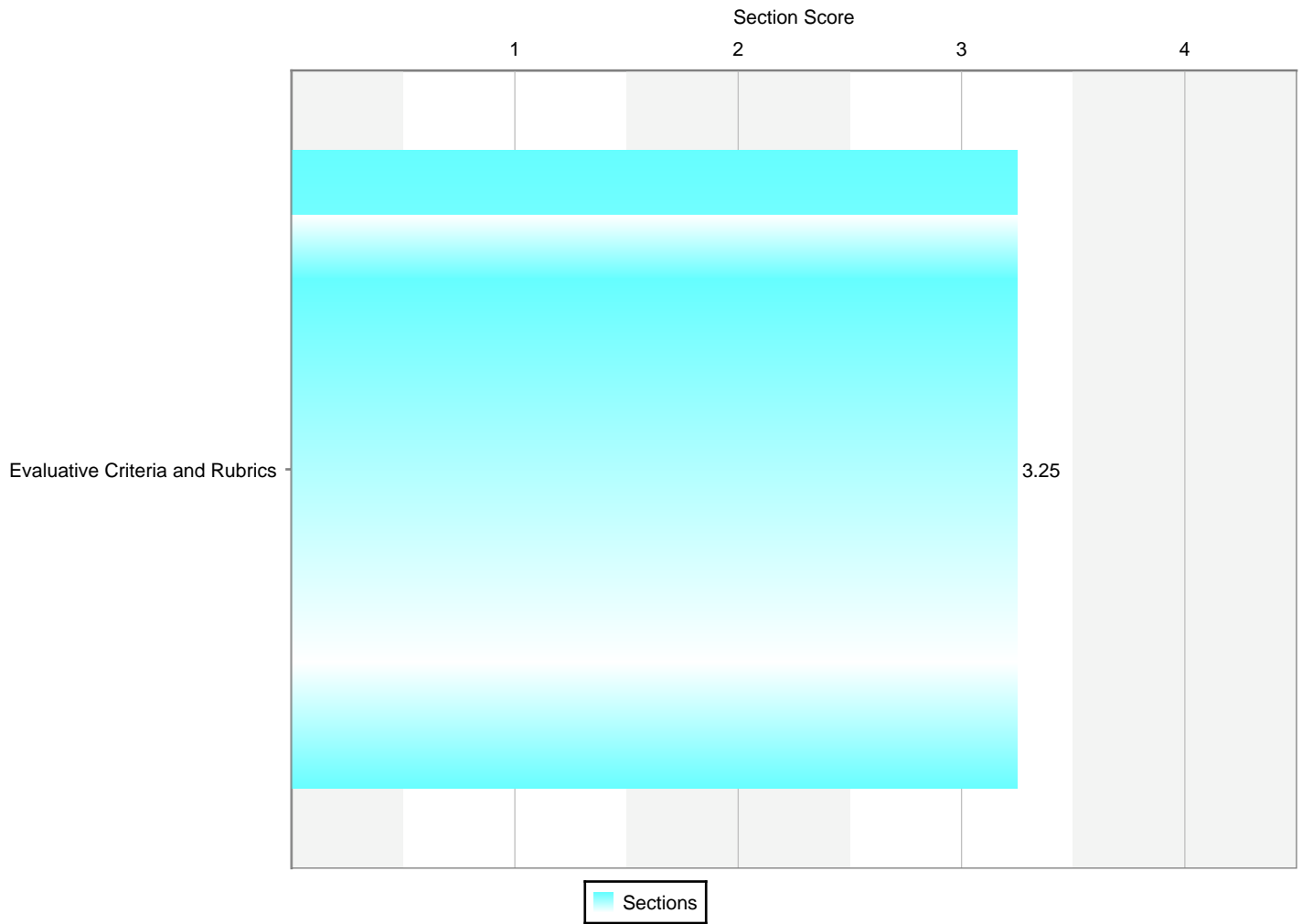
It is noticeable that the gaps in relation to subject matter increase as students progress from 3rd to 5th grade.

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

Data from various resources, including but not limited to: STAR Reading and Math, Scantron Performance Series, DIBELS Next Assessments, Wonders Unit Tests, Weekly Assessments, DIBELS Progress Monitoring, Accelerated Reader, and teacher observations are used throughout the year to determine areas of strength and areas in need of improvement. No one assessment will be used to measure an individual student's successes or areas of growth.

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, EL, 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		

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		

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	Mr. Jamie Golliver Principal 17 College Street Madison, AL 35758 256-772-9255 Mr. John Jones Personnel & Title IX Coordinator 211 Celtic Drive Madison, AL 35758 256-464-8370	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parents Right to Know Information and Letter

ACIP

Madison Elementary School

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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Madison Elementary School is a Title I Targeted Assistance school.	Madison Elementary School-Parent Compact

Goals and Plans 2018-19

Overview

Plan Name

Goals and Plans 2018-19

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	Goal 1 (2018-2019): All students in Kindergarten, first, second, and third grades will improve proficiency on DIBELS Next grade level subtest when comparing Fall 2018 results to Spring 2019 results.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$38964
2	Goal 2 (2018-2019): All students will improve proficiency levels on the STAR reading assessment when comparing the STAR test 1 to STAR test 3.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$41462
3	Goal 3 (2018-2019): All students will improve proficiency levels on the STAR math assessment when comparing the STAR test 1 to STAR test 3.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$41462

Goal 1: Goal 1 (2018-2019): All students in Kindergarten, first, second, and third grades will improve proficiency on DIBELS Next grade level subtest when comparing Fall 2018 results to Spring 2019 results.

Measurable Objective 1:

100% of Kindergarten, First, Second and Third grade students will increase student growth on DIBELS Next grade level subtests in Reading by 05/17/2019 as measured by the spring DIBELS Next benchmark assessment.

Strategy 1:

Differentiated Instruction - Kindergarten - third grade students' instructional needs will be met through Differentiated Instruction in all three tiers of reading instruction.

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

Research Cited: ARI Foundations for Beginning Reading Modules for Professional Learning.

Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten - third grade teachers will use ARI beginning reading strategies to teach reading standards using the WONDERS resources during daily whole group and small group Tier 1 instruction.	Academic Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	Administration , Reading Coach, Teachers

Activity - Tier 2 Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students requiring tier 3 instruction will be supported through assistive technology and small group supplies and materials within the general education classroom. These resources will be used to support students in Tier 2 instruction within the classroom environment.	Academic Support Program, Technology	08/07/2018	05/23/2019	\$13220	General Fund, Title I Part A	Administration , Teachers, Reading Coach

Activity - Tier 3 Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through 3rd grade students identified as needing additional support through Tier 3 will receive tutoring using Sound Sensible and/or SPIRE for explicit phonics instruction. Sound Sensible and SPIRE materials and student supplies will be provided for implementing the programs.	Tutoring, Academic Support Program	10/01/2018	05/23/2019	\$23234	Title I Part A	Administration, Teachers, Tutors, Reading Coach

Strategy 2:

Data Driven Instruction - Instruction for Kindergarten through 3rd grade students will be determined using numerous data points including walkthroughs, data meetings, and RTI Team discussions. Professional Development and Parent Engagement opportunities will be structured based on the data and feedback.

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

Research Cited: ARI Foundations for Beginning Reading Modules for Professional Learning.

Activity - Data Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, Teachers, Tutors, and Reading Coach will participate in Instructional Rounds, Walkthroughs, data meetings, and RTI Team discussions to reflect on teaching practices and current data trends. Data discussions will be used to formulate school-wide instruction, Professional Development, and Parent Engagement opportunities.	Professional Learning	08/07/2018	05/23/2019	\$1042	Title I Part A, General Fund	Administration, Teachers, Tutors, Reading Coach

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development opportunities for instruction will be determined through Walkthroughs, data meetings, and RTI Team discussions.	Professional Learning	08/07/2018	05/23/2019	\$1042	Title I Part A, General Fund	Administration, Teachers, Tutors, and Reading Coach

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research shows that active parent involvement positively impacts student academic success and achievement. Through data conversations and parent surveys, Parental Involvement opportunities will be structured to focus on the academic growth of students identified as Title I.	Parent Involvement	08/07/2018	05/23/2019	\$426	Title I Part A	Administration, Teachers, Tutors, Reading Coach

Goal 2: Goal 2 (2018-2019): All students will improve proficiency levels on the STAR reading assessment when comparing the STAR test 1 to STAR test 3.

Measurable Objective 1:

increase student growth when comparing STAR reading test 1 to STAR reading test 3 by 05/23/2019 as measured by increased proficiency levels on STAR reading test 3.

Strategy 1:

Differentiated Instruction - Kindergarten through fifth grade students' instructional needs will be met through Differentiated Instruction in all three tiers of reading instruction.

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

Research Cited: ARI Foundations for Beginning Reading: Modules for Professional Learning; ARI Strategic Teaching: Literacy Across All Contents Module for Professional Learning

Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through Fifth Grade teachers will use ARI Reading Strategies to teach reading standards using the WONDERS resources during daily whole group and small group Tier 1 instruction.	Academic Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	Administration, Reading Coach, Teachers

Activity - Tier 2 Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students requiring tier 3 instruction will be supported through assistive technology and small group supplies and materials within the general education classroom. These resources will be used to support students in Tier 2 instruction within the classroom environment.	Academic Support Program, Technology	08/07/2018	05/23/2019	\$13220	Title I Part A, General Fund	Administration, Reading Coach, Teachers

Activity - Tier 3 Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through 5th grade students identified as needing additional support through Tier 3 will receive tutoring using Sound Sensible, SPIRE, and/or Rewards for explicit phonics and comprehension instruction. Sound Sensible, SPIRE, and Rewards materials and student supplies will be provided for implementing the programs.	Tutoring, Academic Support Program	08/07/2018	05/23/2019	\$25733	Title I Part A	Administration, Teachers, Tutors, and Reading Coach

Strategy 2:

Data Driven Instruction - Instruction for Kindergarten through Fifth grade students will be determined using numerous data points including walkthroughs, data meetings, and RTI Team discussions. Professional Development and Parent Engagement opportunities will be structured based on the data and feedback.

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

Research Cited: ARI Foundations for Beginning Reading Modules for Professional Learning.

Activity - Data Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, Teachers, Tutors, and Reading Coach will participate in Instructional Rounds, Walkthroughs, data meetings, and RTI Team discussions to reflect on teaching practices and current data trends. Data discussions will be used to formulate school-wide instruction, Professional Development, and Parent Engagement opportunities.	Professional Learning	08/07/2018	05/23/2019	\$1042	General Fund, Title I Part A	Administration, Teachers, Tutors, Reading Coach

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development opportunities for instruction will be determined through Walkthroughs, data meetings, and RTI Team discussions.	Professional Learning	08/07/2018	05/23/2019	\$1042	General Fund, Title I Part A	Administration, Teachers, Tutors, and Reading Coach

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research shows that active parent involvement positively impacts student academic success and achievement. Through data conversations and parent surveys, Parental Involvement opportunities will be structured to focus on the academic growth of students identified as Title 1.	Parent Involvement	08/07/2018	05/23/2019	\$425	Title I Part A	Administration, Teachers, Tutors, and Reading Coach

Goal 3: Goal 3 (2018-2019): All students will improve proficiency levels on the STAR math assessment when comparing the STAR test 1 to STAR test 3.

Measurable Objective 1:

increase student growth when comparing STAR math test 1 to STAR math test 3 by 05/23/2019 as measured by proficiency levels on STAR math test 3.

Strategy 1:

Differentiated Instruction - Kindergarten - fifth grade students' instructional needs will be met through Differentiated Instruction in all three tiers of math instruction.

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

Research Cited: National Council of Teachers of Mathematics. (2014). Effective Mathematics Teaching Practices Handout

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Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Envision Math Program to follow learning progressions for each whole group and small group lesson. Students that were identified through the STAR Math screener as above benchmark will have the opportunity to participate in an advanced math course during the school year.	Academic Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	Administration & Teachers

Activity - Tier 2 Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students requiring tier 3 instruction will be supported through assistive technology and small group supplies and materials within the general education classroom. These resources will be used to support students in tier 2 instruction within the classroom environment.	Academic Support Program, Technology	08/07/2018	05/23/2019	\$13220	Title I Part A, General Fund	Administration & Teachers

Activity - Tier 3 Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth and fifth grade students identified as needing additional support through tier 3 will receive tutoring using Voyager Math for explicit math instruction. Voyager Math materials and student supplies will be provided for implementing the program.	Tutoring, Academic Support Program	10/01/2018	05/23/2019	\$25733	Title I Part A	Administrator s, teachers, and tutors

Strategy 2:

Data Driven Instruction - Instruction for Kindergarten-Fifth Grade students will be determined using numerous data points including walk-throughs, data meetings, and RTI Team discussions. Professional development and parent engagement opportunities will be structured based on the data and feedback.

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

Research Cited: National Council of Teachers of Mathematics. (2014) Effective Mathematics Teaching Practices Handout.

Activity - Data Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administration, teachers, and tutors will participate in instruction rounds, walk-throughs, data meetings, and RTI Team discussions to reflect on teaching practices and current data trends. Data discussions will be used to formulate school wide instruction, professional development, and parent engagement opportunities.	Professional Learning	08/07/2018	05/23/2019	\$1042	Title I Part A, General Fund	Administration , teachers, and tutors.
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development opportunities for instruction will be determined through walk-throughs, data meetings, and RTI Team discussions.	Professional Learning	08/07/2018	05/23/2019	\$1042	Title I Part A, General Fund	Administration , teachers, and tutors.

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research shows that active parent involvement positively impacts student academic success and achievement. Through data conversations and parent surveys, parental involvement opportunities will structured to focus on academic growth of students identified as title one.	Parent Involvement	08/07/2018	05/23/2019	\$425	Title I Part A	Administration , teachers, and tutors.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 3 Tutoring	Kindergarten through 5th grade students identified as needing additional support through Tier 3 will receive tutoring using Sound Sensible, SPIRE, and/or Rewards for explicit phonics and comprehension instruction. Sound Sensible, SPIRE, and Rewards materials and student supplies will be provided for implementing the programs.	Tutoring, Academic Support Program	08/07/2018	05/23/2019	\$25733	Administration, Teachers, Tutors, and Reading Coach
Data Collaboration	Administration, Teachers, Tutors, and Reading Coach will participate in Instructional Rounds, Walkthroughs, data meetings, and RTI Team discussions to reflect on teaching practices and current data trends. Data discussions will be used to formulate school-wide instruction, Professional Development, and Parent Engagement opportunities.	Professional Learning	08/07/2018	05/23/2019	\$400	Administration, Teachers, Tutors, Reading Coach
Data Collaboration	Administration, teachers, and tutors will participate in instruction rounds, walk-throughs, data meetings, and RTI Team discussions to reflect on teaching practices and current data trends. Data discussions will be used to formulate school wide instruction, professional development, and parent engagement opportunities.	Professional Learning	08/07/2018	05/23/2019	\$400	Administration, teachers, and tutors.
Tier 3 Tutoring	Kindergarten through 3rd grade students identified as needing additional support through Tier 3 will receive tutoring using Sound Sensible and/or SPIRE for explicit phonics instruction. Sound Sensible and SPIRE materials and student supplies will be provided for implementing the programs.	Tutoring, Academic Support Program	10/01/2018	05/23/2019	\$23234	Administration, Teachers, Tutors, Reading Coach
Professional Development	Professional Development opportunities for instruction will be determined through Walkthroughs, data meetings, and RTI Team discussions.	Professional Learning	08/07/2018	05/23/2019	\$400	Administration, Teachers, Tutors, and Reading Coach
Tier 2 Small Group Instruction	Students requiring tier 3 instruction will be supported through assistive technology and small group supplies and materials within the general education classroom. These resources will be used to support students in Tier 2 instruction within the classroom environment.	Academic Support Program, Technology	08/07/2018	05/23/2019	\$2004	Administration, Teachers, Reading Coach

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Tier 3 Tutoring	Fourth and fifth grade students identified as needing additional support through tier 3 will receive tutoring using Voyager Math for explicit math instruction. Voyager Math materials and student supplies will be provided for implementing the program.	Tutoring, Academic Support Program	10/01/2018	05/23/2019	\$25733	Administrators, teachers, and tutors
Tier 2 Small Group Instruction	Students requiring tier 3 instruction will be supported through assistive technology and small group supplies and materials within the general education classroom. These resources will be used to support students in Tier 2 instruction within the classroom environment.	Academic Support Program, Technology	08/07/2018	05/23/2019	\$2004	Administration, Reading Coach, Teachers
Data Collaboration	Administration, Teachers, Tutors, and Reading Coach will participate in Instructional Rounds, Walkthroughs, data meetings, and RTI Team discussions to reflect on teaching practices and current data trends. Data discussions will be used to formulate school-wide instruction, Professional Development, and Parent Engagement opportunities.	Professional Learning	08/07/2018	05/23/2019	\$400	Administration, Teachers, Tutors, Reading Coach
Parent Engagement	Research shows that active parent involvement positively impacts student academic success and achievement. Through data conversations and parent surveys, parental involvement opportunities will be structured to focus on academic growth of students identified as title one.	Parent Involvement	08/07/2018	05/23/2019	\$425	Administration, teachers, and tutors.
Parent Engagement	Research shows that active parent involvement positively impacts student academic success and achievement. Through data conversations and parent surveys, Parental Involvement opportunities will be structured to focus on the academic growth of students identified as Title 1.	Parent Involvement	08/07/2018	05/23/2019	\$425	Administration, Teachers, Tutors, and Reading Coach
Professional Development	Professional development opportunities for instruction will be determined through walk-throughs, data meetings, and RTI Team discussions.	Professional Learning	08/07/2018	05/23/2019	\$400	Administration, teachers, and tutors.
Tier 2 Small Group Instruction	Students requiring tier 3 instruction will be supported through assistive technology and small group supplies and materials within the general education classroom. These resources will be used to support students in tier 2 instruction within the classroom environment.	Academic Support Program, Technology	08/07/2018	05/23/2019	\$2004	Administration & Teachers
Parent Engagement	Research shows that active parent involvement positively impacts student academic success and achievement. Through data conversations and parent surveys, Parental Involvement opportunities will be structured to focus on the academic growth of students identified as Title I.	Parent Involvement	08/07/2018	05/23/2019	\$426	Administration, Teachers, Tutors, Reading Coach
Professional Development	Professional Development opportunities for instruction will be determined through Walkthroughs, data meetings, and RTI Team discussions.	Professional Learning	08/07/2018	05/23/2019	\$400	Administration, Teachers, Tutors, and Reading Coach
					Total	\$84388

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 1 Instruction	Teachers will use the Envision Math Program to follow learning progressions for each whole group and small group lesson. Students that were identified through the STAR Math screener as above benchmark will have the opportunity to participate in an advanced math course during the school year.	Academic Support Program	08/07/2018	05/23/2019	\$0	Administration & Teachers
Tier 1 Instruction	Kindergarten - third grade teachers will use ARI beginning reading strategies to teach reading standards using the WONDERS resources during daily whole group and small group Tier 1 instruction.	Academic Support Program	08/07/2018	05/23/2019	\$0	Administration, Reading Coach, Teachers
Tier 1 Instruction	Kindergarten through Fifth Grade teachers will use ARI Reading Strategies to teach reading standards using the WONDERS resources during daily whole group and small group Tier 1 instruction.	Academic Support Program	08/07/2018	05/23/2019	\$0	Administration, Reading Coach, Teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional development opportunities for instruction will be determined through walk-throughs, data meetings, and RTI Team discussions.	Professional Learning	08/07/2018	05/23/2019	\$642	Administration, teachers, and tutors.
Professional Development	Professional Development opportunities for instruction will be determined through Walkthroughs, data meetings, and RTI Team discussions.	Professional Learning	08/07/2018	05/23/2019	\$642	Administration, Teachers, Tutors, and Reading Coach
Tier 2 Small Group Instruction	Students requiring tier 3 instruction will be supported through assistive technology and small group supplies and materials within the general education classroom. These resources will be used to support students in tier 2 instruction within the classroom environment.	Academic Support Program, Technology	08/07/2018	05/23/2019	\$11216	Administration & Teachers
Tier 2 Small Group Instruction	Students requiring tier 3 instruction will be supported through assistive technology and small group supplies and materials within the general education classroom. These resources will be used to support students in Tier 2 instruction within the classroom environment.	Academic Support Program, Technology	08/07/2018	05/23/2019	\$11216	Administration, Reading Coach, Teachers

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Data Collaboration	Administration, Teachers, Tutors, and Reading Coach will participate in Instructional Rounds, Walkthroughs, data meetings, and RTI Team discussions to reflect on teaching practices and current data trends. Data discussions will be used to formulate school-wide instruction, Professional Development, and Parent Engagement opportunities.	Professional Learning	08/07/2018	05/23/2019	\$642	Administration, Teachers, Tutors, Reading Coach
Tier 2 Small Group Instruction	Students requiring tier 3 instruction will be supported through assistive technology and small group supplies and materials within the general education classroom. These resources will be used to support students in Tier 2 instruction within the classroom environment.	Academic Support Program, Technology	08/07/2018	05/23/2019	\$11216	Administration, Teachers, Reading Coach
Professional Development	Professional Development opportunities for instruction will be determined through Walkthroughs, data meetings, and RTI Team discussions.	Professional Learning	08/07/2018	05/23/2019	\$642	Administration, Teachers, Tutors, and Reading Coach
Data Collaboration	Administration, Teachers, Tutors, and Reading Coach will participate in Instructional Rounds, Walkthroughs, data meetings, and RTI Team discussions to reflect on teaching practices and current data trends. Data discussions will be used to formulate school-wide instruction, Professional Development, and Parent Engagement opportunities.	Professional Learning	08/07/2018	05/23/2019	\$642	Administration, Teachers, Tutors, Reading Coach
Data Collaboration	Administration, teachers, and tutors will participate in instruction rounds, walk-throughs, data meetings, and RTI Team discussions to reflect on teaching practices and current data trends. Data discussions will be used to formulate school wide instruction, professional development, and parent engagement opportunities.	Professional Learning	08/07/2018	05/23/2019	\$642	Administration, teachers, and tutors.
Total					\$37500	

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		MES Title I Parent Survey Results Madison Elementary Stakeholder Feedback Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

The consensus of all stakeholder survey data supports that the leadership and staff at Madison Elementary School holds high expectations for all students. Data also indicates that our school provides a safe learning environment with qualified faculty/staff that assist the students in meeting the stated expectations.

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

A consensus among groups demonstrates evidence of a trend noted in open-ended responses and indicators on the parent survey, the student survey, and staff survey that Madison Elementary School establishes goals and monitors progress towards meeting the goals by reviewing data. The stakeholders also agree the faculty and staff shares the learning/behavioral expectations and help to guide students to meet the expectations by using a variety of resources and teaching strategies.

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

Survey data from staff, students, and parents suggests that our school has high expectations for students in all classes. All stakeholders also feel that our school is a safe learning environment with qualified teachers.

Similar results were noted in previous parent surveys conducted last spring. Based on the Madison City Schools Parent survey administered in May 2014, 99% of our parents agreed to the statement, "My child's school is a safe learning environment." Based on the Madison City Schools Parent survey administered in May 2014, 89% of the parents agreed with the statement, "My Child knows the expectations for learning in all classes."

Areas in Need of Improvement

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

The consensus of all stakeholder survey data reveals various areas of improvement for Madison Elementary School. Parents expressed a lack of knowledge in regard to the availability of referral for community services. Administration, teachers, and staff will work to provide information and opportunities for parents to know and learn about community services and the related referral process.

The staff at Madison Elementary School expressed a need and desire for professional development on collaboration and relationship and team building. Professional development will be designed and offered to help teachers to grow and learn in these areas. The instructional partner will also meet with teachers regularly for the purpose of answering burning questions and to facilitate conversations concerning planning and data reflection. The administration will visit the classrooms regularly and provide feedback using informal and formal methods.

The Early Elementary, Elementary, Middle/High survey results indicate a concern about student opinions being valued when school improvement plans are being discussed. The students will be provided opportunities to share their ideas during various club meetings and forums in the future.

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

Parents expressed concerns of the school ensuring the effective use of financial resources. Administration and teachers will communicate purchases made for the purpose of enhancing teaching and learning in our weekly/monthly newsletters.

Results from staff and student surveys indicate a consensus for an increase in collaborative discussions and instructional strategy differentiation using various resources. Madison Elementary School will continue the development of Professional Learning Communities to improve instructional conversations involving ideas for differentiation and various instructional resources

What are the implications for these stakeholder perceptions?

The consensus of all stakeholder survey data reveals various areas of improvement for Madison Elementary School. Parents expressed concerns of the school ensuring the effective use of financial resources. The results from the staff and middle/high surveys support the concern as it is reported in the trend toward decreasing stakeholder satisfaction in each of the survey results. Administration and teachers will communicate purchases made for the purpose of enhancing teaching and learning in our weekly/monthly newsletters. Parents also expressed a lack of knowledge in regard to the availability of referral for community services. Administration, teachers, and staff will work to provide information and opportunities for parents to know and learn about community services and the related referral process.

The staff at Madison Elementary School expressed a need and desire for professional development on collaboration and relationship and team building. Professional development will be designed and offered to help teachers to grow and learn in these areas. The instructional partner will also meet with teachers regularly for the purpose of answering burning questions and to facilitate conversations concerning planning and data reflection. The administration will visit the classrooms regularly and provide feedback using informal and formal methods.

The Early Elementary, Elementary, Middle/High survey results indicate a concern about student opinions being valued when school improvement plans are being discussed. The students will be provided opportunities to share their ideas during various club meetings and forums in the future.

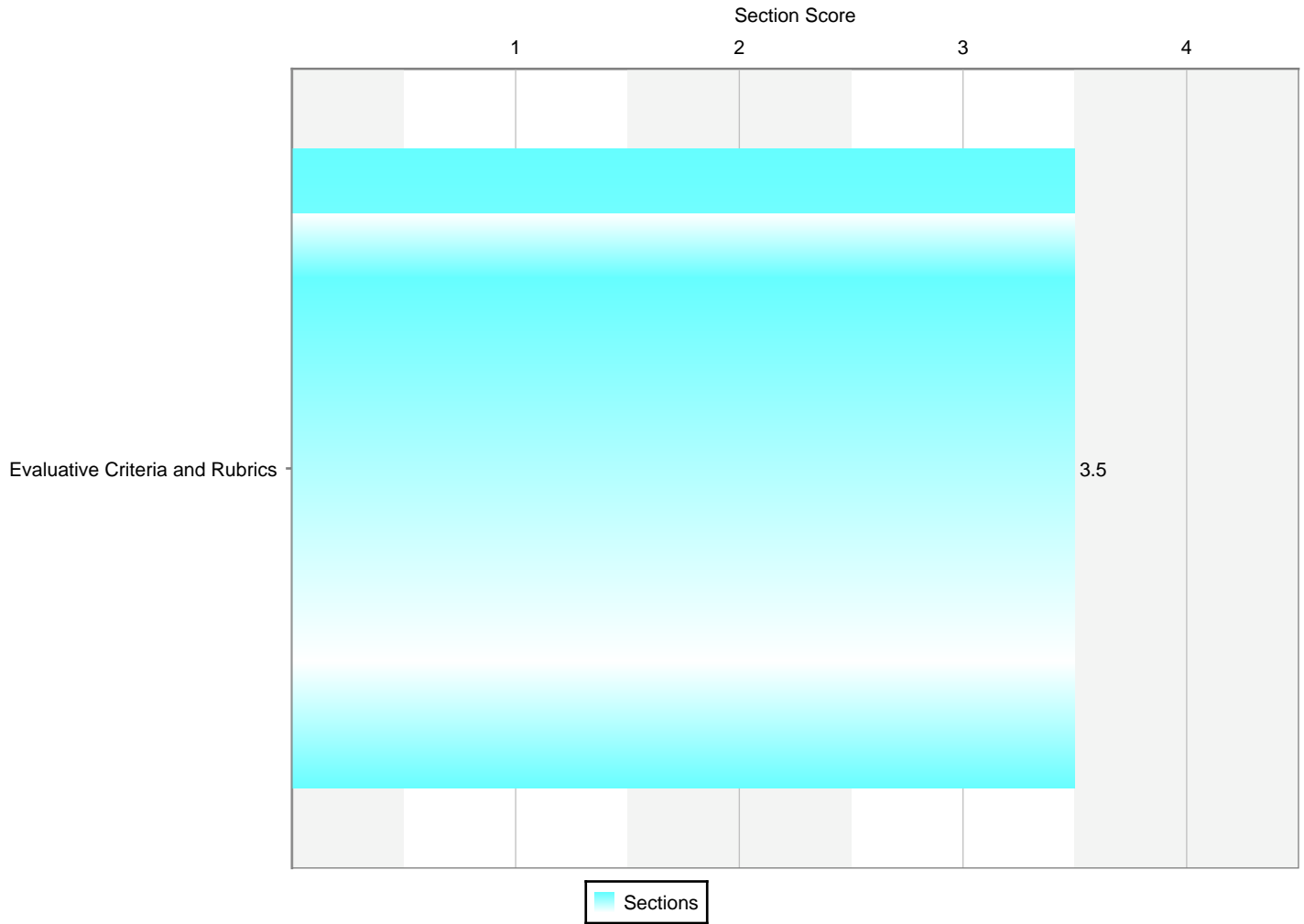
Results from staff and student surveys indicate a consensus for an increase in collaborative discussions and instructional strategy differentiation using various resources. Madison Elementary School will continue the development of Professional Learning Communities to improve instructional conversations involving ideas for differentiation and various instructional resources.

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

Parents expressed concerns of the school ensuring the effective use of financial resources. Based on the Madison City Schools Parent Survey administered in May 2014, 65% of our parents indicated a level of satisfaction to the statement, "School funding, use of financial resources." Administration and teachers will communicate purchases made for the purpose of enhancing teaching and learning in our weekly/monthly newsletters.

Report Summary

Scores By Section



Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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?

Madison Elementary School maintains and communicates a purpose and direction committed to high expectations for teaching and learning as well as shared values and beliefs about teaching and learning. This is clearly outlined in our vision, mission and beliefs statements which are aligned to our state and district purpose statements. Alabama State Department of Education's vision is, "Every Child a Graduate, Every Graduate prepared for college, work, and adulthood in the 21st Century." Madison City Schools' vision is, "Empowering students for global success." Madison Elementary School also participates in a continuous improvement process annually by setting goals, reflecting upon the goals, and monitoring next steps to meet the goals throughout each school year. Our purpose/vision and continuous improvement process are shared and upheld from the participation of the students, faculty and staff at Madison Elementary as well as stakeholders within the district and community.

Madison Elementary School's leadership, faculty and staff commit to a culture of continuous improvement that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students including achievement of learning, critical thinking and life skills. All stakeholders seek to create a challenging learning environment that encourages high expectations for success by the development of appropriate instruction that allows for individual differences and learning styles, which provides students opportunities to assume more responsibility for their learning and their citizenship. The faculty and staff recognize and address the needs of individual learners. The administration and faculty strive to have parents and community members actively involved in student learning. Through this partnership, students become creative and self-reliant lifetime learners who exhibit civic responsibility. Madison Elementary School honors educational achievement and excellence at every level.

School leadership and staff share high expectations for professional practice by maintaining the review process of assessment data within the current school year as well as reviewing assessment data from previous years, including results from national-normed assessments such as the ACT ASPIRE, STAR and DIBELS NEXT. Also included in the continuous improvement process is the review of student academic formative assessments, survey results, agendas and /or minutes from meetings focused on creating a collaborative environment. To maintain and foster the collaborative environment Professional Learning Communities are a part of the continuous improvement process as we continue to become more strategic with our reflections, planning, and documentation of mastery of the Alabama College and Career Ready Standards supported by rigorous researched based programs and teacher-created lessons. High expectations for instruction are also communicated through the use of observations from peers during Instructional Rounds and administration through the EDUCATE Alabama Teacher Observation instrument by monitoring, comparing and providing feedback about teaching practices and methods while focusing on student learning. At Madison Elementary School, we will continue to strive to improve the high expectations expected of our faculty, staff and students by increasing our collaboration and implementation of lessons and learning opportunities tailored to the diverse needs of our learners. Some challenging programs and equitable learning experiences that we currently offer our students are the Wonders reading program supplemented with teacher-created lessons, Envision math including teacher-created extension and/or supplemental lessons from the Alabama Math Science and Technology Initiative (AMSTI). AMSTI lessons are also implemented during science providing hands-on opportunities for our student to be actively engaged in the learning process. Other computer-based, researched-based programs used to supplement our curriculum are Math Facts in a Flash and Accelerated Reader. Shared values and beliefs of high expectations are evident within our school and across the district.

The improvement process provides clear direction for improving conditions that support student learning through the use of continuous data review as well as evidence of achievement based on the school improvement plan. The school personnel, parents and students maintain an
SY 2018-2019

awareness of our assessment results such as the ACT ASPIRE, STAR and DIBELS NEXT by reviewing data and discussing next steps for progress monitoring during regular scheduled data meetings, weekly PLC meetings, weekly progress reports and/or parent conferences. School personnel maintain a profile with current and comprehensive data of student performance by keeping an updated data card for each student including assessment results. The profiles contain data specific to each individual student that is used to identify goals for the improvement of achievement and instruction aligned to the school's purpose by combining previous and current data. Weekly Pupil Support Team (PST) meetings are held to review data and develop intervention plans for students with gaps in their data. In addition, small group instruction is increasing to meet the needs of our diverse learners. Collaboration and monitoring are apparent in the school's commitment to an environment of shared values and learning experiences for all students including achievement of learning, critical thinking and life skills.

At Madison Elementary School, a culture of high expectations for learning and shared values and beliefs about teaching and learning are maintained and communicated through a comprehensive process. The comprehensive process includes components for goal development, organization (planning), implementation, reflection (monitoring) and revisions in all areas of the school's functions to support and promote continuous school improvement and student success. We will continue to improve upon our process ensuring we are involving all stakeholders consistently throughout the process while maintaining instruction that meets the individual learner's needs to achieve our purpose of empowering students for global success.

2. Describe the process used to determine which students will be served. Eligible students should be those who are failing or most at risk of failing to meet the challenging State academic standards.

The faculty at Madison Elementary School continuously collects, analyzes and applies learning from a range of data sources, including making comparison of data and locating trends in the data to make decisions concerning student learning, instruction, program evaluation and organizational conditions. Teachers meet regularly to review data with administration as well as independently as a grade level. Data is reviewed by considering growth between assessment time frames, growth from one year to the next year, proficiency percentages across grade levels and demographic percentages of proficiency across multiple assessment measures. The data guides changes in instructional pacing and/or programs when outcomes of the assessments are not showing trends of student growth. Reports reviewed are generated from Renaissance Place, DIBELS Next, and the ACT Aspire website. The staff reviews weekly unit/benchmark/teacher-made assessments and progress monitoring associated with WONDERS, Envision, and DIBELS Next progress monitoring to make immediate changes in their instruction. Outcomes from the math nine weeks assessments, standard math checks, and fact fluency drills are reflected upon by each teacher individually and as a grade level team. All data sources are used by teachers to group students into small groups providing differentiated instruction and assignments.

Parents can also monitor progress by reviewing weekly folders containing graded papers and updates from the teacher, progress reports sent home to the parents every 4 ½ weeks in grades K-2 and every 3 weeks in grades 3-6. Parents also have daily access to the INOW Parent Portal to review grades as the teacher inputs new assignments into the online grade book. Students not making progress after receiving classroom interventions are referred to the RTI Team for the development of an intervention plan. The committee meets every four weeks to discuss the progress of individual students. If progress is not being made, the interventions are adjusted and a possible referral to the Special Education referral committee is considered.

In addition, all students are considered for Title I services using a specific ranking document. The ranking document includes a ranking for reading and another ranking for math. The reading ranking includes STAR Reading and DIBELS NEXT assessment results, socio-economic status and military status. The math ranking includes STAR Math assessment results, socio-economic status and military status. Those highest on the ranking qualify for Title I tutoring services. If parent permission is granted, the students receive additional instruction focusing

on the need in a small group setting. Each data point is reflected upon individually and holistically as we strive to make decisions impacting instruction.

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

Teachers in grades kindergarten through second grade utilize weekly Wonders assessments, STAR Early Lit, STAR Reading, DIBELS Next as well as small group data to determine students performing below grade level in reading. Teachers in grades Kindergarten through second grade review Envision assessments, district assessments, STAR Math, and fact fluency assessments as well as small group data to determine students performing below grade level in math.

Component 2: Services to Eligible Students

1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and after school programs, summer programs, tiered behavioral models that address behavior problems, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (Sec. 1115(b)(B)(i)(ii)).

Students qualifying for Title I services using the ranking system receive tutoring services three or five times weekly in a small group setting. The instruction is implemented by a highly qualified teacher. The students also receive small group instruction from the highly qualified classroom teacher. Those receiving tutoring are instructed using a Tier 3 program in reading or math.

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))

The faculty at Madison Elementary School continuously collects, analyzes and applies learning from a range of data sources, including making comparison of data and locating trends in the data to make decisions concerning student learning, instruction, program evaluation and organizational conditions. Teachers meet regularly to review data with administration as well as independently as a grade level. Data is reviewed by considering growth between assessment time frames, growth from one year to the next year, proficiency percentages across grade levels and demographic percentages of proficiency across multiple assessment measures. The data guides changes in instructional pacing and/or programs when outcomes of the assessments are not showing trends of student growth. Reports reviewed are generated from Renaissance Place, DIBELS Next, and the ACT Aspire website. The staff reviews weekly unit/benchmark/teacher-made assessments and progress monitoring associated with WONDERS, Envision, and DIBELS Next progress monitoring to make immediate changes in their instruction. Outcomes from the math nine weeks assessments, standard math checks, and fact fluency drills are reflected upon by each teacher individually and as a grade level team. All data sources are used by teachers to group students into small groups providing differentiated instruction and assignments.

Parents can also monitor progress by reviewing weekly folders containing graded papers and updates from the teacher, progress reports sent home to the parents every 4 ½ weeks in grades K-2 and every 3 weeks in grades 3-6. Parents also have daily access to the INOW Parent Portal to review grades as the teacher inputs new assignments into the online grade book. Students not making progress after receiving classroom interventions are referred to the RTI Team for the development of an intervention plan. The committee meets every four weeks to discuss the progress of individual students. If progress is not being made, the interventions are adjusted and a possible referral to the Special Education referral committee is considered.

In addition, all students are considered for Title I services using a specific ranking document. The ranking document includes a ranking for reading and another ranking for math. The reading ranking includes STAR Reading and DIBELS NEXT assessment results, socio-economic status and military status. The math ranking includes STAR Math assessment results, socio-economic status and military status. Those highest on the ranking qualify for Title I tutoring services. If parent permission is granted, the students receive additional instruction focusing on the need in a small group setting. Each data point is reflected upon individually and holistically as we strive to make decisions impacting instruction.

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))

All students are considered for Title I services using a specific ranking document. The ranking document includes a ranking for reading and another ranking for math. The reading ranking includes STAR Reading and DIBELS NEXT assessment results, qualification for the SPIRE program, socio-economic status and military status. The math ranking includes STAR Math assessment results, socio-economic status and military status.

Those highest on the ranking qualify for Title I tutoring services. The cut-off score is determined by the number of students scoring highest on the ranking. We want to service as many students as possible while also maintaining manageable small group numbers. Once parent permission is granted, the students receive additional instruction focusing on the need in a small group setting five or three times weekly. Each data point is reflected upon individually and holistically as we strive to make decisions impacting instruction.

4. How are students with the greatest needs receiving services?

The students with the greatest needs receive services five times weekly by a highly qualified teacher in a small group setting using a Tier 3 program.

5. What are the multiple criteria by which students may exit the program?

The students may exit the program when they reach benchmark on the DIBELS NEXT assessment and/or STAR reading assessment and/or STAR math assessment. In addition, students reaching SPIRE grade level benchmarks is also considered and compared to other benchmark assessments. Students may also exit when their ranking scores decrease below the cut-off score throughout the school year when service re-evaluations take place due to the progress made on the assessments.

6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education. (Sec. 1115 (b)(A))

A Tier 3 program is used to teach students receiving tutoring services. These reading and math programs (SPIRE, Reward, Voyager Math) are designed to provide remediation in order to help students perform better on grade level.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

Program planning for eligible students is incorporated into the existing School Improvement planning due to the goals established to raise the number of students increasing proficiency on the ACT ASRPIRE reading and math subtests. Implementing the strategies designed for each of the goals will include the students eligible for Title I services. The students eligible for Title I services will also receive small group tutoring services three to five times weekly in addition to the classroom implementation of goal strategies. We utilize our Title I funding to hire certified tutors to work with our most at-risk students and purchase effective resources for the tutors to use with the students.

Component 4: Instructional Strategies

1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum? (Sec. 1115)(b)(2)(G)(i))

Effective methods and instructional strategies that are scientifically based research that strengthen the core academic program of the school (WONDERS for reading and Envision for math) include Tier 1 whole group and small group instruction including guided practice techniques, quality questioning, formative assessments, and timely feedback. Tier 2 instruction includes the same strategies and compliments Tier 1 instruction. The Title I tutors provide an additional Tier of small group instruction using SPIRE, Rewards, and Voyager Math.

2. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

Data points from previous school years and the current school year indicate supplemental learning helps to accelerate a quality curriculum. Growth of individual students has been documented using this method over time.

3. What evidence is available to show how the school minimizes the removal of children from the regular classroom during regular school hours for instruction provided under this part (e.g. extended learning opportunities)? (Sec. 1115(2)(b)(2)(G)(ii))

Data points from previous school years and the current school year indicate supplemental learning helps to accelerate a quality curriculum. Growth of individual students has been documented using this method over time.

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

Goal 1:

Goal 1 (2018-2019): All students in Kindergarten, first, second, and third grades will improve proficiency on DIBELS Next grade level subtest when comparing Fall 2018 results to Spring 2019 results.

Measurable Objective 1:

100% of Kindergarten, First, Second and Third grade students will increase student growth on DIBELS Next grade level subtests in Reading by 05/17/2019 as measured by the spring DIBELS Next benchmark assessment.

Strategy1:

ARI Teaching Strategies - Kindergarten - third grade teachers will utilize the Alabama Reading Initiative model to teach reading to all students. Teachers will utilize the phonics framework consistently to teach phonics following the WONDERS phonics progression.

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

Research Cited: ARI Foundations for Beginning Reading Modules for Professional Learning

ACIP

Madison Elementary School

Activity - Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten - third grade teachers will use ARI beginning reading strategies to teach reading standards using the WONDERS resources during daily whole group and small group Tier 1 instruction.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Administration, Reading Coach, Teachers

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will walk through classrooms to observe the implementation of reading instruction, to include the implementation of the phonics framework. Administration will provide feedback following the observation.	Academic Support Program	08/13/2018	05/23/2019	\$0 - No Funding Required	Administration

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will participate in Instructional Rounds to observe reading instruction in action. The observing team will reflect and debrief after each Round to determine next steps for reading instruction.	Academic Support Program	09/04/2018	04/19/2019	\$1900 - General Fund	Administration & Teachers

Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))

Ongoing coordination between the regular education and supplemental Title I, Part A program occur throughout the school year by sharing and discussing Title I progress monitoring results during weekly conversations, email correspondences, grade level meetings, and staff meetings. STAR Reading and Math data can be reviewed by the classroom teacher and Title I tutor to monitor student progress. Weekly progress reports are submitted to the classroom teacher by the Title I tutor each week for review. The classroom teacher, in turn, sends the progress report home to the parent in the student's weekly folder. Tutor training sessions and meetings have taken place throughout the school year to ensure progress is being made and instruction is meeting expectations.

Pre-K Transition to Kindergarten:

The Madison City School System, with grants from the Alabama Department of Early Childhood Education in coordination with Title I, has developed a high quality First Class Pre-K program for four year-olds. These resources provide an important opportunity for our LEA to offer and expand a high-quality pre-k program that all children need as the first step in a successful education. Madison City School District operates 11 First Class Pre-K classrooms.

The delivery approach implemented to meet these expectations and commitments include opportunities for active learning in which children construct knowledge by establishing a supportive climate based on positive adult-child interactions, involving families in the preschool setting and creating teamwork among teachers, a task force, health professionals, outside agencies and school administration.

The Alabama Department of Early Childhood Education monitors and provides technical assistance to certify that The Alabama High Quality Pre-Kindergarten Standards are met by the district Pre-K program. Several indicators are used as multiple criteria (evidence-based STAR Early Literacy screener, parent interview, teacher judgement/developmental screener) for selecting children to attend this program at the Madison City First Class Pre-K Center. Transitional plans for children as they move from preschool to kindergarten provide continuity in their educational experience. Procedures and strategies used for pre-K to K transition are in accordance with Title I Regulations. Pre-K teachers and administrator collaborate to ensure continuity of services to students as they transition to kindergarten. Parents receive necessary information and training to understand kindergarten preparedness and help with this transition. EL parents receive additional support in a language they can understand. Pre-K students go on a field trip to kindergarten to experience K-5 school setting and observe K students and schedule in action in a first-hand manner.

Additionally, district registration forms have a section for parents to provide information concerning prior Head Start participation. Those students who have previously attended Head Start receive points for prior intervention when being considered for Title I services. If the student who attended Head Start does not qualify for services upon enrollment, they are monitored for a two year period by the general education and Title I interventionists.

Elementary Transition to Middle School:

Our fifth grade students at Madison Elementary School visit the middle school during the spring semester for an orientation that is designed and scheduled through collaboration among teachers and administrators at both schools. In addition, the middle school hosts a Parent Night for parents of fifth grade students to present information and answer questions about topics such as curriculum and schedules. The fifth grade students at Madison Elementary are on a schedule in which they rotate classes and have multiple teachers throughout the day. This SY 2018-2019

schedule is very similar to the middle school schedule and helps to prepare students for the logistics of a middle school schedule. We restructured our fourth grade schedule this year from self-contained to team teaching so that our fourth graders now change classes once a day and have two different teachers. This helps to get our younger students acclimated to the beginning stages of a gradual movement toward a middle school schedule.

Component 6: 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? What action is being taken to meet this requirement?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Component 7: High Quality and Ongoing Professional Development

1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program? (Sec. 1115)(b)(2)(D))

The faculty at Madison Elementary School has various opportunities to participate in ongoing professional development enhancing their skills to instruct children in the Title I program as well as the regular education program. Teachers participate regularly in data instructional meetings to review data and determine next steps. The data reviewed includes SCANTRON, STAR Reading/Math and DIBELS NEXT results. Before the current school year, school leaders and Title I tutors took part in professional development focused on relationship building and teamwork.

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

1. 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.

All students have access to Math Facts in a Flash, the Wonders reading book and Envision math book online to complete additional practice at home after school hours. A weekly newsletter is communicated to all parents including the skills of focus for each subject during the current week. Homework practice is sent home matching the skill descriptions included in the newsletter for parents and students to practice and discuss after school hours. Teachers welcome parent conferences to provide additional details to help parents help their children at home. Madison Elementary School also hosts a Curriculum Night each fall to provide an overview of the grade level curriculum to the parents. The principal sends a weekly email to the parents sharing upcoming events, progress report and report card dates as well as encouraging parents to contact their child's teacher should questions/concerns arise.

2. Describe procedures used to address challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. (Sec. 1115(c)(2)(A-E))

The faculty at Madison Elementary School continuously collects, analyzes, and applies learning from a range of data sources, including making comparison of data and locating trends in the data to make decisions concerning student learning, instruction, program evaluation, and organizational conditions. Teachers meet regularly to review data with administration and the reading coach as well as independently as a grade level. Data is reviewed by considering growth between assessment time frames, growth from one year to the next year, proficiency percentages across grade levels, and demographics percentages of proficiency across multiple assessment measures. The data guides changes in instructional pacing and/or programs when outcomes of the assessments are not showing trends of student growth. Reports reviewed are generated from Renaissance Place (STAR reading/math reports), DIBELS Next, and the SCANTRON report. The staff reviews weekly unit/benchmark/teacher-made assessments and progress monitoring associated with DIBELS Next to make immediate changes in their instruction. Outcomes from the math nine weeks assessments, standard math checks, and fact fluency drills are reflected upon by each teacher individually and as a grade level team. All data sources are used by teachers to group students into small groups providing differentiated instruction and assignments.

Parents can also monitor progress by reviewing weekly folders containing graded papers and updates from the teacher, progress reports sent to the parents every four and a half weeks in grades K-2, and progress reports sent to the parents every three weeks in grades 3-6. Parents also have daily access to the INOW Parent Portal to review grades as the teacher inputs new assignments into the online gradebook.

Students not making progress after receiving classroom interventions are referred to the RTI Team for the development of an intervention plan. The RTI Team meets every week (with each child's progress being reviewed every four weeks) to discuss the progress of individual students. If progress is not being made, the interventions are adjusted and a possible referral to the Special Education eligibility committee is considered.

In addition, all students are considered for Title I services using a specific ranking document. The ranking document includes a ranking for

reading and another ranking for math. The reading ranking includes STAR Reading and DIBELS NEXT assessment results, socio-economic status and military status. The math ranking includes STAR Math assessment results, socio-economic status and military status. Those highest on the ranking qualify for Title I tutoring services. After parent permission is granted, the students receive additional instruction. Each data point is reflected upon individually and holistically as we strive to make decisions impacting instruction.

3. 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 for Elementary Schools)

N/A

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

Tier 1 small group instruction including guided practice techniques, quality questioning, formative assessments, and timely feedback are used. Tier 2 instruction includes the same strategies and compliments Tier 1 instruction. The lesson should be student focused with the students understanding what they are expected to learn (learning targets). The groups are flexible and ever-changing based upon student needs and assessment outcomes.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?**

Title I tutoring services are provided to qualifying students including an additional small group of instruction three to five times weekly. The small group instruction focuses on standards student are not demonstrating mastery on and utilizes intervention materials from the Tier 1 curriculum.

2. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals. (Sec. 1115(b)(3))

State of Alabama School Foundation Program funds are allocated to Madison based upon student enrollment. All Foundation allocated units are located at the school. Title I funds are used to pay for teachers to supplement the regular academic program during tutoring services offered during or after school. Title II funds are used to provide professional development for the faculty staff of the school. Title III funds contribute to the school having access to an EL Teacher. Homeless funds are used to assist families in need. General funds from the district and school level contribute to the overall instructional program at the school.

3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). (Sec. 1115(b)(2)(F))

State of Alabama School Foundation Program funds are allocated to Madison based upon student enrollment. All Foundation allocated units are located at the school. Title I funds are used to pay for teachers to supplement the regular academic program during tutoring services offered during or after school. Title II funds are used to provide professional development for the faculty staff of the school. Title III funds contribute to the school having access to an EL Teacher. Homeless funds are used to assist families in need. General funds from the district and school level contribute to the overall instructional program at the school.

Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

Evaluations of the CIP are systematic, ongoing, and timely. We analyze our data and determine our goals and our action plan for the year. By October, parents of students qualifying to receive Title I services have received a written invitation to attend the Annual Title I Parent Meeting to describe the purpose of the program. The District wide Title I Plan is reviewed and strengths and weaknesses are discussed. EL curricula as well as how academic goals will be addressed are viewed via PowerPoint. The Parental Involvement Plan and the School-Parent Compact is examined. Open communication is the key and keeping parents informed of events taking place in the school is of utmost importance. Assessment data is analyzed and compared with previous data to determine adequate progress. Student progress is monitored and parents are kept informed of their child's achievement and are notified when additional academic assistance is necessary. When necessary, Title I personnel, tutors, foster grandparents, the Title I Resource room, and after school programs are available to help close the achievement gap.

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

During grade level instructional data meetings and faculty meetings, faculty members disaggregate data from STAR reading/math, DIBELS Next, and SCANTRON results to identify areas of strengths and weaknesses for the purpose of developing our action plan for the current school year. In order to provide appropriate differentiated instruction for all students, data is analyzed from multiple sources. The School Improvement Plan is revised regularly to reflect school needs.

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

Teachers use a framework which provides high quality, differentiated instruction early and often in the general education classroom. Once Tier I and Tier II instruction is provided in the classroom and the teacher determines that the student is not making progress, the teacher refers the student to the RTI Team. The RTI Team assists the classroom teacher in designing and choosing strategies for improving student academic performance. The team's purpose is to develop academic and instructional strategies that are research-based and have a high probability of success. Classroom teachers continue to monitor students to gather important student data that will drive instruction. Intervention data and progress monitoring samples are monitored and reviewed every four weeks. The Special Education referral process is initiated when students do not make progress. The Individual Education Plans of these students are evaluated annually to determine progress and revise goals. Teacher observations and a collection of assessments are used to determine student progress in reading and math.

4. What process is followed by the school to revise the plan on an ongoing basis, review the progress of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))

The faculty and administration meet regularly to review data and revise goals. Parent surveys are conducted in the spring to evaluate the effectiveness of the program. The results of the surveys are analyzed and the information that is obtained is used to address any concern of stakeholders. Multiple assessment results are monitored to ensure continuous improvement.

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

Yes. We are keeping all three goals from the previous year:

These goals are:

Goal 1: All students in kindergarten, first, second, and third grades will improve proficiency on DIBELS Next grade level subtest when comparing Fall 2018 results to Spring 2019 results.

All grade levels were successful in improving overall proficiency in DIBELS with the exception of Oral Reading Fluency-Accuracy in 1st grade, Oral Reading Fluency- Correct Words Read in both 2nd and 3rd grades. Our reading coach and tutors will work with students that are not proficient and/or not meeting growth expectations this school year in order to help identify interferences in reading and plan for improvement. The reading teachers, RTI team, tutors, and parents will meet to discuss individual student goals in reading to develop a plan of action to guide students towards making gains in DIBELS reading assessments.

Goal 2: All students will improve proficiency levels on the STAR reading assessment when comparing the STAR test 1 to STAR test 3.

All classes improved in STAR Reading assessments throughout the 2017- 2018 school year. This year, students that are not making sufficient growth will be identified early in the year and the RTI team, Reading teachers, tutors, and parents will meet to discuss individual student goals in reading to develop a plan of action to guide students towards making gains in STAR Reading assessments. Data meetings will be held so administration, teachers, and the reading coach may work together to determine Professional Development opportunities that are needed to make informed and data driven decisions about how to improve reading performance.

Goal 3: All students will improve proficiency levels on the STAR math assessment when comparing the STAR test 1 to STAR test 3.

All classes improved in STAR Reading assessments throughout the 2017- 2018 school year with the exception of 3rd grade. Data meetings will be held so administration, teachers, and school the school resource team may work together to determine Professional Development opportunities that are needed to make informed and data driven decisions about how to improve math performance. This year, students that are not making sufficient growth will be identified early in the year and the RTI team, Math teachers, tutors, and parents will meet to discuss individual student goals in math to develop a plan of action to guide students towards making gains in STAR Math assessments.

All students within each goal did not improve proficiency last school year. We will continue to work on accomplishing these goals this school year.

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

No goals from the previous year's CIP were changed.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	36.45

Provide the number of classroom teachers.

33.9

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1724878.73

Total

1,724,878.73

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	90109.85

Total

90,109.85

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	35983.42

Total

35,983.42

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	56876.62

Total

56,876.62

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54391.01

Total

54,391.01

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

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

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	12840.0

Total

12,840.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3852.0

Total

3,852.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	20806.79

Total

20,806.79

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	4114.79

Total

4,114.79

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	84387.27

Provide a brief explanation and breakdown of expenses.

Materials/Supplies- 9000.00

Bus Driver Salary and Benefits- 2500.00

Gas- 2500.00

Tutor Salary- 65200.00

Computer Hardware 1511.60

Professional Development- 2400.00

Parent Involvement-1275.67

Title II

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

Provide a brief explanation and a breakdown of expenses.

Federal funding is not provided specifically for professional development.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Federal funds are not provided specially for English Learners.

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Federal funds are not provided specifically for 21st Century Schools.

Title V

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.

Provide a brief explanation and breakdown of expenses.

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

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

Parent and Family Engagement

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. (Sec. 1116(c)(1))

During the first semester, Madison City holds its annual meeting for all parents and participating children from each Madison City elementary school. The meeting is held at one of the elementary schools qualifying for targeted assistance funding. Parents are sent an invitation to attend the meeting via the students. Topics discussed include the following: What does it mean to be a Title I school?, What is the 1% set aside for parent involvement?, What is the LEA Title I plan?, What is a CIP?, What is the School-Parent Compact?, and How do I request the qualifications of my child's teacher?. A PowerPoint is presented and handouts are provided to all participants.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

The parent meeting is conducted in the evening; however, it will be recorded this year and posted for those that could not attend the face-to-face meeting to view the information at a later time. Volunteers to assist with planning, reviewing, and improving the Title I program are solicited during the Annual Meeting. Use of funds allocated for parent involvement is determined during the Title I planning and budget meetings. A collaborative effort involving all Title I target assistance schools in Madison City to hire a contract family engagement liaison to build parent and family capacity to support student learning will be possible by each school using the 1% set aside to fund the position.

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. (Sec. 1116(c)(4)(A)(B)(C))

During the annual curriculum night meeting at the beginning of each school year, Madison Elementary holds a general grade level meeting where information is presented about the academic assessments utilized, grade level standards, etc. to all grade level parents. During the annual meeting of parents during the first semester, Madison City holds a general meeting where information is presented about the Title I programs to parents of students qualifying for services from each elementary school earning targeted assistance funding. All parents are provided an opportunity to conference with teachers. During conferences, parents are made aware of all academic subjects. Parents are provided with the Student Code of Conduct. A translator is secured for conferences involving parents not able to speak and/or understand English. School-wide, all graded papers go home with students on Wednesdays. Title I tutors send home weekly progress reports every Wednesday notating how the student is doing during Title I instructional times.

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). (Sec.1116(d))

The school upholds the School-Parent Compact by hiring highly qualified teachers and tutors to implement instruction for all students and those receiving Title I services. The tutoring services are provided during small group instruction with a limited number of students participating in each group. The school provides frequent reports on student progress in the format of a progress report. Tutors are available to meet with parents upon request. Parents are invited to volunteer at the school during various school wide events as well as inside individual classrooms. Parents are requested to uphold the School-Parent Compact in various ways. The first request is parents ensure their child attends school and tutoring sessions regularly. The parents are requested to ensure homework is completed when assigned by establishing a time and place for the student to complete his/her homework. Progress reports and report cards are requested to be reviewed and discussed with children by the parent. It is requested parents stay informed about their child's education by communicating with the school district, participate in Parent/Teacher conferences, and participate in at least one Title I Parent Meeting. Parents participate in volunteer opportunities made available to them.

Students share the responsibility by working hard during daily classroom instruction and tutoring sessions, completing classroom assignments and homework with best effort, following directions, and demonstrating appropriate behaviors. The School-Parent Compact is reviewed annually and discussed during the Parent Advisory Board meetings. Parents sign and return the compact if their child receives Title I services.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parents can submit comments concerning dissatisfaction with the CIP to the school administrators. Once a comment has been received, the Title I Committee will be convened to discuss the complaint, and if relevant, viable solutions will be developed and implemented.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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)

Madison Elementary School's Program Review Plan will focus on parental engagement at our school. The faculty at Madison Elementary will strive to offer opportunities for parents of students in kindergarten thru fifth grade to be engaged in their child's academic experiences. We will also offer activities for parents to take part in just being a member of the Madison Elementary School family.

The goal of this Program Review is to increase parental engagement at Madison Elementary School in all grade levels throughout the school

year by providing academic-focused opportunities as well as family-oriented, fun activities to our parents. The faculty at MES will collaborate to provide the parents opportunities to attend Open House and grade level Curriculum Nights to encourage parental engagement in academic experiences. The administration and faculty will collaborate to provide an opportunity for parents to join us for activities during the school year such as Grandparents' Lunch, Take Your Parents to PE Week, Book Fair Early Visit, and Spirit Nights to encourage participation in creating a culture of family within our school.

During Open House, parents will have the opportunity to obtain information concerning teacher assignments, lunch account status, bus numbers, car line, team/club information, and expanded day information. Parents will also visit the classroom to meet the teacher, drop off school supplies, and complete a classroom activity. Grade level teachers will collaborate to determine a welcome activity for their grade level children to complete with their parents as well as a welcome letter for the parents to share beginning of the year information. Parents will also have the opportunity to sign-up to volunteer allowing parents a choice for how they wish to be involved in our school. Administration and teachers will collaborate to add a tour of our school, a car line guide, lunch account payment information, and expanded day information to our website for those that are unable to attend Open House.

Grade levels will collaborate to host a grade level curriculum night. The curriculum nights will be a time for teachers to share specific information about the grade level including curriculum, grading, progress reports, report cards, procedures specific to the grade level, behavioral expectations, management plan rewards/consequences, field trips, opportunities for parents to be involved throughout the school year, etc. Teachers will also share ways parents can help their child at home and provide resources to aide parents in helping their child at home. The curriculum night presentations will be emailed to parents after the presentations to be used as a reference for all parents throughout the school year.

The holding of Grandparents' Lunch, Take Your Parents to PE Week, Book Fair Early Visit, and Spirit Nights will help to promote the importance of building stronger relationships within the school family. The relationship piece is so important to student success. We will gather baseline data during the 2018-2019 school year from parent participation during Open House, grade level Curriculum Nights, Grandparents' Lunch, Take Your Parents to PE Week, Book Fair Early Visit, and Spirit Nights to determine next steps in our plan to increase parental engagement at Madison Elementary School.

Our overall goal is to improve the home-school connection by offering parents opportunities to engage in their child's academic and social school experiences.

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 ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Information is provided through data and feedback from parent surveys, communication in faculty meetings, and collaboration with classroom teachers.

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 ESSA Sec 1116, 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)

Coordination and integration is provided through collaborative consultation and meetings with the EL and Special Education programs to better serve students in both programs. Materials are available for parent and/or student checkout for home use.

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 ESSA Sec. 1116, 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)

Parent permission to place forms are in a basic language that explains the program. School-parent compacts are in basic language also. If a situation should arise, EL can assist in arranging for translated materials.

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 ESSA Sec. 1116, 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)

Transportation is provided for parents that request if for the annual parent meeting and parent training sessions. Childcare will be provided for all parents, if needed, during the annual meeting.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Information and school reports are created using basic English. If the need should arise, a translated version will be created with the assistance of the EL program.