



ACIP

Saraland Elementary School

Saraland 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?

City Demographics

Saraland is a city in Mobile County, Alabama. It is located in southwest Alabama near the Gulf of Mexico and is a suburb of the Mobile metropolitan area. It is the third largest city in Mobile County. As of the 2013 census, the population of the city is 13,906. Saraland offers numerous parks and recreation facilities for children of all ages. The city promotes community involvement by hosting an annual Christmas Parade, an annual Harvest Festival, fire safety training activities, and other events that involve the entire community. The city supports volunteer efforts through local organizations such as youth sports, Meals on Wheels, the Women's Club, the Senior Center, and the Keep Saraland Beautiful Committee. Saraland is continually growing with the construction of new subdivisions, new commercial and retail development, and the increasing demand for growth in infrastructure. Because of the city's continual growth, Saraland considers itself "A Gateway to Progress".

In June 2006, the City of Saraland voted to break away from the Mobile County Public School System and form its own school system. The school district came into effect in the summer of 2008. The citizens of Saraland are extremely proud of their new school system and support all its efforts. The community plays a vital part in the success of the school system. Community members serve in various roles and capacities which result in a collaborative effort to provide a world class education for the students in Saraland. The Saraland Community is an integral part of the success at SES. Continuing support from stakeholders enables the school and school system to enjoy growth in the areas of safety, academics, extra-curricular programs, and enrollment. During the 2014-2015 school year Saraland City Schools undertook the monumental task of asking the community to voluntarily increase property taxes to support school programs. Saraland Elementary stakeholders played a key role in the successful passage of this referendum. The Saraland community made a clear affirmation of its support of schools in January of 2015 when this tax increase was approved by more than 66% of Saraland citizens. It was one of the few across the state to pass, which speaks volumes in our current economic times. Community stakeholders including parents, grandparents, churches, and business leaders actively volunteer in classrooms and serve as active partners in education. Local businesses have donated and purchased new technology hardware during the past year. SES has a history of community involvement and support.

School Demographics

The construction of the new Saraland Elementary School was finalized in August 2013 and currently accommodates students in grades second through fifth. In January 2017, the newly-constructed Saraland Early Education Center became operational for Pre-K, kindergarten, and first grade students. Fifth grade students transferred from the middle school to the elementary school for the 2017-2018 school year. According to the Fall Average Daily Membership (ADM) Report, current student enrollment is as follows: Saraland Elementary School-875 (grades 2-5).

The racial makeup of SES is as follows: White- 77%; Black- 17%; Hispanic- 2%; Asian- 2%; and Other- 1%.

The pupil-teacher ratio is 17 to 1 at SES.

Challenges and Unique Features Associated with the Community

An immediate challenge for SCSS is the system's rapid growth. Approximately 150 new students enroll annually. As the local community expands, facility enhancements are needed to compensate for the brisk growth of student population. In 2009, the system built a new, state

of the art high school facility for students in grades ninth through twelfth. In 2012, the middle school was completely renovated to provide a safer educational environment for students in grades fifth through eighth. In 2013, a newly constructed Saraland Elementary School opened its doors to students in grades pre-kindergarten through fourth. The previous elementary school was 40,000 square feet and the new school is 105,000 square feet. The new facility has a safe-way hall, two computer labs, a cafetorium and a gym. Although the elementary school had more than doubled in square footage, an additional wing was built in 2014 to compensate for student growth. After the wing was added, the ability to accommodate increased enrollment remained a problem; therefore, the Early Education Center was constructed in 2016. Moreover, a new wing housing 14 additional classrooms, a Project Lead the Way (PLTW) Engineering Program, and a Welding Program was completed at the high school in July 2016.

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.

Vision and Mission

The vision of the Saraland City School System (SCSS) is to build a world class educational system for its children. The mission of Saraland City Schools is to ensure that all students realize their unique potential in a school system characterized by dedicated and exemplary staff, a supportive and involved community, recognition and celebration of diversity, optimal utilization of resources, uncompromising commitment to excellence, and willingness to affect change. Striving for excellence is the dominant theme of the vision and mission statements for the SCSS. The overall goals of the system are to meet the needs of all students and to challenge them with a rigorous curriculum to ensure they are prepared for the next grade level and are college and career ready. To achieve this goal, the system establishes high expectations for its students, teachers, local school administrators, and central office staff through the implementation of an effective and comprehensive curriculum. Teachers use research-based practices to ensure instructional strategies are current, meaningful, and rigorous. Overall, the system operates under the belief that a rigorous curriculum will produce students who are able to compete globally. Delivering this message of excellence throughout the community continues to be a focal point for the SCSS. Community acceptance of higher standards is vital to the success of the school system. Local school administrators and teachers present this message to parents through social media, conferences, Parent Teacher Organization (PTO) meetings, honor assemblies, State-wide Parenting Day, Title I Parent meetings, ASSIST Continuous Improvement Plan (aCIP) reviews, Open Houses, Parent Pop-In nights, and other meetings conducted that support the curriculum. The central office staff continuously meets with parents and community groups to seek input and reinforce the theme of excellence delivered through the vision and mission statements. SCSS is committed to building a world class educational system for students and understands the importance of communicating its purpose and goals to all stakeholders.

Additionally, SES uses the aCIP as their framework for improving student achievement. Each goal included in the aCIP has objectives, strategies, and activities that focus on actively engaging students in instruction. The aCIP committee is comprised of local school administrators, counselors, teachers, parents, and community stakeholders. The plan includes these three goals:

- (1) Engage and Empower the Learner through the Effective Implementation of College and Career Ready Standards (CCRS),
- (2) Provide Digital Tools and Resources to All Teachers and Students, and
- (3) Increase Student Attendance to Decrease the System's Dropout Rate.

Each goal includes strategies and action steps focusing on actively engaging students in instruction. The strategies and action steps are based on academic needs identified during the system and local school aCIP reviews, annual federal meetings, SCSS Strategic Plan meetings, and all other meetings concerning student performance data. Each strategy and action step is monitored and refined by the local school aCIP committee quarterly. Additionally, the central office staff continually collaborates with local school principals and teachers to ensure the strategies and action steps are implemented appropriately and in a timely manner.

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.

Saraland Elementary School has made many notable achievements in the past three years. Academic achievement continues to be an accomplishment and a goal at SES. In 2017, Saraland Elementary School received the National Blue Ribbon of Excellence Award. SES was also named a 2018 National Title I Distinguished School.

According to the Spring 2017 ACT ASPIRE data, SES exceeded national averages in reading, math, English, science, and writing. SES faculty participated in the Alabama Math, Science, and Technology Initiative (AMSTI) for Math Year 1, Math Year 2, Science Year 1, and Science Year 2 training during the summers of 2015, 2016, 2017, and 2018. As a direct result of training, teachers and students utilize Investigations as a primary tool for implementing math College and Career Ready Standards in the classroom. Students employ higher order thinking skills to understand mathematics on a conceptual level as opposed to memorizing algorithms and fact drills. In addition, teachers continue to strive for academic excellence by facilitating hands-on activities, student discovery, and experiments when implementing science College and Career Ready Standards. The ultimate goal is for SES students to be equipped with the skills necessary to be productive members of the 21st century.

SES established a National Elementary Honor Society (NEHS) at the school level in the fall of 2014. Each year students are nominated to become members of the NEHS. Each nominee must meet all requirements and criteria set forth by the NEHS. A committee comprised of dedicated teachers work to ensure all rules are followed with regard to the implementation of NEHS. In addition, committee members assist students in receiving service hours and facilitate activities to aid in completion of this requirement. The SES chapter of the NEHS actively promotes community service by raising money for local associations, such as the Leukemia and Lymphoma Society. NEHS also collected enough canned drink tabs to allow the Ronald McDonald House to house fourteen families for an entire month. Food donations were also made to local families in Saraland for Thanksgiving. NEHS students support special needs students during local Special Olympics programs. SES NEHS has many more community service projects planned for this school year. SES students have a heart for community service and actively demonstrates that through participating in extra-curricular organizations that provide students opportunities to give back to the community.

The SES choir performs at community events and visits residents in assisted living facilities. Each year, the SES choir participates in two major performances at Christmas and in the spring for both the student body and the community. Choir members were invited to perform at the International Festival in Mobile in November 2018. Each year the SES choir gets the city in the Christmas spirit by performing at the Saraland Christmas tree lighting event.

The Saraland Sprinters is a running club that promotes the importance of exercise and healthy habits. Over 100 students participate in this club. More than 100 participants completed the First Light Kid Marathon, a fundraiser for the Mobile Area Association for Retarded Citizens. The SES physical education department promotes a healthy lifestyle and has been a leader in the American Heart Association's Jump Rope for Heart Program, with more than 95% of students participating. Students involved in the annual Jump Rope for Heart fundraiser were recognized for being in the top 5 schools in the state for raising more than \$25,000 for the program in the last two years. The PE department also sponsors a Fun Run to promote fitness every October with gold, silver, and bronze medals awarded to the winners.

A Project Outreach club was formed and implemented at SES in 2015. The club is overseen and sponsored by administrators and teachers.

General education students are paired with special education students for club activities that include both educational and social activities.

During these activities general education students participate with their special education partners to promote acceptance among the student population. A buddy walk, Week of Change, Christmas party, Easter egg hunt, and end of year parties are some of the activities members participate in. The formation of this club has increased awareness, acceptance, and understanding of differences among the students at SES.

Each year SES selects students to participate in safety patrol. These students assist teachers during morning and afternoon dismissal in the cafeteria and hallways to help promote and ensure a safe environment for all students. Safety patrol students take special care in assisting younger students who are learning new routines and procedures and how to navigate the school. Safety patrol provides an opportunity for students to develop leadership skills.

SES has an award winning archery team. Over the past 5 years, the SES archery team has won the archery state championship and was selected to participate in the national archery tournament in Louisville, Kentucky. At SES, student involvement in extra-curricular activities continues to develop and grow and is strongly supported by parents, stakeholders, and the community at large.

Areas of Improvement

Areas of Improvement made by SES in the past five years are as follows:

- * SCSS constructed an Early Education Center for Pre-K, kindergarten, and first grade students to accommodate growth at the elementary level.
- * SES employed an Instructional Partner to assist teachers with instruction and assessment development and to assist with the analysis of formative and summative data.
- * SES participated in A+ College Ready's Key Leaders Network (KLN) and Powerful Conversation Network (PCN) trainings to acquire cutting edge, research-based practices for school leaders.
- * SES received state grant funds in 2014 and 2015 to implement the Compass Learning Program to provide teachers an additional instructional resource for student achievement.
- * SES purchased ACT Periodic with Title I funds to prepare students in third and fourth grades for ACT Aspire.
- * SES replaced Bloom's Taxonomy with Webb's Depth of Knowledge (DOK) Model because research showed the model is the best tool for systematically analyzing the alignment between the CCRS and standardized assessments.
- * SES began using the Effective Learning Environments Observation Tool (ELEOT) to record observable evidence that students are engaging, acting, reacting, and benefiting from various contexts or environments that should be evident in all effective learning settings.
- * SES began conducting Instructional Rounds as embedded professional development to provide the opportunity for teachers to observe other teachers in their buildings and acquire effective instructional strategies.
- * SES began implementing a K-5 student writing portfolio system to enhance student writing skills and improve writing scores on ACT assessments.
- * SES participates in the Project CARE (Dropout Prevention) Plan that was expanded to include a K-12 Graduation Tracking Program and an Early Warning Truancy Program to provide useful strategies for analyzing academic, behavior, and attendance data for identified at-risk students.
- * SES participates in K-12 Early Warning Truancy Court Program to decrease the number of students experiencing chronic discipline and attendance concerns.
- * SES updated its Safety Emergency Crisis Prevention Plan to ensure the safety of all students and personnel.

Areas for Improvement

Areas for Improvement SES is striving to achieve in the next three years are as follows:

- * SES is in the process of completing the following actions:

-continuing to provide strategic professional development that assists teachers and administrators prepare students for the next grade level and improve high-stakes test scores.

-continuing to close the gap between majority and minority students by 25%.

Additional Information

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

The Saraland community displays a strong sense of ownership and pride in SES. SES receives a tremendous amount of community support. SES strives to meet the needs of all students. Primary areas of focus include a safe learning environment, advanced academic achievement, great community involvement, and exceptional physical health. SES strives to provide a safe and secure environment for all students. Great emphasis is placed on routines and procedures to keep all students and adults safe. Saraland Elementary has multiple modes of communication to ensure the safety of students and staff. Safety drills are conducted monthly and are reviewed for possible improvement. Crisis backpacks are strategically placed in classrooms in the event of an emergency. A crisis management team is used to plan, evaluate, and practice for emergency situations.

All SES teachers have a copy of the current Alabama Course of Study for the subject(s) they teach. Weekly lesson plans are required of all teachers and must accommodate student needs. Lesson plans are comprised of four components: (1) objectives, (2) materials, (3) activities/strategies, and (4) evaluation. Local school administrators review each teacher's lesson plans throughout the school year. Student grading parameters are established by grade level teachers in grades second through fifth. The purpose of the parameters is to ensure students are receiving an adequate number of grades per course and that the recorded grades focus on the Alabama Course of Study Standards. Local school administrators review each teacher's grade book throughout the school year to ensure grades are being recorded in a timely manner and to identify areas of academic concern.

Data drives instruction for all SES teachers. Formative and summative data are disaggregated and reviewed during central office staff meetings, principal meetings, faculty meetings, and grade level meetings. The formative measures of progress include unit tests and Scantron Achievement Series Reading and Math administered in grades second through fifth. The summative measures of progress are as follows: Scantron Performance Series Reading and Math, Alabama Alternate Assessment (AAA), and Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment.

SES uses data findings from the formative and summative assessments to improve the curriculum, plan for instruction and assessment, and schedule needed professional development. If students have difficulty mastering a standard, the standard is included in the teacher's CCRS pacing guide for multiple months. Classroom teachers and intervention teachers work with Tier II and Tier III students to improve deficient areas. The grade level Problem Solving Teams (PSTs) guide general education intervention services for all students who have academic or behavior difficulties. The PST is vital to the school's successful implementation of the RtI framework and is responsible for the day-to-day decisions which ensure that (1) students receive instruction and interventions matched to their identified needs; (2) appropriate progress monitoring tools are utilized to provide evidence of students' response to instruction and intervention; and (3) progress monitoring data are used to make timely instructional decisions which maximize student outcomes. Tier II and Tier III student data are reviewed monthly by a PST.

Another tool SES uses is local school at-risk student reports. SES reviews the report quarterly and then submits it to central office. In addition, confidential lists of fifth grade students identified as at-risk are compiled by the elementary school counselor and forwarded to the receiving school principal each May. Parent conferences are scheduled for all at-risk students.

teachers. Saraland City School System has not received state funding for the Teacher Mentor Program in many years, but has continued to implement a local mentoring program. SES participates in the Alabama State Department of Education's statewide mentoring program. In addition, SES conducts training for new teachers at the beginning of each school year.

SES has an active and supportive Parent Teacher Organization (PTO). The PTO has invested more than \$87,000 over the last two years by purchasing emergency radios, new carline benches, student software, laminators/film, bulletin board paper, die cut machine/die cuts, classroom supplies, computers, Chromebook carts, and emergency door locks. Large numbers of parents volunteer and participate in school events such as, Spring Fling, Fall Festival, movies on the lawn, the annual beauty pageant, and other special events.

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.

In April 2018, Title I Parent Surveys were distributed to parents, teachers, and staff members to receive data for Saraland Elementary's Continuous Improvement Plan (CIP). Over five hundred twenty-five stakeholders answered the surveys. The data collected were used in the development of the continuous improvement plan. Stakeholders were selected on a volunteer basis and/or nominated by their constituents. An orientation CIP meeting was held in May 2018 for all committee members. CIP meetings are scheduled at least a month in advance and are conducted quarterly after regular school hours. Email is used to communicate with all CIP members on a regular basis.

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

By the consensus of the faculty and staff, representatives were selected from all grade levels, including support areas. Two parents and one local community member serve as stakeholders. Representatives met with assigned constituents to provide opportunities for input into the plan. The CIP committee was submitted to the entire faculty, staff, and stakeholders for approval.

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

Saraland Elementary School will inform parents of the school's participation in the Title I program and explain the Title I requirements through annual parent meetings. Parents will be notified of the meetings through notices sent home by the students, public postings on the school website, and Schoolcast. Each year a Statewide Parenting Day is held and facilitated by the counselor. Parents are provided with information about their child's school and ways to improve their parenting skills. Title I parenting funds will be used to purchase supplies for parent nights that will be conducted each semester to assist parents with reinforcing skills at home.

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	See Student Performance Diagnostic Attached	Student Performance Diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

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

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

Areas of Notable Achievement

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

Overall, SES students are performing above expectations in math on all grade levels.

Specifically, in math, third grade African-American male students performed at 83% proficiency.

In reading, fourth grade white males outperformed females with a proficiency level of 75%.

In science, fifth grade white males outperformed their female counterparts with a 75% proficiency score.

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

Based on previous data collected from ACT Aspire (2014-2017) and now the Scantron Performance Series, SES students have historically had a higher level of proficiency based on scaled scores in math summative assessments as compared to reading.

Which area(s) indicate the overall highest performance?

Based on the 2018 Scantron Performance Series data, fifth grade math scores showed the highest level of proficiency.

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

Based on previous data collected from ACT Aspire (2014-2017) and now the Scantron Performance Series, SES African-American students in grades 3, 4, and 5 have shown an increase in proficiency on reading summative assessments.

*Reading - 3rd grade African-American students increased from 34% proficient to 55% proficient

*Reading - 4th grade African-American students increased from 30% proficient to 43% proficient

*Reading - 5th grade African-American students increased from 37% proficient to 59% proficient

Between which subgroups is the achievement gap closing?

Based on ACT Aspire scores from 2017 and Scantron Performance Series scores from 2018, the following areas show an increase in proficiency as related to specific subgroups:

*Math - 3rd grade African-American students increased from 59% proficient to 80% proficient

*Science - 5th grade white female students increased from 53% proficient to 73% proficient

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

Due to the State of Alabama's transition from ACT Aspire to Scantron Performance Series, no other data sources were used during 2017-2018.

Areas in Need of Improvement

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

Overall, SES students are performing below Saraland City School's expectations in reading on all grade levels.

Specifically, in reading, third grade African-American male students performed at 50% proficiency.

In math, fourth grade African-American female students performed at 38% proficiency.

In science, fifth grade African-American female students performed at 40% proficiency.

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

Based on previous data collected from ACT Aspire (2017) and now the Scantron Performance Series (2018), SES students showed proficiency level decreases in third and fourth grade math summative assessments.

Which area(s) indicate the overall lowest performance?

Based on the 2018 Scantron Performance Series data, fourth grade African-American females had the lowest proficiency scores in reading and math.

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

Based on previous data collected from ACT Aspire (2014-2017) and now the Scantron Performance Series, the following areas show a decrease in proficiency as related to specific subgroups:

*Math - 3rd grade male students decreased from 76% proficient to 72% proficient

*Math - 4th grade African-American students decreased from 57% proficient to 49% proficient

*Math - 5th grade African-American students decreased from 53% proficient to 47% proficient

Between which subgroups is the achievement gap becoming greater?

Based on previous data collected from ACT Aspire (2014-2017) and now the Scantron Performance Series, the following areas show a significant decrease in proficiency thereby increasing the achievement gap:

*Math - 3rd grade female students decreased from 82% proficient to 73% proficient

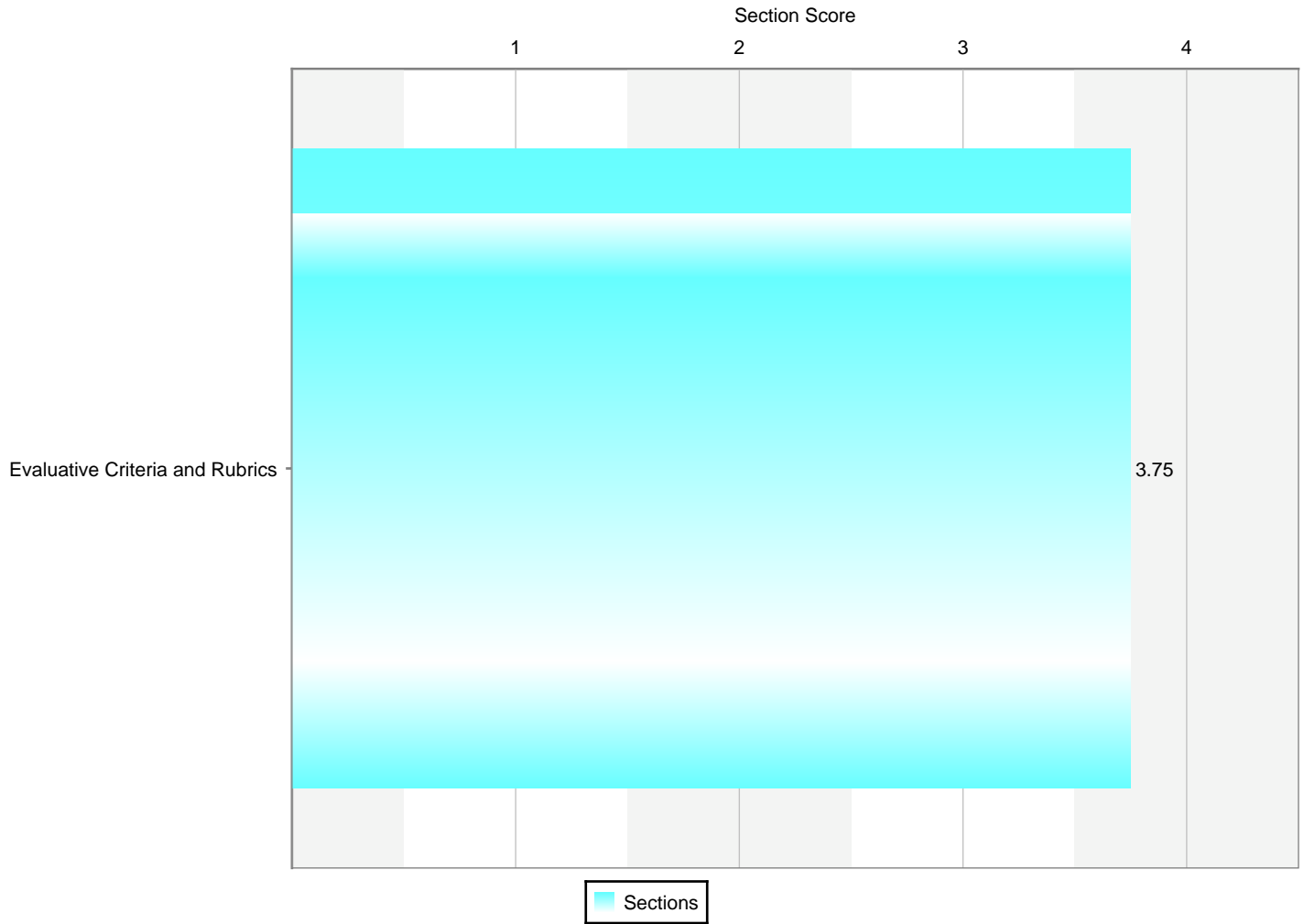
*Math - 4th grade female students decreased from 82% proficient to 73% proficient

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

Due to the State of Alabama's transition from ACT Aspire to Scantron Performance Series, no other data sources were used during 2017-2018.

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	See attachment	SES Signature Page

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	See attachment	Stokley

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	See attachment	Dial

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	See attachment	LEA FY 19 Consolidated Plan Parent and Family Engagement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	See attachment	School-Parent Compact

2018-2019 ACIP

Overview

Plan Name

2018-2019 ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner through the Effective Implementation of CCRS	Objectives: 5 Strategies: 7 Activities: 28	Academic	\$87816
2	Provide Digital Tools and Resources to All Teachers and Students	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$9318
3	Increase Attendance	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$19202

Goal 1: Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Implement a Rigorous Curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in reading.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Other - Reading

Research Cited: Crawford, Joe. (2012). *Aligning Your Curriculum to the Common Core State Standards*. Thousand Oaks, CA: Corwin

Activity - Alabama Reading Initiative (ARI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will implement ARI strategies daily during reading instruction, focusing on student engagement, literacy workstations, and small group instruction. In addition, the instructional interventionist will provide training and support to teachers on meeting the needs of all learners, including students at-risk for dyslexia. Instructional supplies will be purchased to support the activity.</p> <p>Instructional Partner (Reading Specialist) salary will be paid for with ARI funding.</p> <p>Monitor Implementation of ARI strategies through walk through observations and lesson plans.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0	Title I Part A	School Admin., Instructional Partner, Classroom Teachers, Special Education Teacher, and Instructional Interventionist
Activity - ELA (Reading) College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will implement the reading CCRS during daily instruction to improve reading proficiency levels. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Additionally, instructional supplies (i.e., headphones, connectors, etc.) will be purchased to enhance reading instruction.</p> <p>Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$1940	Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Classroom Teachers, and Special Education Teacher

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Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional development will be conducted on multi-sensory strategies that will be incorporated in Tier I and Tier II reading lessons.</p> <p>Classroom teachers and special education teachers will complete peer observations within the building. Teachers will collaborate with a peer teacher to devise a schedule and will complete a questionnaire at the conclusion. Teachers will use the knowledge gained to improve instruction in their classroom.</p> <p>Monitor completion of professional development with peer observation forms.</p>	Professional Learning	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Webb's Depth of Knowledge (DOK)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Strategy 2:

Meet the Reading Learning Needs of all Students - Teachers, paraprofessionals, and the instructional partner will implement all aspects of the Rtl framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will receive pull out intervention in reading. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

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

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Reading Response to Instruction (Rtl)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Additional academic support will be provided to Tier II and Tier III students not mastering reading objectives and performing below grade level. Rtl problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. In addition to the intervention provided by certified teachers, a paraprofessional will be employed to support this activity and provide intervention to Tier III students.</p> <p>Monitor Rtl implementation through Tier II and Tier III documentation on specified forms and classroom observations.</p>	Academic Support Program	08/07/2018	05/23/2019	\$32592	Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Paraprofessionals, and Classroom Teachers

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Activity - Reading Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer iReady Reading online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support. Monitor completion of formative assessments and analyze results of data.	Technology	08/07/2018	05/23/2019	\$0	Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers
Activity - Renaissance Place Professional Development/Reading/AR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development on Renaissance Place/Accelerated Reader (AR) to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional partners, classroom teachers, and special education teachers.	Academic Support Program, Professional Learning, Direct Instruction	08/07/2018	05/23/2019	\$6615	Title I Schoolwide	School Administration, Instructional Partners, Classroom Teachers, Support Staff
Activity - myON Online Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
myON will be purchased and implemented to enhance classroom instruction. This program provides access to reading materials for individual students at their reading level. Monitored by student usage reports and student growth.	Technology, Direct Instruction	08/07/2018	05/23/2019	\$7875	Title I Schoolwide	School Admin., Classroom Teachers, and Special Education Teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Implement a Rigorous Curriculum in Math - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in math. This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Bender, William N. (2013). Differentiating Math Instruction K-8. Thousand Oaks, CA: Corwin.

Activity - Alabama Math, Science, and Technology Initiative (AMSTI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will implement AMSTI strategies during daily instruction. Monitor the implementation of AMSTI strategies through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin. and Classroom Teachers
Activity - Math College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the math CCRS with a focus on the eight math practice standards during daily instruction to improve Scantron proficiency levels. A key focus will be on the subcategory of "Measurement" for third grade and "Numbers in the Base Ten - Fractions" for fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. In order to increase math fact fluency, teachers will implement Reflex math through centers and small group instruction. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$3295	Title I Schoolwide	School Admin. and Classroom Teachers
Activity - Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and special education teachers will complete peer observations within the building. Teachers will collaborate with a peer teacher to devise a schedule and will complete a questionnaire at the conclusion. Teachers will use the knowledge gained to improve instruction in their classroom. Monitor completion of professional development with peer observation forms. Continued implementation of AMSTI Investigations will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Academic Support Program, Professional Learning, Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School Administration and Instructional Partners
Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Strategy 2:

Meet the Math Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the Rtl framework for all students.

Identified Tier II and Tier III students will receive Tier II intervention in the classroom for math. In addition, Tier III students will receive pull out intervention in math. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement Learning Supports

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Math Response to Instruction (Rtl)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. Rtl problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity.</p> <p>Monitor Rtl implementation through Tier II and Tier III documentation on specified forms and classroom observations. A paraprofessional and intervention teacher will be employed to support this activity.</p>	Academic Support Program	08/07/2018	05/23/2019	\$35499	Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Paraprofessionals, and Classroom Teachers
Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will administer iReady Math online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support.</p> <p>Monitor completion of formative assessments and analyze results of data.</p>	Technology	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers
Activity - iReady Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>iReady will be implemented to enhance classroom instruction. This program provides individual learning paths for students to work at their instructional level.</p> <p>Monitored by student usage reports and student growth.</p>	Technology, Academic Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Implement a Rigorous Curriculum in Language Arts - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to

develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in language arts.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - Daily Oral Language (DOL)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction will be provided on grammar through practice of daily oral language skills for grades 2-5. Monitor use of daily oral language skills through walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - ELA (Language) College and Career Ready Standards in Language Arts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the language CCRS during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Language Arts Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts professional development will be conducted on an as needed basis.	Professional Learning	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Implement a Rigorous Curriculum in Writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in writing.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, Douglas. (2014). Better Learning Through Structured Teaching. Alexandria, VA: ASCD.

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in content areas. Monitor implementation and instruction of content area writing through walk through observations and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitored through completion of quarterly WOW Box reports and end-of-the-year portfolios.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional partners will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Monitor through classroom observations and lesson plan checks. In addition, the World of Writing teacher boxes and the end-of-year writing portfolios will be checked by the instructional partners.	Academic Support Program, Professional Learning	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers
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Measurable Objective 5:

A 2% increase of All Students will demonstrate a proficiency in application skills in Science by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Implement a Rigorous Curriculum in Science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in science.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, Judith K. and Peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Activity - Content Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in science. Monitor implementation of writing in science through walk through observations and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Hands-On Discovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the science CCRS during daily instruction to improve Scantron proficiency levels. A key focus will be on the subcategory of "Interpretation of Data" for third grade and "Evaluation of Models and Inferences" for fourth grade. Knowledge gained from attending AMSTI Science Year 1 and 2 will be implemented during science instruction. Instruction will foster student discovery through hands-on activities and experiments. Monitor instruction through walk through observations and evaluation of CCRS pacing guides and lesson plans.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will collaborate on implementation of the science standards. Teachers will implement strategies daily during science instruction. Monitor collaboration with agendas and sign-in sheets. In addition, implementation of science standards will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Academic Support Program, Professional Learning	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers
Activity - Science Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers attended AMSTI Science Year 1 or Year 2 training, where applicable.	Professional Learning	08/07/2018	05/23/2019	\$0	Title II Part A	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers
Activity - Webb's Depth of Knowledge (DOK)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Goal 2: Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

demonstrate a proficiency by increasing performance by 2% in content areas using technology by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Increase Student Achievement through Technology - Technology will be used to create a learning centered environment that focuses on student achievement and authentic tasks that incorporate higher order thinking skills and encourage collaboration with peers.

Use of technology will be monitored by school inventories, classroom observations, computer lab observations, technology logs, and lesson plan checks.

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

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation. Thousand Oaks, CA: Corwin.

Activity - Increase Accessibility to Technology Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I funds will be used to purchase Chromebooks and iPads to improve student technology skills and enhance instruction in all content areas. Monitor use of technology with technology logs, classroom observations, computer lab observations, and lesson plan checks.	Technology	08/07/2018	05/23/2019	\$9318	Title I Schoolwide	School Admin., Classroom Teachers, Special Education Teachers, and Computer Lab Paraprofessional
Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be conducted on existing and new technology.	Professional Learning	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Instructional Partner, Media Specialist, and Classroom Teachers

Goal 3: Increase Attendance

Measurable Objective 1:

demonstrate a behavior that will decrease attendance concerns resulting in increasing proficiency by 2% in content area standards by 05/23/2019 as measured by formative and summative assessments and attendance reports.

Strategy 1:

Increase Student Attendance - To encourage attendance, students will be provided incentives for perfect attendance.

Through the Advocacy Program, every student will be assigned an advocate on campus and will meet with the advocate quarterly.

Faculty members will maintain documentation of these meetings in their classrooms.

Professional development will be provided on Project CARE. At-risk students will be identified through Project CARE and assigned teacher mentors who will encourage student attendance.

In addition, parents will be held accountable for student attendance through the Early Warning Truancy Program.

Student attendance will be monitored by attendance reports generated from INOW, the school nurse, and the attendance officer.

Category: Develop/Implement Learning Supports

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Perfect Attendance Incentive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students will be encouraged to be present and on time at school every day. Students with perfect attendance will be rewarded with an "Out of Uniform" day.</p> <p>Student attendance will be monitored using attendance reports from INOW and by the attendance officer.</p>	Behavioral Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., Classroom Teachers, School Counselor, and Attendance Officer
Activity - Project CARE Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Project CARE training will be conducted by the school counselor. Using the Project CARE program, at-risk students will be identified and assigned a teacher mentor. Teacher mentors will be available to encourage student attendance, positive behavior, and academic success.</p> <p>Student attendance for at-risk students will be monitored by attendance reports from INOW, counselor log, and the attendance officer.</p>	Behavioral Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	School Admin., School Counselor, Classroom Teachers, and Attendance Officer
Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Parents and students with attendance concerns will be referred to the Early Warning Truancy Program. Parents will be required to attend meetings with administrators and central office staff to discuss and rectify truancy issues. The school nurse will assist in monitoring attendance. Title I funds will be used to fund half of the nurse's salary.</p>	Parent Involvement	08/07/2018	05/23/2019	\$19202	Title I Schoolwide	School Admin., Attendance Officer, Central Office Staff, and School Nurse
Activity - Graduation Tracking System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The graduation tracking system will allow administrators and the counselor to support at-risk students to ensure they graduate from high school on time.</p> <p>This will be monitored through data meetings.</p>	Academic Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	Administrators and Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math College and Career Ready Standards (CCRS)	<p>Teachers will implement the math CCRS with a focus on the eight math practice standards during daily instruction to improve Scantron proficiency levels. A key focus will be on the subcategory of "Measurement" for third grade and "Numbers in the Base Ten - Fractions" for fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. In order to increase math fact fluency, teachers will implement Reflex math through centers and small group instruction.</p> <p>Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$3295	School Admin. and Classroom Teachers
ELA (Reading) College and Career Ready Standards (CCRS)	<p>Teachers will implement the reading CCRS during daily instruction to improve reading proficiency levels. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Additionally, instructional supplies (i.e., headphones, connectors, etc.) will be purchased to enhance reading instruction.</p> <p>Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$1940	School Admin., Instructional Partner, Intervention Teacher, Classroom Teachers, and Special Education Teacher
myON Online Reading	<p>myON will be purchased and implemented to enhance classroom instruction. This program provides access to reading materials for individual students at their reading level.</p> <p>Monitored by student usage reports and student growth.</p>	Technology, Direct Instruction	08/07/2018	05/23/2019	\$7875	School Admin., Classroom Teachers, and Special Education Teachers
Early Warning Truancy Program	<p>Parents and students with attendance concerns will be referred to the Early Warning Truancy Program. Parents will be required to attend meetings with administrators and central office staff to discuss and rectify truancy issues. The school nurse will assist in monitoring attendance. Title I funds will be used to fund half of the nurse's salary.</p>	Parent Involvement	08/07/2018	05/23/2019	\$19202	School Admin., Attendance Officer, Central Office Staff, and School Nurse

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<p>Math Response to Instruction (Rtl)</p>	<p>Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. Rtl problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity.</p> <p>Monitor Rtl implementation through Tier II and Tier III documentation on specified forms and classroom observations. A paraprofessional and intervention teacher will be employed to support this activity.</p>	<p>Academic Support Program</p>	<p>08/07/2018</p>	<p>05/23/2019</p>	<p>\$35499</p>	<p>School Admin., Instructional Partner, Intervention Teacher, Paraprofessionals, and Classroom Teachers</p>
<p>Reading Response to Instruction (Rtl)</p>	<p>Additional academic support will be provided to Tier II and Tier III students not mastering reading objectives and performing below grade level. Rtl problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. In addition to the intervention provided by certified teachers, a paraprofessional will be employed to support this activity and provide intervention to Tier III students.</p> <p>Monitor Rtl implementation through Tier II and Tier III documentation on specified forms and classroom observations.</p>	<p>Academic Support Program</p>	<p>08/07/2018</p>	<p>05/23/2019</p>	<p>\$32592</p>	<p>School Admin., Instructional Partner, Intervention Teacher, Paraprofessionals, and Classroom Teachers</p>
<p>Reading Formative Assessments</p>	<p>Teachers will administer iReady Reading online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support.</p> <p>Monitor completion of formative assessments and analyze results of data.</p>	<p>Technology</p>	<p>08/07/2018</p>	<p>05/23/2019</p>	<p>\$0</p>	<p>School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers</p>
<p>Increase Accessibility to Technology Resources</p>	<p>Title I funds will be used to purchase Chromebooks and iPads to improve student technology skills and enhance instruction in all content areas.</p> <p>Monitor use of technology with technology logs, classroom observations, computer lab observations, and lesson plan checks.</p>	<p>Technology</p>	<p>08/07/2018</p>	<p>05/23/2019</p>	<p>\$9318</p>	<p>School Admin., Classroom Teachers, Special Education Teachers, and Computer Lab Paraprofessional</p>

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Renaissance Place Professional Development/Reading/AR	Teachers will attend professional development on Renaissance Place/Accelerated Reader (AR) to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional partners, classroom teachers, and special education teachers.	Academic Support Program, Professional Learning, Direct Instruction	08/07/2018	05/23/2019	\$6615	School Administration, Instructional Partners, Classroom Teachers, Support Staff
Total					\$116336	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Professional Development	Teachers attended AMSTI Science Year 1 or Year 2 training, where applicable.	Professional Learning	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Writing in Science and Social Studies	Teachers will provide instruction on opinion, informative, and narrative writing in content areas. Monitor implementation and instruction of content area writing through walk through observations and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partners, and Classroom Teachers
Hands-On Discovery	Teachers will implement the science CCRS during daily instruction to improve Scantron proficiency levels. A key focus will be on the subcategory of "Interpretation of Data" for third grade and "Evaluation of Models and Inferences" for fourth grade. Knowledge gained from attending AMSTI Science Year 1 and 2 will be implemented during science instruction. Instruction will foster student discovery through hands-on activities and experiments. Monitor instruction through walk through observations and evaluation of CCRS pacing guides and lesson plans.	Direct Instruction	08/07/2018	05/23/2019	\$0	School Admin., Classroom Teachers, and Special Education Teachers

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Webb's Depth of Knowledge	Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers
Project CARE Professional Development	Project CARE training will be conducted by the school counselor. Using the Project CARE program, at-risk students will be identified and assigned a teacher mentor. Teacher mentors will be available to encourage student attendance, positive behavior, and academic success. Student attendance for at-risk students will be monitored by attendance reports from INOW, counselor log, and the attendance officer.	Behavioral Support Program	08/07/2018	05/23/2019	\$0	School Admin., School Counselor, Classroom Teachers, and Attendance Officer
ELA (Language) College and Career Ready Standards in Language Arts	Teachers will implement the language CCRS during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers
Math Professional Development	Classroom teachers and special education teachers will complete peer observations within the building. Teachers will collaborate with a peer teacher to devise a schedule and will complete a questionnaire at the conclusion. Teachers will use the knowledge gained to improve instruction in their classroom. Monitor completion of professional development with peer observation forms. Continued implementation of AMSTI Investigations will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Academic Support Program, Professional Learning, Direct Instruction	08/07/2018	05/23/2019	\$0	School Administration and Instructional Partners
Technology Professional Development	Professional development will be conducted on existing and new technology.	Professional Learning	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partner, Media Specialist, and Classroom Teachers

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Writing PD	<p>Instructional partners will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction.</p> <p>Professional development provided will be evidenced by agendas and sign-in sheets. Monitor through classroom observations and lesson plan checks. In addition, the World of Writing teacher boxes and the end-of-year writing portfolios will be checked by the instructional partners.</p>	Academic Support Program, Professional Learning	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers
Perfect Attendance Incentive	<p>Students will be encouraged to be present and on time at school every day. Students with perfect attendance will be rewarded with an "Out of Uniform" day.</p> <p>Student attendance will be monitored using attendance reports from INOW and by the attendance officer.</p>	Behavioral Support Program	08/07/2018	05/23/2019	\$0	School Admin., Classroom Teachers, School Counselor, and Attendance Officer
Content Writing	<p>Teachers will provide instruction on opinion, informative, and narrative writing in science.</p> <p>Monitor implementation of writing in science through walk through observations and classroom grade book.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partners, and Classroom Teachers
Webb's Depth of Knowledge	<p>Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers
Graduation Tracking System	<p>The graduation tracking system will allow administrators and the counselor to support at-risk students to ensure they graduate from high school on time.</p> <p>This will be monitored through data meetings.</p>	Academic Support Program	08/07/2018	05/23/2019	\$0	Administrators and Counselor
iReady Math	<p>iReady will be implemented to enhance classroom instruction. This program provides individual learning paths for students to work at their instructional level.</p> <p>Monitored by student usage reports and student growth.</p>	Technology, Academic Support Program	08/07/2018	05/23/2019	\$0	School Admin., Classroom Teachers, and Special Education Teachers

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Reading Professional Development	<p>Professional development will be conducted on multi-sensory strategies that will be incorporated in Tier I and Tier II reading lessons.</p> <p>Classroom teachers and special education teachers will complete peer observations within the building. Teachers will collaborate with a peer teacher to devise a schedule and will complete a questionnaire at the conclusion. Teachers will use the knowledge gained to improve instruction in their classroom.</p> <p>Monitor completion of professional development with peer observation forms.</p>	Professional Learning	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers
Webb's Depth of Knowledge (DOK)	Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers
Webb's Depth of Knowledge	Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers
Alabama Math, Science, and Technology Initiative (AMSTI)	<p>Teachers will implement AMSTI strategies during daily instruction.</p> <p>Monitor the implementation of AMSTI strategies through CCRS pacing guides, lesson plan checks, and walk through observations,.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0	School Admin. and Classroom Teachers
Language Arts Professional Development	Language arts professional development will be conducted on an as needed basis.	Professional Learning	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

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Math Formative Assessments	Teachers will administer iReady Math online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support. Monitor completion of formative assessments and analyze results of data.	Technology	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers
Science College and Career Ready Standards (CCRS) PD	Teachers will collaborate on implementation of the science standards. Teachers will implement strategies daily during science instruction. Monitor collaboration with agendas and sign-in sheets. In addition, implementation of science standards will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Academic Support Program, Professional Learning	08/07/2018	05/23/2019	\$0	School Admin., Classroom Teachers, and Special Education Teachers
Writing Portfolios	Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitored through completion of quarterly WOW Box reports and end-of-the-year portfolios.	Direct Instruction	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partners, and Classroom Teachers
Daily Oral Language (DOL)	Instruction will be provided on grammar through practice of daily oral language skills for grades 2-5. Monitor use of daily oral language skills through walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partners, and Classroom Teachers
Webb's Depth of Knowledge (DOK)	Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Alabama Reading Initiative (ARI)	<p>Teachers will implement ARI strategies daily during reading instruction, focusing on student engagement, literacy workstations, and small group instruction. In addition, the instructional interventionist will provide training and support to teachers on meeting the needs of all learners, including students at-risk for dyslexia. Instructional supplies will be purchased to support the activity.</p> <p>Instructional Partner (Reading Specialist) salary will be paid for with ARI funding.</p> <p>Monitor Implementation of ARI strategies through walk through observations and lesson plans.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0	School Admin., Instructional Partner, Classroom Teachers, Special Education Teacher, and Instructional Interventionist
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Saraland Elementary School made a diligent effort to ensure 100% of stakeholders had access to completing all school surveys. Surveys were sent home and completed pencil/paper.	May 2018 Parent Survey Results

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Parent Survey

SES met and exceeded the minimum response rate for parent participation in surveys. In May 2018, the parent response rate was approximately 64% for the Title I parent survey.

Title I Parent Survey

May 2018 Strengths:

- 99% of parents feel welcome in SES.
- 97% of parents feel the school encourages them to be involved in their child's education.
- 95% of parents understand their child's report cards and test scores.

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

Title I Parent Survey

- In 2018, 99% of parents feel that teachers in the school are interested and cooperative when discussing their child's progress. This percentage increased from 96% on the 2016 parent survey.
- At SES, parent approval remains above average in most areas surveyed.

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

Stakeholders indicated they were delighted with the leadership of the school board and the faculty and staff of Saraland City Schools. It was noted that Saraland Elementary School was a significant asset to the community. Saraland Elementary School makes it a priority to reach out to community leaders to show appreciation for their support. Community leaders continue to show strong support to our school.

Areas in Need of Improvement

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

Title I Parent Survey

May 2018

Areas for Improvement:

- 54% of parents know how they can be involved in school planning/review committees.
- 56% of parents know about the school's referral program to community services outside the school.
- 68% of parents know how additional help with reading and/or mathematics is given to students through the Title I program.

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

Title I Parent Survey:

According to May 2018 survey results, 211 parents stated they did not plan to participate in the designated activities on the form. SES will continue to encourage parents to participate in a variety of school activities that promote student success. However, 314 parents indicated they would participate in events.

Additionally, 238 parents indicated they did not know how to become involved in school planning or serve on committees. Again, SES will encourage parents via newsletters, emails, and through Schoolcast calls to participate on planning committees.

What are the implications for these stakeholder perceptions?

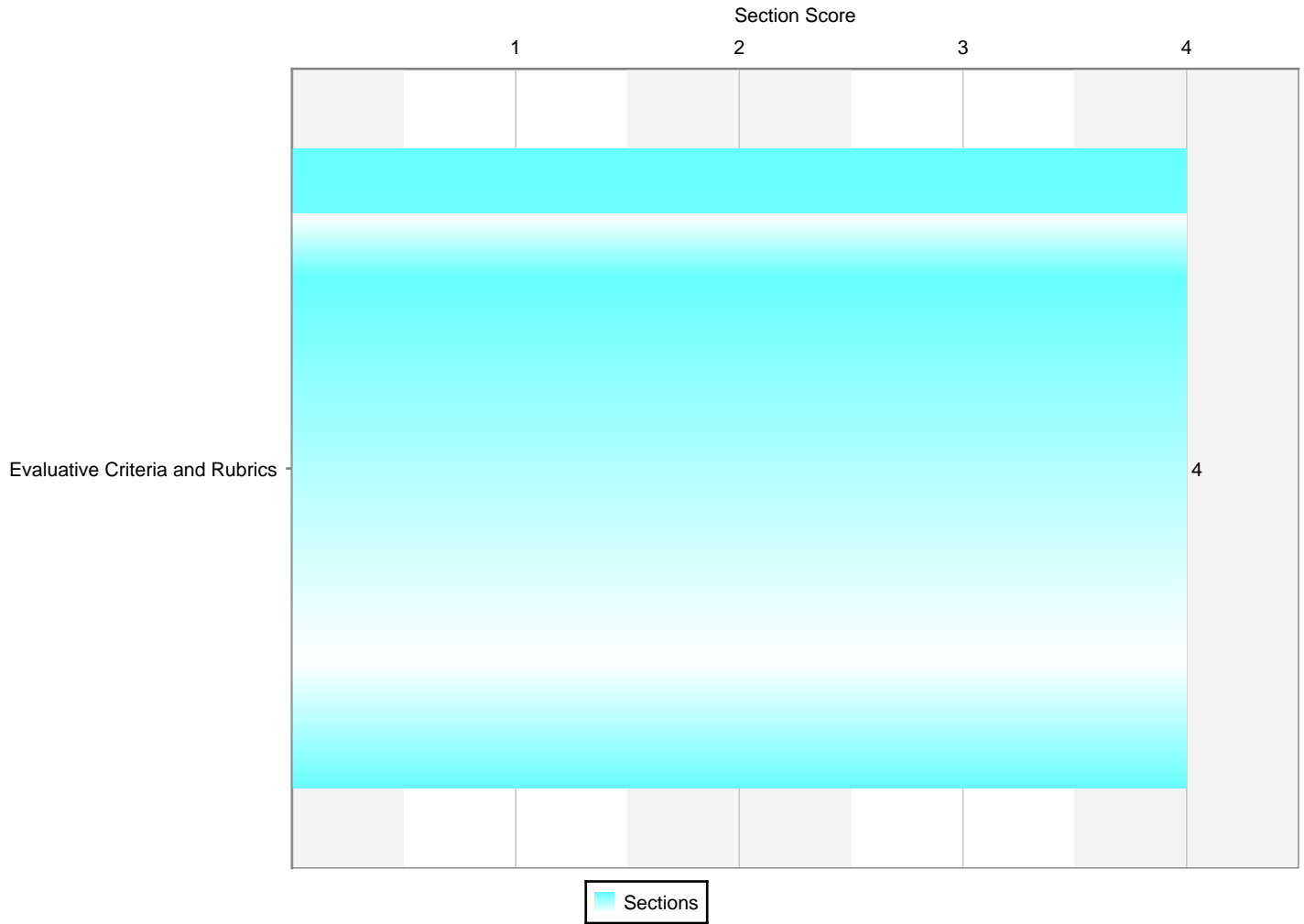
SES will provide more opportunities for parents and students to be involved in our school. Through this additional emphasis will be placed on making sure parents are aware of new technologies purchased and being utilized in classrooms. Saraland Elementary School will work collaboratively with students and parents to address these perceptions.

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

When reviewing the Title I Parent surveys, stakeholders consistently affirmed their high-levels of confidence in the school system and expressed their unwavering support for the leadership and focus of the system. Stakeholders approve of the current plans in place and are eager for the school system to increase academic and extra-curricular offerings available for students.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

Administrators and CIP leadership team members met and reviewed a variety of data from the 2017-2018 school year.

What were the results of the comprehensive needs assessment?

The comprehensive needs assessment revealed that students were not performing as high in reading as they were in math and there was a need to improve school attendance.

What conclusions were drawn from the results?

Saraland Elementary is focused on implementing a continuous improvement process that addresses the needs identified during the comprehensive needs assessment process. The CIP team identified several areas of improvement and developed strategies and action steps to reach each goal.

Reading was identified as a need in all grade levels. Even though students exceeded benchmark standards set for Scantron Performance Series, specific areas in reading and math will be targeted for improvement. Specifically, reading instruction will be a major focus for all grade levels.

Professional development will focus on incorporating diverse instructional strategies designed to meet the needs of all learners.

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

Saraland Elementary School has a growing student population which results in a continuous need for additional resources. Student achievement is a priority and additional resources are needed to meet the learning needs of all students.

The students as a whole group exceeded benchmarks on the Spring Scantron test administration. However, data indicates specific areas of focus for the 2017-2018 school year. Third grade reading instruction will focus on integrating knowledge and key ideas. Fourth grade reading instruction will focus on key ideas and craft and structure. Third grade math will focus on measurement and geometry, while fourth grade will focus on numbers in the base ten, fractions, and justification.

Parent surveys indicate a need for additional parent training in the areas of the referral program and the free and reduced lunch program.

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

Each of the school's goals directly relate to a need identified through the needs assessment process. Scantron results indicate a weakness in reading. The school goals focus on improving instruction using the CCRS to improve student learning.

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

Each goal, strategy, and action step was developed to address a specific identified weakness. Academic goals were developed after analyzing student assessment data. Attendance goals were developed after reviewing attendance data. Technology goals were developed after reviewing technology survey data, usage reports, and the school inventory.

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

The goals address the needs of the whole school population (including those with special needs) by focusing on improving first delivery of instruction, Tier II instruction, Tier III instruction, and providing resources for all students. Additional strategies and action steps focus on helping struggling and/or disadvantaged students with specific content areas.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Language Arts - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in language arts.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - ELA (Language) College and Career Ready Standards in Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the language CCRS during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Language Arts Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts professional development will be conducted on an as needed basis.	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

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Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Daily Oral Language (DOL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction will be provided on grammar through practice of daily oral language skills for grades 2-5. Monitor use of daily oral language skills through walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in writing.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, Douglas. (2014). Better Learning Through Structured Teaching. Alexandria, VA: ASCD.

Activity - ELA (Writing) College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the writing CCRS during daily instruction to improve proficiency levels. A key focus will be on the subcategory of "Ideas and Analysis" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/08/2017	05/24/2018	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

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Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in content areas. Monitor implementation and instruction of content area writing through walk through observations and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional partners will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Monitor through classroom observations and lesson plan checks. In addition, the World of Writing teacher boxes and the end-of-year writing portfolios will be checked by the instructional partners.	Academic Support Program Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitored through completion of quarterly WOW Box reports and end-of-the-year portfolios.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in reading.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

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Category: Other - Reading

Research Cited: Crawford, Joe. (2012). *Aligning Your Curriculum to the Common Core State Standards*. Thousand Oaks, CA: Corwin

Activity - ELA (Reading) College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement the reading CCRS during daily instruction to improve reading proficiency levels. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Additionally, instructional supplies (i.e., headphones, connectors, etc.) will be purchased to enhance reading instruction.</p> <p>Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$1940 - Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Classroom Teachers, and Special Education Teacher

Activity - Alabama Reading Initiative (ARI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement ARI strategies daily during reading instruction, focusing on student engagement, literacy workstations, and small group instruction. In addition, the instructional interventionist will provide training and support to teachers on meeting the needs of all learners, including students at-risk for dyslexia. Instructional supplies will be purchased to support the activity.</p> <p>Instructional Partner (Reading Specialist) salary will be paid for with ARI funding.</p> <p>Monitor Implementation of ARI strategies through walk through observations and lesson plans.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - Title I Part A	School Admin., Instructional Partner, Classroom Teachers, Special Education Teacher, and Instructional Interventionist

Activity - Webb's Depth of Knowledge (DOK)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Professional development will be conducted on multi-sensory strategies that will be incorporated in Tier I and Tier II reading lessons.</p> <p>Classroom teachers and special education teachers will complete peer observations within the building. Teachers will collaborate with a peer teacher to devise a schedule and will complete a questionnaire at the conclusion. Teachers will use the knowledge gained to improve instruction in their classroom.</p> <p>Monitor completion of professional development with peer observation forms.</p>	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Strategy2:

Meet the Reading Learning Needs of all Students - Teachers, paraprofessionals, and the instructional partner will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will receive pull out intervention in reading. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

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

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Renaissance Place Professional Development/Reading/AR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place/Accelerated Reader (AR) to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional partners, classroom teachers, and special education teachers.	Direct Instruction Professional Learning Academic Support Program	08/07/2018	05/23/2019	\$6615 - Title I Schoolwide	School Administration, Instructional Partners, Classroom Teachers, Support Staff

Activity - myON Online Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
myON will be purchased and implemented to enhance classroom instruction. This program provides access to reading materials for individual students at their reading level. Monitored by student usage reports and student growth.	Technology Direct Instruction	08/07/2018	05/23/2019	\$7875 - Title I Schoolwide	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Reading Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer iReady Reading online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support. Monitor completion of formative assessments and analyze results of data.	Technology	08/07/2018	05/23/2019	\$0 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - Reading Response to Instruction (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Additional academic support will be provided to Tier II and Tier III students not mastering reading objectives and performing below grade level. Rtl problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. In addition to the intervention provided by certified teachers, a paraprofessional will be employed to support this activity and provide intervention to Tier III students.</p> <p>Monitor Rtl implementation through Tier II and Tier III documentation on specified forms and classroom observations.</p>	Academic Support Program	08/07/2018	05/23/2019	\$32592 - Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Paraprofessionals, and Classroom Teachers

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Math - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in math. This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Bender, William N. (2013). Differentiating Math Instruction K-8. Thousand Oaks, CA: Corwin.

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Classroom teachers and special education teachers will complete peer observations within the building. Teachers will collaborate with a peer teacher to devise a schedule and will complete a questionnaire at the conclusion. Teachers will use the knowledge gained to improve instruction in their classroom.</p> <p>Monitor completion of professional development with peer observation forms.</p> <p>Continued implementation of AMSTI Investigations will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.</p>	Direct Instruction Professional Learning Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School Administration and Instructional Partners

Activity - Math College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement the math CCRS with a focus on the eight math practice standards during daily instruction to improve Scantron proficiency levels. A key focus will be on the subcategory of "Measurement" for third grade and "Numbers in the Base Ten - Fractions" for fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. In order to increase math fact fluency, teachers will implement Reflex math through centers and small group instruction.</p> <p>Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$3295 - Title I Schoolwide	School Admin. and Classroom Teachers

Activity - Alabama Math, Science, and Technology Initiative (AMSTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement AMSTI strategies during daily instruction.</p> <p>Monitor the implementation of AMSTI strategies through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin. and Classroom Teachers

Strategy2:

Meet the Math Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for math. In addition, Tier III students will receive pull out intervention in math. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement Learning Supports

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will administer iReady Math online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support.</p> <p>Monitor completion of formative assessments and analyze results of data.</p>	Technology	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - iReady Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
iReady will be implemented to enhance classroom instruction. This program provides individual learning paths for students to work at their instructional level. Monitored by student usage reports and student growth.	Technology Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Renaissance Place Professional Development/Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional coaches, classroom teachers, and special education teachers.	Academic Support Program Professional Learning Direct Instruction	08/04/2016	05/25/2017	\$0 - No Funding Required	School Administrators, Instructional Partners, Classroom Teachers, and Support Staff

Activity - Math Response to Instruction (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. Rtl problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. Monitor Rtl implementation through Tier II and Tier III documentation on specified forms and classroom observations. A paraprofessional and intervention teacher will be employed to support this activity.	Academic Support Program	08/07/2018	05/23/2019	\$35499 - Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Paraprofessionals, and Classroom Teachers

Measurable Objective 5:

A 2% increase of All Students will demonstrate a proficiency in application skills in Science by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in science.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, Judith K. and Peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA:

Corwin.

Activity - Webb's Depth of Knowledge (DOK)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended AMSTI Science Year 1 or Year 2 training, where applicable.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the science CCRS during daily instruction to improve Scantron proficiency levels. A key focus will be on the subcategory of "Interpretation of Data" for third grade and "Evaluation of Models and Inferences" for fourth grade. Knowledge gained from attending AMSTI Science Year 1 and 2 will be implemented during science instruction. Instruction will foster student discovery through hands-on activities and experiments. Monitor instruction through walk through observations and evaluation of CCRS pacing guides and lesson plans.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on implementation of the science standards. Teachers will implement strategies daily during science instruction. Monitor collaboration with agendas and sign-in sheets. In addition, implementation of science standards will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Academic Support Program Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in science. Monitor implementation of writing in science through walk through observations and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in writing.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, Douglas. (2014). Better Learning Through Structured Teaching. Alexandria, VA: ASCD.

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional partners will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Monitor through classroom observations and lesson plan checks. In addition, the World of Writing teacher boxes and the end-of-year writing portfolios will be checked by the instructional partners.	Academic Support Program Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - ELA (Writing) College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the writing CCRS during daily instruction to improve proficiency levels. A key focus will be on the subcategory of "Ideas and Analysis" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/08/2017	05/24/2018	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitored through completion of quarterly WOW Box reports and end-of-the-year portfolios.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in content areas. Monitor implementation and instruction of content area writing through walk through observations and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Language Arts - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in language arts.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - Daily Oral Language (DOL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction will be provided on grammar through practice of daily oral language skills for grades 2-5. Monitor use of daily oral language skills through walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Language Arts Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts professional development will be conducted on an as needed basis.	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - ELA (Language) College and Career Ready Standards in Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the language CCRS during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Math - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in math. This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Bender, William N. (2013). Differentiating Math Instruction K-8. Thousand Oaks, CA: Corwin.

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Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Classroom teachers and special education teachers will complete peer observations within the building. Teachers will collaborate with a peer teacher to devise a schedule and will complete a questionnaire at the conclusion. Teachers will use the knowledge gained to improve instruction in their classroom.</p> <p>Monitor completion of professional development with peer observation forms.</p> <p>Continued implementation of AMSTI Investigations will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.</p>	Direct Instruction Professional Learning Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School Administration and Instructional Partners

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Alabama Math, Science, and Technology Initiative (AMSTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement AMSTI strategies during daily instruction.</p> <p>Monitor the implementation of AMSTI strategies through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Math College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement the math CCRS with a focus on the eight math practice standards during daily instruction to improve Scantron proficiency levels. A key focus will be on the subcategory of "Measurement" for third grade and "Numbers in the Base Ten - Fractions" for fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. In order to increase math fact fluency, teachers will implement Reflex math through centers and small group instruction.</p> <p>Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$3295 - Title I Schoolwide	School Admin. and Classroom Teachers

Strategy2:

Meet the Math Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for math. In addition, Tier III students will receive pull out intervention in math. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement Learning Supports

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Math Response to Instruction (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. Rtl problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity.</p> <p>Monitor Rtl implementation through Tier II and Tier III documentation on specified forms and classroom observations. A paraprofessional and intervention teacher will be employed to support this activity.</p>	Academic Support Program	08/07/2018	05/23/2019	\$35499 - Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Paraprofessionals, and Classroom Teachers

Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will administer iReady Math online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support.</p> <p>Monitor completion of formative assessments and analyze results of data.</p>	Technology	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - iReady Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>iReady will be implemented to enhance classroom instruction. This program provides individual learning paths for students to work at their instructional level.</p> <p>Monitored by student usage reports and student growth.</p>	Technology Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in application skills in Science by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in science.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment

checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, Judith K. and Peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in science. Monitor implementation of writing in science through walk through observations and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the science CCRS during daily instruction to improve Scantron proficiency levels. A key focus will be on the subcategory of "Interpretation of Data" for third grade and "Evaluation of Models and Inferences" for fourth grade. Knowledge gained from attending AMSTI Science Year 1 and 2 will be implemented during science instruction. Instruction will foster student discovery through hands-on activities and experiments. Monitor instruction through walk through observations and evaluation of CCRS pacing guides and lesson plans.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Webb's Depth of Knowledge (DOK)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended AMSTI Science Year 1 or Year 2 training, where applicable.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

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Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on implementation of the science standards. Teachers will implement strategies daily during science instruction. Monitor collaboration with agendas and sign-in sheets. In addition, implementation of science standards will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Academic Support Program Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Measurable Objective 5:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in reading.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Other - Reading

Research Cited: Crawford, Joe. (2012). Aligning Your Curriculum to the Common Core State Standards. Thousand Oaks, CA: Corwin

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be conducted on multi-sensory strategies that will be incorporated in Tier I and Tier II reading lessons. Classroom teachers and special education teachers will complete peer observations within the building. Teachers will collaborate with a peer teacher to devise a schedule and will complete a questionnaire at the conclusion. Teachers will use the knowledge gained to improve instruction in their classroom. Monitor completion of professional development with peer observation forms.	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Webb's Depth of Knowledge (DOK)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

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Activity - ELA (Reading) College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement the reading CCRS during daily instruction to improve reading proficiency levels. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Additionally, instructional supplies (i.e., headphones, connectors, etc.) will be purchased to enhance reading instruction.</p> <p>Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$1940 - Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Classroom Teachers, and Special Education Teacher

Activity - Alabama Reading Initiative (ARI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement ARI strategies daily during reading instruction, focusing on student engagement, literacy workstations, and small group instruction. In addition, the instructional interventionist will provide training and support to teachers on meeting the needs of all learners, including students at-risk for dyslexia. Instructional supplies will be purchased to support the activity.</p> <p>Instructional Partner (Reading Specialist) salary will be paid for with ARI funding.</p> <p>Monitor Implementation of ARI strategies through walk through observations and lesson plans.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - Title I Part A	School Admin., Instructional Partner, Classroom Teachers, Special Education Teacher, and Instructional Interventionist

Strategy2:

Meet the Reading Learning Needs of all Students - Teachers, paraprofessionals, and the instructional partner will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will receive pull out intervention in reading. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

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

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Reading Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will administer iReady Reading online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support.</p> <p>Monitor completion of formative assessments and analyze results of data.</p>	Technology	08/07/2018	05/23/2019	\$0 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

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Activity - Renaissance Place Professional Development/Reading/AR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place/Accelerated Reader (AR) to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional partners, classroom teachers, and special education teachers.	Professional Learning Direct Instruction Academic Support Program	08/07/2018	05/23/2019	\$6615 - Title I Schoolwide	School Administration, Instructional Partners, Classroom Teachers, Support Staff

Activity - myON Online Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
myON will be purchased and implemented to enhance classroom instruction. This program provides access to reading materials for individual students at their reading level. Monitored by student usage reports and student growth.	Technology Direct Instruction	08/07/2018	05/23/2019	\$7875 - Title I Schoolwide	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Reading Response to Instruction (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering reading objectives and performing below grade level. Rtl problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. In addition to the intervention provided by certified teachers, a paraprofessional will be employed to support this activity and provide intervention to Tier III students. Monitor Rtl implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/07/2018	05/23/2019	\$32592 - Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Paraprofessionals, and Classroom Teachers

Goal 2:

Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

demonstrate a proficiency by increasing performance by 2% in content areas using technology by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Increase Student Achievement through Technology - Technology will be used to create a learning centered environment that focuses on student achievement and authentic tasks that incorporate higher order thinking skills and encourage collaboration with peers.

Use of technology will be monitored by school inventories, classroom observations, computer lab observations, technology logs, and lesson plan checks.

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

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation. Thousand Oaks, CA: Corwin.

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be conducted on existing and new technology.	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Media Specialist, and Classroom Teachers

Activity - Increase Accessibility to Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase Chromebooks and iPads to improve student technology skills and enhance instruction in all content areas. Monitor use of technology with technology logs, classroom observations, computer lab observations, and lesson plan checks.	Technology	08/07/2018	05/23/2019	\$9318 - Title I Schoolwide	School Admin., Classroom Teachers, Special Education Teachers, and Computer Lab Paraprofessional

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, 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.)

Goal 1:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in writing.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, Douglas. (2014). Better Learning Through Structured Teaching. Alexandria, VA: ASCD.

Activity - ELA (Writing) College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement the writing CCRS during daily instruction to improve proficiency levels. A key focus will be on the subcategory of "Ideas and Analysis" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings.</p> <p>Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/08/2017	05/24/2018	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Instructional partners will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction.</p> <p>Professional development provided will be evidenced by agendas and sign-in sheets. Monitor through classroom observations and lesson plan checks. In addition, the World of Writing teacher boxes and the end-of-year writing portfolios will be checked by the instructional partners.</p>	Professional Learning Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency.</p> <p>Monitored through completion of quarterly WOW Box reports and end-of-the-year portfolios.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will provide instruction on opinion, informative, and narrative writing in content areas.</p> <p>Monitor implementation and instruction of content area writing through walk through observations and classroom grade book.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Language Arts - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in language arts.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - Daily Oral Language (DOL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Instruction will be provided on grammar through practice of daily oral language skills for grades 2-5.</p> <p>Monitor use of daily oral language skills through walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

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Activity - ELA (Language) College and Career Ready Standards in Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the language CCRS during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Language Arts Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts professional development will be conducted on an as needed basis.	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in application skills in Science by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in science.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, Judith K. and Peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in science. Monitor implementation of writing in science through walk through observations and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on implementation of the science standards. Teachers will implement strategies daily during science instruction. Monitor collaboration with agendas and sign-in sheets. In addition, implementation of science standards will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Professional Learning Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the science CCRS during daily instruction to improve Scantron proficiency levels. A key focus will be on the subcategory of "Interpretation of Data" for third grade and "Evaluation of Models and Inferences" for fourth grade. Knowledge gained from attending AMSTI Science Year 1 and 2 will be implemented during science instruction. Instruction will foster student discovery through hands-on activities and experiments. Monitor instruction through walk through observations and evaluation of CCRS pacing guides and lesson plans.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended AMSTI Science Year 1 or Year 2 training, where applicable.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Webb's Depth of Knowledge (DOK)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Meet the Reading Learning Needs of all Students - Teachers, paraprofessionals, and the instructional partner will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will receive pull out intervention in reading. Problem solving teams will meet monthly and utilize online formative

assessments and other sources of data to monitor student progress.

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

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - myON Online Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
myON will be purchased and implemented to enhance classroom instruction. This program provides access to reading materials for individual students at their reading level. Monitored by student usage reports and student growth.	Technology Direct Instruction	08/07/2018	05/23/2019	\$7875 - Title I Schoolwide	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Renaissance Place Professional Development/Reading/AR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place/Accelerated Reader (AR) to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional partners, classroom teachers, and special education teachers.	Professional Learning Direct Instruction Academic Support Program	08/07/2018	05/23/2019	\$6615 - Title I Schoolwide	School Administration, Instructional Partners, Classroom Teachers, Support Staff

Activity - Reading Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer iReady Reading online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support. Monitor completion of formative assessments and analyze results of data.	Technology	08/07/2018	05/23/2019	\$0 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - Reading Response to Instruction (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering reading objectives and performing below grade level. Rtl problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. In addition to the intervention provided by certified teachers, a paraprofessional will be employed to support this activity and provide intervention to Tier III students. Monitor Rtl implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/07/2018	05/23/2019	\$32592 - Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Paraprofessionals, and Classroom Teachers

Strategy2:

Implement a Rigorous Curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in reading.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Other - Reading

Research Cited: Crawford, Joe. (2012). Aligning Your Curriculum to the Common Core State Standards. Thousand Oaks, CA: Corwin

Activity - ELA (Reading) College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement the reading CCRS during daily instruction to improve reading proficiency levels. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Additionally, instructional supplies (i.e., headphones, connectors, etc.) will be purchased to enhance reading instruction.</p> <p>Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$1940 - Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Classroom Teachers, and Special Education Teacher

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Professional development will be conducted on multi-sensory strategies that will be incorporated in Tier I and Tier II reading lessons.</p> <p>Classroom teachers and special education teachers will complete peer observations within the building. Teachers will collaborate with a peer teacher to devise a schedule and will complete a questionnaire at the conclusion. Teachers will use the knowledge gained to improve instruction in their classroom.</p> <p>Monitor completion of professional development with peer observation forms.</p>	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Alabama Reading Initiative (ARI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement ARI strategies daily during reading instruction, focusing on student engagement, literacy workstations, and small group instruction. In addition, the instructional interventionist will provide training and support to teachers on meeting the needs of all learners, including students at-risk for dyslexia. Instructional supplies will be purchased to support the activity.</p> <p>Instructional Partner (Reading Specialist) salary will be paid for with ARI funding.</p> <p>Monitor Implementation of ARI strategies through walk through observations and lesson plans.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - Title I Part A	School Admin., Instructional Partner, Classroom Teachers, Special Education Teacher, and Instructional Interventionist

Activity - Webb's Depth of Knowledge (DOK)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Measurable Objective 5:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Meet the Math Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for math. In addition, Tier III students will receive pull out intervention in math. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement Learning Supports

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will administer iReady Math online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support.</p> <p>Monitor completion of formative assessments and analyze results of data.</p>	Technology	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

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Activity - iReady Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>iReady will be implemented to enhance classroom instruction. This program provides individual learning paths for students to work at their instructional level.</p> <p>Monitored by student usage reports and student growth.</p>	Technology Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Math Response to Instruction (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. Rtl problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity.</p> <p>Monitor Rtl implementation through Tier II and Tier III documentation on specified forms and classroom observations. A paraprofessional and intervention teacher will be employed to support this activity.</p>	Academic Support Program	08/07/2018	05/23/2019	\$35499 - Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Paraprofessionals, and Classroom Teachers

Strategy2:

Implement a Rigorous Curriculum in Math - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in math. This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Bender, William N. (2013). Differentiating Math Instruction K-8. Thousand Oaks, CA: Corwin.

Activity - Math College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement the math CCRS with a focus on the eight math practice standards during daily instruction to improve Scantron proficiency levels. A key focus will be on the subcategory of "Measurement" for third grade and "Numbers in the Base Ten - Fractions" for fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. In order to increase math fact fluency, teachers will implement Reflex math through centers and small group instruction.</p> <p>Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$3295 - Title I Schoolwide	School Admin. and Classroom Teachers

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Activity - Alabama Math, Science, and Technology Initiative (AMSTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI strategies during daily instruction. Monitor the implementation of AMSTI strategies through CCRS pacing guides, lesson plan checks, and walk through observations..	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and special education teachers will complete peer observations within the building. Teachers will collaborate with a peer teacher to devise a schedule and will complete a questionnaire at the conclusion. Teachers will use the knowledge gained to improve instruction in their classroom. Monitor completion of professional development with peer observation forms. Continued implementation of AMSTI Investigations will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Academic Support Program Professional Learning Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Administration and Instructional Partners

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Goal 2:

Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

demonstrate a proficiency by increasing performance by 2% in content areas using technology by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Increase Student Achievement through Technology - Technology will be used to create a learning centered environment that focuses on student achievement and authentic tasks that incorporate higher order thinking skills and encourage collaboration with peers.

Use of technology will be monitored by school inventories, classroom observations, computer lab observations, technology logs, and lesson plan checks.

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

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation. Thousand Oaks, CA: Corwin.

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Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be conducted on existing and new technology.	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Media Specialist, and Classroom Teachers

Activity - Increase Accessibility to Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funds will be used to purchase Chromebooks and iPads to improve student technology skills and enhance instruction in all content areas. Monitor use of technology with technology logs, classroom observations, computer lab observations, and lesson plan checks.	Technology	08/07/2018	05/23/2019	\$9318 - Title I Schoolwide	School Admin., Classroom Teachers, Special Education Teachers, and Computer Lab Paraprofessional

Goal 3:

Increase Attendance

Measurable Objective 1:

demonstrate a behavior that will decrease attendance concerns resulting in increasing proficiency by 2% in content area standards by 05/23/2019 as measured by formative and summative assessments and attendance reports.

Strategy1:

Increase Student Attendance - To encourage attendance, students will be provided incentives for perfect attendance.

Through the Advocacy Program, every student will be assigned an advocate on campus and will meet with the advocate quarterly.

Faculty members will maintain documentation of these meetings in their classrooms.

Professional development will be provided on Project CARE. At-risk students will be identified through Project CARE and assigned teacher mentors who will encourage student attendance.

In addition, parents will be held accountable for student attendance through the Early Warning Truancy Program.

Student attendance will be monitored by attendance reports generated from INOW, the school nurse, and the attendance officer.

Category: Develop/Implement Learning Supports

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Graduation Tracking System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The graduation tracking system will allow administrators and the counselor to support at-risk students to ensure they graduate from high school on time. This will be monitored through data meetings.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Administrators and Counselor

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Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students with attendance concerns will be referred to the Early Warning Truancy Program. Parents will be required to attend meetings with administrators and central office staff to discuss and rectify truancy issues. The school nurse will assist in monitoring attendance. Title I funds will be used to fund half of the nurse's salary.	Parent Involvement	08/07/2018	05/23/2019	\$19202 - Title I Schoolwide	School Admin., Attendance Officer, Central Office Staff, and School Nurse

Activity - Perfect Attendance Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be encouraged to be present and on time at school every day. Students with perfect attendance will be rewarded with an "Out of Uniform" day. Student attendance will be monitored using attendance reports from INOW and by the attendance officer.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, School Counselor, and Attendance Officer

Activity - Project CARE Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project CARE training will be conducted by the school counselor. Using the Project CARE program, at-risk students will be identified and assigned a teacher mentor. Teacher mentors will be available to encourage student attendance, positive behavior, and academic success. Student attendance for at-risk students will be monitored by attendance reports from INOW, counselor log, and the attendance officer.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., School Counselor, Classroom Teachers, and Attendance Officer

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in writing.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, Douglas. (2014). Better Learning Through Structured Teaching. Alexandria, VA: ASCD.

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency.</p> <p>Monitored through completion of quarterly WOW Box reports and end-of-the-year portfolios.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - ELA (Writing) College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement the writing CCRS during daily instruction to improve proficiency levels. A key focus will be on the subcategory of "Ideas and Analysis" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings.</p> <p>Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/08/2017	05/24/2018	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Instructional partners will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction.</p> <p>Professional development provided will be evidenced by agendas and sign-in sheets. Monitor through classroom observations and lesson plan checks. In addition, the World of Writing teacher boxes and the end-of-year writing portfolios will be checked by the instructional partners.</p>	Academic Support Program Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

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Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in content areas. Monitor implementation and instruction of content area writing through walk through observations and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Language Arts - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in language arts.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Language Arts Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts professional development will be conducted on an as needed basis.	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - ELA (Language) College and Career Ready Standards in Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the language CCRS during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Daily Oral Language (DOL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Instruction will be provided on grammar through practice of daily oral language skills for grades 2-5.</p> <p>Monitor use of daily oral language skills through walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in reading.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Other - Reading

Research Cited: Crawford, Joe. (2012). *Aligning Your Curriculum to the Common Core State Standards*. Thousand Oaks, CA: Corwin

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Professional development will be conducted on multi-sensory strategies that will be incorporated in Tier I and Tier II reading lessons.</p> <p>Classroom teachers and special education teachers will complete peer observations within the building. Teachers will collaborate with a peer teacher to devise a schedule and will complete a questionnaire at the conclusion. Teachers will use the knowledge gained to improve instruction in their classroom.</p> <p>Monitor completion of professional development with peer observation forms.</p>	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - ELA (Reading) College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement the reading CCRS during daily instruction to improve reading proficiency levels. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Additionally, instructional supplies (i.e., headphones, connectors, etc.) will be purchased to enhance reading instruction.</p> <p>Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$1940 - Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Classroom Teachers, and Special Education Teacher

Activity - Webb's Depth of Knowledge (DOK)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Alabama Reading Initiative (ARI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement ARI strategies daily during reading instruction, focusing on student engagement, literacy workstations, and small group instruction. In addition, the instructional interventionist will provide training and support to teachers on meeting the needs of all learners, including students at-risk for dyslexia. Instructional supplies will be purchased to support the activity. Instructional Partner (Reading Specialist) salary will be paid for with ARI funding. Monitor Implementation of ARI strategies through walk through observations and lesson plans.	Direct Instruction	08/07/2018	05/23/2019	\$0 - Title I Part A	School Admin., Instructional Partner, Classroom Teachers, Special Education Teacher, and Instructional Interventionist

Strategy2:

Meet the Reading Learning Needs of all Students - Teachers, paraprofessionals, and the instructional partner will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will receive pull out intervention in reading. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

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

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Renaissance Place Professional Development/Reading/AR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place/Accelerated Reader (AR) to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional partners, classroom teachers, and special education teachers.	Direct Instruction Academic Support Program Professional Learning	08/07/2018	05/23/2019	\$6615 - Title I Schoolwide	School Administration, Instructional Partners, Classroom Teachers, Support Staff

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Activity - Reading Response to Instruction (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Additional academic support will be provided to Tier II and Tier III students not mastering reading objectives and performing below grade level. Rtl problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. In addition to the intervention provided by certified teachers, a paraprofessional will be employed to support this activity and provide intervention to Tier III students.</p> <p>Monitor Rtl implementation through Tier II and Tier III documentation on specified forms and classroom observations.</p>	Academic Support Program	08/07/2018	05/23/2019	\$32592 - Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Paraprofessionals, and Classroom Teachers

Activity - Reading Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will administer iReady Reading online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support.</p> <p>Monitor completion of formative assessments and analyze results of data.</p>	Technology	08/07/2018	05/23/2019	\$0 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - myON Online Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>myON will be purchased and implemented to enhance classroom instruction. This program provides access to reading materials for individual students at their reading level.</p> <p>Monitored by student usage reports and student growth.</p>	Technology Direct Instruction	08/07/2018	05/23/2019	\$7875 - Title I Schoolwide	School Admin., Classroom Teachers, and Special Education Teachers

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in application skills in Science by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in science.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, Judith K. and Peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

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Activity - Webb's Depth of Knowledge (DOK)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended AMSTI Science Year 1 or Year 2 training, where applicable.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in science. Monitor implementation of writing in science through walk through observations and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the science CCRS during daily instruction to improve Scantron proficiency levels. A key focus will be on the subcategory of "Interpretation of Data" for third grade and "Evaluation of Models and Inferences" for fourth grade. Knowledge gained from attending AMSTI Science Year 1 and 2 will be implemented during science instruction. Instruction will foster student discovery through hands-on activities and experiments. Monitor instruction through walk through observations and evaluation of CCRS pacing guides and lesson plans.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on implementation of the science standards. Teachers will implement strategies daily during science instruction. Monitor collaboration with agendas and sign-in sheets. In addition, implementation of science standards will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Professional Learning Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Saraland City Schools employs an English Language teacher who translates results to parents of English Learners in a language they can understand. In addition, classroom teachers have access to classroom reports that can be translated into other languages.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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

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	All of the teachers at SES meet the NCLB requirements for highly qualified.	

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

Every year district representatives strive to recruit highly qualified teachers. Title I staff and administration determine personnel needs that require the use of Title I funds. Job vacancies are posted district-wide. The decision of hiring highly qualified staff is made by the local school administration and is strongly encouraged by the Saraland Board of Education. All teachers are required to participate in professional development activities organized by the administration of the local school. Funding for high quality ongoing activities is provided by local, state, and federal funds.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

Saraland Elementary School has minimal teacher turnover. As a result of continuous growth, Saraland Elementary hired five new teachers for the 2017-2018 school year. Saraland Elementary is fortunate to have excellent teachers who serve as mentors to any new teachers. These mentors support teachers in every endeavor of the educational process.

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

Over fifty percent of teachers at Saraland Elementary School hold a Master's degree in education. Four teachers have been awarded National Board Certification. Saraland Elementary has one first year teacher.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Teacher turnover rate is minimal at Saraland Elementary School. Saraland City School System central office personnel and local school administrators attend job fairs to promote employment with Saraland City Schools. Local schools also utilize Teach in Alabama and work closely to form partnerships with the College of Education at local universities.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**Describe how data is used from academic assessments to determine professional development.**

Scantron Performance Series data are closely analyzed to identify areas of strength and weakness. Professional development is tailored to help decrease areas of weakness. Instructional partners work closely with administrators and teachers to spearhead professional development. Instructional rounds are conducted two to three times a year and teachers are required to complete peer observations once a semester to provide in-house professional development. Numerous professional development opportunities are conducted throughout the year.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Alabama Math, Science, and Technology Initiative (AMSTI)

Alabama Reading Initiative (ARI)

Technology in Motion

Key Leaders Network

Instructional Partners Network

Powerful Conversations Network

Parenting Day

Parenting Nights

iReady Training

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

Saraland Elementary School has a mentor program in place in which five teachers will be participating for the 2018-2019 school year. Teachers have been paired with experienced mentor teachers to assist them with successfully carrying out all job expectations.

Describe how all professional development is "sustained and ongoing."

Professional development is job-embedded and ongoing. Support is provided to teachers throughout the school year with the implementation process. In addition, it is monitored quarterly during ACIP meetings.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Language Arts - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in language arts.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - ELA (Language) College and Career Ready Standards in Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the language CCRS during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Daily Oral Language (DOL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction will be provided on grammar through practice of daily oral language skills for grades 2-5. Monitor use of daily oral language skills through walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Language Arts Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts professional development will be conducted on an as needed basis.	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in writing.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, Douglas. (2014). Better Learning Through Structured Teaching. Alexandria, VA: ASCD.

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in content areas. Monitor implementation and instruction of content area writing through walk through observations and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

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Activity - ELA (Writing) College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement the writing CCRS during daily instruction to improve proficiency levels. A key focus will be on the subcategory of "Ideas and Analysis" for third grade and fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings.</p> <p>Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/08/2017	05/24/2018	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency.</p> <p>Monitored through completion of quarterly WOW Box reports and end-of-the-year portfolios.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Instructional partners will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction.</p> <p>Professional development provided will be evidenced by agendas and sign-in sheets. Monitor through classroom observations and lesson plan checks. In addition, the World of Writing teacher boxes and the end-of-year writing portfolios will be checked by the instructional partners.</p>	Academic Support Program Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, Classroom Teachers, and Special Education Teachers

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in application skills in Science by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in science.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, Judith K. and Peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Activity - Webb's Depth of Knowledge (DOK)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the science CCRS during daily instruction to improve Scantron proficiency levels. A key focus will be on the subcategory of "Interpretation of Data" for third grade and "Evaluation of Models and Inferences" for fourth grade. Knowledge gained from attending AMSTI Science Year 1 and 2 will be implemented during science instruction. Instruction will foster student discovery through hands-on activities and experiments. Monitor instruction through walk through observations and evaluation of CCRS pacing guides and lesson plans.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on opinion, informative, and narrative writing in science. Monitor implementation of writing in science through walk through observations and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, and Classroom Teachers

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended AMSTI Science Year 1 or Year 2 training, where applicable.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

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Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate on implementation of the science standards. Teachers will implement strategies daily during science instruction. Monitor collaboration with agendas and sign-in sheets. In addition, implementation of science standards will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.	Professional Learning Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a Rigorous Curriculum in Math - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in math. This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Bender, William N. (2013). Differentiating Math Instruction K-8. Thousand Oaks, CA: Corwin.

Activity - Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Alabama Math, Science, and Technology Initiative (AMSTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI strategies during daily instruction. Monitor the implementation of AMSTI strategies through CCRS pacing guides, lesson plan checks, and walk through observations,.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin. and Classroom Teachers

Activity - Math College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement the math CCRS with a focus on the eight math practice standards during daily instruction to improve Scantron proficiency levels. A key focus will be on the subcategory of "Measurement" for third grade and "Numbers in the Base Ten - Fractions" for fourth grade. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. In order to increase math fact fluency, teachers will implement Reflex math through centers and small group instruction.</p> <p>Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$3295 - Title I Schoolwide	School Admin. and Classroom Teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Classroom teachers and special education teachers will complete peer observations within the building. Teachers will collaborate with a peer teacher to devise a schedule and will complete a questionnaire at the conclusion. Teachers will use the knowledge gained to improve instruction in their classroom.</p> <p>Monitor completion of professional development with peer observation forms.</p> <p>Continued implementation of AMSTI Investigations will be monitored through CCRS pacing guides, lesson plan checks, and classroom observations.</p>	Direct Instruction Academic Support Program Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Administration and Instructional Partners

Strategy2:

Meet the Math Learning Needs of all Students - Teachers, paraprofessionals, and instructional partners will implement all aspects of the RtI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for math. In addition, Tier III students will receive pull out intervention in math. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement Learning Supports

Research Cited: Archer, Anita L. and Hughes, Charles A. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - iReady Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>iReady will be implemented to enhance classroom instruction. This program provides individual learning paths for students to work at their instructional level.</p> <p>Monitored by student usage reports and student growth.</p>	Technology Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

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Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer iReady Math online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support. Monitor completion of formative assessments and analyze results of data.	Technology	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - Math Response to Instruction (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. Rtl problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. A paraprofessional will be employed to support this activity. Monitor Rtl implementation through Tier II and Tier III documentation on specified forms and classroom observations. A paraprofessional and intervention teacher will be employed to support this activity.	Academic Support Program	08/07/2018	05/23/2019	\$35499 - Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Paraprofessionals, and Classroom Teachers

Measurable Objective 5:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Meet the Reading Learning Needs of all Students - Teachers, paraprofessionals, and the instructional partner will implement all aspects of the Rtl framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will receive pull out intervention in reading. Problem solving teams will meet monthly and utilize online formative assessments and other sources of data to monitor student progress.

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

Research Cited: Archer, Anita L. and Hughes, Charles. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: The Guilford Press.

Activity - Renaissance Place Professional Development/Reading/AR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on Renaissance Place/Accelerated Reader (AR) to ensure the program is being used effectively for student academic success. Monitor implementation of professional development with agendas and sign-in sheets. Student data reports will be analyzed by administrators, instructional partners, classroom teachers, and special education teachers.	Professional Learning Direct Instruction Academic Support Program	08/07/2018	05/23/2019	\$6615 - Title I Schoolwide	School Administration, Instructional Partners, Classroom Teachers, Support Staff

Activity - Reading Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer iReady Reading online as a formative assessment three times a year. Data will be used to guide instruction and help identify students needing additional academic support. Monitor completion of formative assessments and analyze results of data.	Technology	08/07/2018	05/23/2019	\$0 - Title I Schoolwide	School Admin., Instructional Partners, Computer Lab Paraprofessional, and Classroom Teachers

Activity - Reading Response to Instruction (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering reading objectives and performing below grade level. Rtl problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making gains. In addition to the intervention provided by certified teachers, a paraprofessional will be employed to support this activity and provide intervention to Tier III students. Monitor Rtl implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/07/2018	05/23/2019	\$32592 - Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Paraprofessionals, and Classroom Teachers

Activity - myON Online Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
myON will be purchased and implemented to enhance classroom instruction. This program provides access to reading materials for individual students at their reading level. Monitored by student usage reports and student growth.	Direct Instruction Technology	08/07/2018	05/23/2019	\$7875 - Title I Schoolwide	School Admin., Classroom Teachers, and Special Education Teachers

Strategy2:

Implement a Rigorous Curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop CCRS pacing guides, daily lesson plans, and assessments which reflect rigor in reading.

This strategy will be monitored by administrators through classroom observations, lesson plans, CCRS pacing guides, and assessment checks.

Category: Other - Reading

Research Cited: Crawford, Joe. (2012). *Aligning Your Curriculum to the Common Core State Standards*. Thousand Oaks, CA: Corwin

ACIP

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Activity - Webb's Depth of Knowledge (DOK)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor through the use of Level 2 and 3 questions in instruction and on assessments. Teachers will include projects/research assignments to encompass Level 4.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be conducted on multi-sensory strategies that will be incorporated in Tier I and Tier II reading lessons. Classroom teachers and special education teachers will complete peer observations within the building. Teachers will collaborate with a peer teacher to devise a schedule and will complete a questionnaire at the conclusion. Teachers will use the knowledge gained to improve instruction in their classroom. Monitor completion of professional development with peer observation forms.	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School Admin., Instructional Partner, Intervention Teacher, and Classroom Teachers

Activity - Alabama Reading Initiative (ARI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement ARI strategies daily during reading instruction, focusing on student engagement, literacy workstations, and small group instruction. In addition, the instructional interventionist will provide training and support to teachers on meeting the needs of all learners, including students at-risk for dyslexia. Instructional supplies will be purchased to support the activity. Instructional Partner (Reading Specialist) salary will be paid for with ARI funding. Monitor Implementation of ARI strategies through walk through observations and lesson plans.	Direct Instruction	08/07/2018	05/23/2019	\$0 - Title I Part A	School Admin., Instructional Partner, Classroom Teachers, Special Education Teacher, and Instructional Interventionist

Activity - ELA (Reading) College and Career Ready Standards (CCRS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the reading CCRS during daily instruction to improve reading proficiency levels. Teachers will also provide parents with an explanation of CCRS and resources to use at home during parent meetings. Additionally, instructional supplies (i.e., headphones, connectors, etc.) will be purchased to enhance reading instruction. Monitor implementation of CCRS through CCRS pacing guides, lesson plan checks, and walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$1940 - Title I Schoolwide	School Admin., Instructional Partner, Intervention Teacher, Classroom Teachers, and Special Education Teacher

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Saraland Elementary teachers are involved in the decisions regarding the use of state academic assessment results. Teachers will administer assessments to determine mastery of objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. The following are various ways that teachers make decisions that guide instruction:

*Teacher representation and input is included on school budget committees, policy committees, and textbook selection committees. This input allows teachers to be actively involved in all areas of instruction and testing.

*Grade level data meetings are held to review and adjust instructional procedures and strategies based on the current data. Problem Solving Team members evaluate data collected on Tier III students to determine if there are any indicators that would warrant more in-depth testing or referral for special services.

*The faculty collaboratively studies the disaggregated data and the results of state assessments in faculty meetings to plan and guide instruction.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

Students experiencing difficulty mastering state standards will be identified upon reviewing data from Scantron and iReady test scores. Teachers will then begin the Response to Instruction (Rtl) process with identified students.

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

Tier II intervention will be provided in the classroom to students identified as needing additional assistance in mastering state standards. In addition, Tier III intervention will be provided to these students in a pull-out setting focusing on skills and strategies that will enable students to become successful at mastering these standards.

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.

Teachers will provide after school tutoring for struggling students.

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

Students at Saraland Elementary School have access to all services and programs available including free/reduced lunch, Title I services, EL services, special education services, and counseling services. Also, Saraland Elementary School employs various community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and student performance standards without being stigmatized or isolated.

The administrator identifies limited-English proficient students upon enrollment. Each student receives a home language survey used to determine eligibility for limited-English proficient testing. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine eligibility to receive services through the English Learner (EL) program. If the parent or guardian agrees for the student to receive services, an English Learner (EL) committee convenes to determine appropriate services and placement for each individual student. A variety of services for all EL students is provided such as content area tutoring, pull-out EL, pull-out for individual support, and content-based EL. The EL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level, the student becomes eligible to exit the EL program and will be monitored for two years to ensure success. The administrator or counselor identifies migrant students upon enrollment. Parents or guardians of each student receive a migrant education survey to

determine student eligibility for the migrant program. Migrant students have access to all services and programs available to the rest of the students. The administrator or counselor identifies homeless students upon enrollment and provides them with support. The school uses Alabama State Department of Education federal regulations and definitions to identify homeless students. Homeless students have access to all services and programs as all students do. Neglected/delinquent students are identified when contacted by one of the following sources: Department of Human Resources, LEA Attendance Officer, or parent. The school administrator or counselor identifies possible needed services for such students. The LEA attendance officer works with the courts to ensure parental cooperation concerning attendance for delinquent students. Neglected/delinquent students are eligible for all services and programs. Economically disadvantaged students are identified through the application for free or reduced lunch. Such students receive access to all programs and services available. All students receive non-emergency health care services from a school nurse. The school counselor, along with the nurse, address home/environmental concerns that may hinder learning.

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

N/A

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

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

Saraland Elementary utilizes a variety of funding sources to achieve school wide goals. State foundation funds and local funds are used to employ a school nurse, paraprofessionals, teachers, and administrators. Title II funds are allocated to the school from the district level. Title I, Part A funds are used to provide additional nursing, paraprofessional staff, and intervention services. Title I, Part A funds are also used to purchase technology equipment and instructional resources. Local school funds are used to provide additional instructional resources for students and teachers.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

Saraland Elementary operates a child nutrition program. Breakfast and lunch are served daily. Approximately 47% of students qualify for the free or reduced lunch program.

Component 10: Evaluation (Sec.1114(b)(3)):

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

All faculty and staff provide input during the planning phase of the ASSIST Continuous Improvement Plan. Committee members meet and evaluate the implementation of the school-wide program on a quarterly basis. During this meeting, goals, strategies, and activities are evaluated to determine the effectiveness of the implementation process.

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

During quarterly meetings, the ASSIST Continuous Improvement Plan Committee analyzes data on a quarterly basis. Percentages of proficient and non-proficient students in reading, math, and writing are discussed. Indicators of academic achievement may include, but are not limited to the following: quarterly averages, end-of-unit assessments, Scantron Performance Series Reading and Math data, and writing data. Data from Scantron Performance Series will be disaggregated and areas of focus will be determined based on strengths and weaknesses. These strengths and weaknesses will be supported by the goals, strategies, and activities in the ACIP.

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

Saraland Elementary School committee members will collaborate with grade level peers to determine the effectiveness of the ACIP in increasing student achievement. These findings will be reported back to the ACIP committee members at quarterly meetings. Analysis of the data will be a true testament in determining how effective the program has been in increasing student achievement for those students furthest from achieving the standards.

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

At any given time, the ASSIST Continuous Improvement Plan may be amended to ensure there is growth in student success. At each quarterly meeting, discussions will ensue on the evaluation of the effectiveness of the goals, strategies, and activities of the schoolwide program.

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.	51.31

Provide the number of classroom teachers.

51.81

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	3625171.09

Total

3,625,171.09

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	69970.0

Total

69,970.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	69970.0

Total

69,970.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	69970.0

Total

69,970.00

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.	69970.0

Total

69,970.00

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

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

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.	16743.0

Total

16,743.00

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.	5023.0

Total

5,023.00

EL Teachers

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

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	811.85

Total

811.85

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.	29918.0

Total

29,918.00

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.	5366.0

Total

5,366.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	116336.0

Provide a brief explanation and breakdown of expenses.

Paraprofessionals \$68,091
1/2 of Nurse \$19,202
Technology (iPads and Chromebooks) \$ 9,318
Instructional supplies (*MyOn, Reflex, AR, supplies) \$19,725

Title I Parental Set Aside (Math and Literacy Night Supplies) \$1,387

Title II

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

Provide a brief explanation and a breakdown of expenses.

Title II funds are allocated to SES by the Central Office during the school year 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.

No Funding Provided

Title IV

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

Provide a brief explanation and a breakdown of expenses.

No funding provided

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.

No funding provided

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.

No funding provided

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.

No funding provided

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

Provide a brief explanation and breakdown of expenses.

No funding provided

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.

No funding provided

Local Funds

Label	Question	Value
1.	Provide the total	17500.0

Provide a brief explanation and breakdown of expenses.

Copy machines for faculty and staff \$13,000

Subs for PD \$1,500

Parent Engagement \$3,000

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))

Saraland Elementary School will inform parents of the school's participation in the Title I program and explain the Title I requirements through annual parent meetings. Parents will be notified of the meetings through notices sent home by the students, public postings on the school website, and Schoolcast. Each year a Statewide Parenting Day is held and facilitated by the counselor. Parents are provided with information about their child's school and ways to improve their parenting skills. Title I parenting funds will be used to purchase supplies for parent nights that will be conducted to assist parents with reinforcing skills at home.

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))

(1) During the first few months that school is in session, Saraland Elementary holds its annual meeting for all parents of participating children. Parents are notified of the meeting through notices sent home with students, Schoolcast, and public posting on the school website. Topics to be discussed at this year's meetings are:

*ASSIST Continuous Improvement Plan

*An explanation of the school's curriculum and Alabama state standards

*Title I program, participation, its services, and parents' rights

*An overview of the Parent and Family Engagement section of the ASSIST Continuous Improvement Plan

*School-Parent Compacts

*Partnership Conference Forms

(2) Saraland Elementary School believes in involving parents in all aspects of its Title I programs. Two parent representatives serve on the ACIP committee and were active participants in the development of the plan. In addition, all parents were given the opportunity to review and provide input before the plan was approved.

(3) Saraland Elementary School uses its parental involvement funds to purchase materials and supplies for parent nights, conducted each semester, to encourage parents to become an active participant in their child's education.

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))

Saraland Elementary School provides parent newsletters to keep parents abreast of factors impacting their child's education. At the annual Title I parent meeting, Saraland Elementary School will present information about its Title I programs, the curriculum, and forms of

assessment used. Parents will become knowledgeable about the following subjects taught: reading, math, language, science, social studies, and physical education. They will also become knowledgeable about procedures for scheduling parent-teacher conferences, tracking their child's academic progress, using the iNOW home portal, and participating in decisions related to the education of their child. A paper copy of the SES Parent and Family Engagement Plan and a digital link to the online document will be available for parents. Teachers will be available to provide additional information on the subjects they teach and how students are individually assessed. Fourth and fifth grade parents will participate in partnership conferences to understand their child's academic strengths and weaknesses from Scantron data and develop a plan that ensures academic success.

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))

Saraland Elementary School revised its school-parent compact in June 2017. All parents are given a copy of the compact at the beginning of each school year. The compact is explained to parents, and they are asked to sign the compacts signifying their commitment to working in partnership with the school to ensure the success of their child. The compacts are discussed with teachers at faculty meetings and teachers are given the responsibility to explain the compacts to students and obtain student signatures. The school principal also signs the compact. Teachers keep a copy of the compact in their classrooms for use during parent-teacher and/or student-teacher conferences.

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

The ACIP committee meets quarterly to review, evaluate, and revise its ASSIST Continuous Improvement Plan. There are two parent representatives on the committee who represent all the parents of the school. Parents are notified through newsletters that copies of the ACIP are available in the library, school office, and on the school's website. Parents are given the opportunity to address unsatisfactory components of the ACIP in writing to the school. All parent concerns will be forwarded along with the ACIP to central office.

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)

Saraland Elementary School will provide training for parents of participating children at its annual parent meeting held at the beginning of the year. At the meeting, parents will receive an overview of the state's academic content standards, academic achievement standards, and assessments. Parents will also receive an explanation of Title I services and information on the parents' rights to be involved in their child's education. Teachers will review how parents can access student information from iNOW and how to access resource materials from the

school's website and teacher webpages.

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)

Saraland Elementary School ACIP committee strives to ensure parent materials and trainings are closely aligned with the school's identified goals. During the school year, topics that address identified school goals will be covered with parents. Because the ACIP has identified both math and reading as a goal, the school will provide both math and literacy materials for families at parent meetings.

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)

Saraland Elementary will continue to work with its teachers through faculty meetings, grade-level meetings, and in-services to promote the importance of parental involvement and working with parents as partners in the education process. Teachers will send home bi-weekly progress reports to notify parents of their students' academic success.

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)

Saraland Elementary will continue to work with its teachers through faculty meetings, grade-level meetings, and in-services to promote the importance of parental involvement and working with parents as partners in the education process. Teachers will send home bi-weekly progress reports to notify parents of their students' academic success. Materials can be translated by the English-Learner teacher as needed.

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)

Communication with parents begins with the Parent Compact that is signed by the principal, parent, and student every year. Summative testing data is communicated through the use of Partnership Conference Forms. Additionally, SES hosts an annual Parenting Day with many guest speakers on topics that have been requested by parents through surveys. In an effort to emphasize the importance of reading, parents are encouraged to attend the Book Fair with their child through "Donuts with Dad" and "Muffins with Mom" events. SES also encourages parental involvement through Parenting Nights, where teachers share about course curriculum and resources that parents can access to help students at home.

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))

At the present time, Saraland Elementary's EL population consists of 9 students. Due to the size of the system, the ESL teacher is shared by all four schools in the system. She works diligently to provide support to EL families by providing pertinent information in the students' native languages and serves as a translator for parents during meetings with teachers and/or administrators.