



ACIP

Margaret Elementary School

St. Clair County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Margaret Elementary opened its doors for the 2010-11 school year. Margaret Elementary School, a PK-5 school, is located in the rural city of Margaret, AL with population of 4,487 located northeast of Birmingham. The demographics of this rural community are: White (69.6%), Black (19.2%), Asian (0.5%), Pacific Islander (0%), Multi-racial (4.1%), and Hispanic (6.9%). The median household income is \$54,761.00, with a high school graduation rate of 87 % and poverty level of 16.7 %. Margaret Elementary has 677 pupils and 74 faculty and staff; the student-teacher ratio is 15:1. The personnel assigned to the school are: Principal (1), Assistant Principal (1), Counselor (1), School Nurse (2), Library Media Specialist (1), Instructional Partner (1), Intervention (1), Physical Education teacher (2), Art teacher/Music Teacher (1), General Education teacher (30), EL teacher (1 itinerant), Gifted teacher (1 itinerant), Special Education teacher (5), Special Education Paraprofessional (5), Pre-K teacher (2), Pre-K aide (2), and Non-certified support staff (12). The demographics of the faculty and staff are 97.3% White and 2.7% Black, with certification levels for the admin/faculty of: Bachelors (41 %), Masters (47 %), and Ed.S (12 %). Margaret Elementary has grown by 60 % in student population since the school opened in 2010. The current 2017-18 student demographics are: White (81.2 %), Black (15.2 %), Asian (1.03 %), Hispanic (0.02 %), Pacific Islander (.04 %), and Multi-racial (1.77 %). The gender breakdown for the school is 330 male and 347 female students in grades PK through 5; faculty/staff gender breakdown is 5 males and 69 females. The number of students receiving free and reduced lunch is 42 %.

The changes that Margaret has experienced in the last several years are as follows: 1) Margaret has changed from a town to a city, 2) Margaret was recognized as the safest city in Alabama, 3) the current housing is more desirable which equals growth for the community and school, 4) there is an abundance of undeveloped land which creates more opportunities for new housing, thus future growth for the community, 5) student population has increased from 593 to 677, 6) faculty/staff population has increased due to student population growth, and 7) an increase in retail and social service by the addition of a small retail store, pharmacy, dentist, and 3 small restaurant.

Some of the larger challenges facing the community are: 1) there is a shortage of business infrastructure to support local school initiatives, 2) lack of tax revenue base, 3) family dynamic--two income households which leaves little time for school parental involvement and volunteerism, 4) overall community investment to bring about change to a fast-growing rural area, and 5) lack of community recreation facilities.

There are many facets to Margaret Elementary that make us unique to the St. Clair County School System. Margaret Elementary is the newest facility built in St. Clair County. We are the only school to serve more than one city; we serve both cities of Argo and Margaret. It is the only school in our county with a feeder pattern into two separate middle schools. We are also the only school in our county system that received an ALSDE 21st Century Community Learning Center Grant.

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.

Margaret Elementary School's purpose is to provide each student with a quality education to meet his or her individual needs in partnership with the students, their families, and community members. To prepare our students for college and career readiness, we maintain high expectations of all student learners while encouraging expanded learning through all academic opportunities.

The school and community is committed to the outlined vision, mission, and beliefs of St. Clair County Schools:

Vision

The vision of the St. Clair County School System is to provide opportunities and challenges that will prepare each student for college/career/adulthood in the 21st century.

Mission

It is the mission of the St. Clair County School System to educate and prepare each student to succeed in an ever changing world.

St. Clair County School System BELIEFS are:

Effective teachers and leaders are the key to student achievement.

Teaching to the standard coupled with high quality professional learning will result in a clear direction and expected outcomes.

Regular progress monitoring through formative and benchmark assessments that are clearly aligned with high standards will lead to adjusted and differentiated instruction which will lead to student growth.

Alignment of human, pragmatic and fiscal resources that support the implementation of the approved curriculum will lead to student achievement.

Student focus with multiple pathways to learning will enhance instruction and engage learners.

When students are provided with a learning environment that is socially, emotionally, and physically supportive ... the student's confidence, engagement, and achievement will rise.

Through the use of technology, the student's will gain 21st century skills and make a reconnection with the world around them.

Parent engagement with knowledge of their child's performance will reinforce strengths and help address weaknesses.

Community engagement through volunteerism and community partnerships will benefit all students from the additional resources provided.

Margaret Elementary School embodies its purpose through its program offerings and connections to the community.

Program Offerings

- Clubs
- 21st Century Community Learning Center Program
- Choir
- Advanced Art, Ambassadors, and Safety Patrol for upper elementary students

Community Connections/Partnerships:

- Parent Teacher Organization (PTO)
- Veteran's Day - Bring a Veteran to school
- Choir
- Mock election
- National Elementary Honor's Society
- Honors Assemblies
- Argo Food Bank
- North Valley Church Early Learning Center
- Library
- Bethel Baptist Church Food Bank
- D.A.R.E. Program for fifth grade

The purpose statement for Margaret Elementary is reviewed annually to determine if it meets expectations and our goal to be a high performing Pre-K - 5th grade school.

Notable Achievements and Areas of Improvement

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

Areas of Notable Achievement:

Margaret Elementary School has many notable achievements which have been met within the last five years:

Technology Enhancements: Technology improvements have been a priority for the school community by invested stakeholders. The school wireless system was updated. An additional 18 iPads were purchased for classroom use. System 44 Reading Program was purchased for students in grade 3-5 to improve early literacy skills. During the 2016-17 school year, two HP Stream carts were added to the technology inventory for classroom checkout and use. During the 2017-18 school year, teachers in grades 3-5 used their scheduled computer lab time to teach keyboarding through Keyboarding Online. Several programs are annually purchased and used throughout the school--Reading Eggs, System 44, Read 180, World Book Online, Pebble Go and Stride Academy. At the beginning of the 2017-18 school year, all classrooms received an interactive projector, the school computer lab was updated, and classrooms received additional computers to ensure 3-4 student computers per classroom.

Staffing: From 2010-11, Margaret Elementary School has expanded the Special Education Department by adding an additional Multi-Disability classroom. The Special Education Department has also been expanded from 4 to 5 teachers in order to decrease the student/teacher ratio. The current student to teacher ratio is 15:1. An Assistant Principal position was also added to assist with students due to an increase in student enrollment. Since the school opened in 2010, the enrollment has increased by 60% over the last five years. During the 2018-19 school year, it is anticipated that the enrollment of our school will increase by 50 students.

Library Media Enhancements: From the start of the school, invested stakeholders have made the function of the library media center the core to all school improvement initiatives and programs. The school has purchased and included in the library collection 11,549 print and digital books. Student library circulation data shows a consistent increase at a current level of 35,629 material checkouts. Students have access and availability to reading materials through the use of Pebble Go and e-books which offers over 846 online books for students and is available 24/7. During the 2016-17 school year, our checkouts were down to 28,596. A goal for this school year is to increase the number of books checked out of the library.

School Instruction & Culture Initiatives: Daily school attendance is a high priority at Margaret Elementary School and is the benchmark standard for school success; at the conclusion of 2016-17 school year, the attendance rate was 95%. The Back-Pack Buddy program has been initiated to support the schools poverty groups. The school system offers mental health counseling for students in need of more intensive counseling services through Project COPE. The school system employs two case managers and school psychiatrist in partnership with Jefferson, Blount, St. Clair Mental Health (JBS). Our teachers are currently conducting goal setting sessions with each student in order to set academic goals that are monitored throughout the school year by a school faculty mentor. A Problem Solving Team (PST) has been put in place to address the needs of students experiencing academic deficiencies or behavior challenges. This team meets monthly to set goals for these students based on data collection as well as teacher and mentor observations. When goals are unsuccessful, new goals are put in place to address the individual students needs. An established Rtl program is in place to offer additional intensive instruction for students who are currently on an PST plan. During the 2017-18 school year, Margaret Elementary School is offering art and music by sharing teachers with another school in the system.

The school safety patrol, ambassador program, art and library aides, and National Elementary Honor Society are offered to 4th and 5th grade students to provide them with leadership and service opportunities. The retention rate for grades 3-5 has shown improvement. Students in all areas except 3rd and 5th grade reading scored at or above the national norm on the ACT Aspire test.

Grant Awards: Margaret Elementary School has received grant funding from Title IV, 21st Century Community Learning Center for afterschool student needs such as STEM instruction activities, tutoring, homework support, enrichment activities, health/wellness programs, and expanded hours for parent education. Also added recently is funding for a second Pre-K program which consists of an additional classroom that serves 18 4-year-old students with the mission of exposing 4-K students to high quality educational experiences. This brings our total Pre-K count to 36 students that receive instruction through the OSR Pre-K Program.

Margaret ACIP team has identified the following Areas for Improvement:

Invested stakeholders of Margaret Elementary School have identified the following areas through the yearly needs assessment process to impact school improvement: 1) more classroom computers are needed across all grade levels to meet the one-to-one initiative goal, 2) teachers and students need more access to 21st Century tools such as tablets and other devices, 3) more technology integration in classrooms which require specialized professional development resources, 4) reduce retention rate in grades K & 1 through strengthened instructional initiatives and programs, 5) reduce the number of students being referred to PST in grades K & 1 for reading/math difficulties through strengthened instructional strategies and planning, 6) handicapped playground for students with multi-disabilities, 7) more playground/activity space for physical education activities, 8) additional parking access for school visitation and parental involvement, 9) additional classroom space (school is currently filled to capacity and portables are being used for additional classroom space), 10) improve teacher retention.

The areas for improvement that the school is striving to achieve in the next three years are as follows:

- Add more technology resources into each classroom, i.e., iPads, desktops
- Reduced classroom sizes in grades 3-5
- Add or improve instructional resources for STEAM & STEM initiatives

Additional Information

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

We consider Margaret Elementary School as a central component for our community and is prideful of the fact that we serve our community from a family viewpoint. Some additional highlights of Margaret Elementary School are as follows:

Acknowledgements and Recognitions

- The only school in St. Clair County to receive the 21st Century Community Learning Grant
- Received two Preschool grants from the State of Alabama
- Charter member of the National Elementary Honor's Society
- Healthier U.S. School Food Challenge Bronze Award Winner
- The School Climate Transformation Grant
- Nine individual students have won the State Superintendent's Art Show
- Have had two county - wide Teachers of the Year

Family/Community Outreach Initiatives

- Six Flags Reading Program
- Birthday Book Club
- Family Reading Night
- Bingo for Books
- Reading Wonderland
- Book Fair
- Partnership with Argo Food Bank
- Choir - has doubled in size since its inception, performed at the Veteran's Home, and performed at the Anti-Bullying Rally

In addition to these accomplishments, the article below depicts the more humble beginnings to present life in Margaret, Alabama.

Story by Jerry C. Smith

MARGARET'S BOOM TOWN DAYS

Motorists passing through Margaret, Alabama, on County Road 12 are usually unaware that it was once the busiest, most densely populated community in St Clair County. Today it's no longer that bustling industry town of the early 1900s, but rather a quiet little settlement whose vibrant history must be learned from books and old-timers. In History of St. Clair County (Alabama), Mattie Lou Teague Crow speaks of the town's birth in 1908. Founded by mineral magnate Charles DeBardeleben, a Welshman, it was named for his wife, Margaret. The new town eventually had it all. Alabama Fuel & Iron Company provided employee housing, churches, parks, company stores, a movie theater, schools, community recreation venues, medical facilities; in short, almost everything a working man needed for his family.

In a 1974 St. Clair News-Aegis story, Jenna Whitehead relates that houses were rented to miners for \$6.90 per month including water and electricity, which was deducted from their pay along with 75 cents for miners' use of the bath house. During the Depression, most employees only worked a day or two per week. To help make ends meet, the company provided utensils, supplies and mules for making home gardens.
SY 2017-2018

Small livestock and seed were furnished at cost. If a man chose not make a garden, he was laid off from work.

In *The Daily Home*, June 1990 issue, Marie Cromer relates that AF&I hired C.C. Garrison, a Clemson-trained agronomist, to landscape company properties and teach the miners how to make a proper garden and tend their yards. Garrison later became the superintendent of education. Miners were paid in cash. However, most were indebted for their entire paychecks, and often more, to the company store (shades of Tennessee Ernie's song, "Sixteen Tons"). These stores, called commissaries, extended credit as well as token money stamped with the company's logo, called "scrip."

Also known as clackers because of the noise they made when clicked together, scrip was good only at the commissary, but could be borrowed on demand or exchanged for regular currency at the rate of 75 to 80 cents on the dollar. Marie Butler, a Margaret native, former town clerk and wife of Mayor Billy Butler, reminisces in her book, *Margaret, Al -- And Now There's Gold*:

"Ah, the company store! Imagine yourself in a one-stop shopping store and then envision yourself inside the company's commissary, which was operated by Charlie Boteler. A glance down the aisles reveals shelf after shelf of only top quality products. Name-brand clothing was all that could be found here. ... Practically everything a family might need could be bought at the company store and, of course, purchases could be made with clacker. "The high steps that led to the entrance of this huge rock building were the setting for many games, as children waited outside for parents to gather up the family's necessities. Many times, some of the youngsters would wait around to see the old steam engine chug into town with several carloads of dry goods, etc, for the company store."

Next door to the commissary, which has since burned down, was a large icehouse that also served as a post office. It can be seen, now vacant and boarded up, on County Road 12 across from the present US Post Office. Margaret had a number of rooming homes for single men and visitors, among them actor Pat Buttram, who later played Gene Autry's movie sidekick, Pat, and Mr. Haney on TV's "Green Acres."

AF&I was always supportive of its employees' cultural and leisure activity needs. Margaret boasted a man-made lake, bandstands complete with company band, social occasions like plays, carnivals, square dances, wrestling matches, road shows, musicals, etc, all provided by the company to inspire contentment, loyalty and productivity. Nor was faith neglected. According to Butler, practically every family attended church. The company erected places of worship for all their people, including a community church with an upstairs grammar school for the St. Phillip Methodist and Beulah Baptist black congregations, with electric lights on wooded paths leading to the church. The two factions shared this facility on alternate Sundays, and held a combined service with dinner on the grounds in every month with a fifth Sunday. It's said these gatherings were the high points of their social lives.

The company-built Methodist church became today's Margaret Church of Christ, a neat little white chapel on County Road 12 near the town park. A pianist at this old church, Lou Betts, later married U.S. Congressman Tom Bevill. By 1935, Margaret was the largest coal-producing area in the state of Alabama, and the only one that generated its own electric power. More than 4,000 acres of company land was under cultivation as family gardens. Butler remembers Margaret as a town of flowers, particularly buttercups and ornamental hedges.

DeBardeleben sponsored a Quarter-Century Club to honor longtime workers, its 81 charter members each receiving a gold pin and \$5 a month extra pay, which almost covered the rent on their homes. Butler tells that, during the Depression, the company mined and gave away some 4,000 tons of coal to people in several states who could not afford it for home use. When Birmingham had no coal on a Christmas Eve because all the union mines were on strike, DeBardeleben again put his people to work, assuring them the coal they dug would only be used to heat homes. A turkey was offered as a prize for the man who dug the most coal; it was won by "Smokey" Turner, who had loaded 26 mine cars.

Since they provided so well for their workers, the company insisted that all their operations remain non-union. While most AF&I workers

readily accepted this policy, the unions never stopped trying to insert themselves into St. Clair's labor structure. News accounts from 1935 and 1936 say union forces more than a thousand strong began harassing St. Clair's various mining camps, resulting in a multitude of injuries, acts of destruction and, eventually, one death. The company and workers resisted this intrusion, but the disputes finally culminated in what's been called The Battle Of White's Chapel.

A union-funded, 75-car motor caravan was confronted by a tiny cadre of 15 armed company men and deputies entrenched on a hilltop in White's Chapel. Things came to a boil, and a union man was killed in the ensuing gun battle. Some 50 AF&I and union men were indicted on murder and conspiracy charges, including Charles DeBardeleben himself, but all were eventually acquitted in a series of very expensive trials.

Margaret and the Alabama Fuel & Iron Company had lived a vigorous, useful life of nearly five decades before its mines finally closed in the early 1950s. From the beginning, Margaret had embraced anyone who wanted to work. Among its earliest citizens were Italian, black and various Slavic people, many of whom did not speak English. The town officially incorporated 840 acres in 1959, and held its first municipal election in 1960. Many original residents, mostly at rest now, had chosen to live their entire lives there. Margaret had proven to be a bounteous, embracing home over the years, so they saw no reason to leave.

One of Margaret's greatest events was a visit by Bishop Fulton J. Sheen, who had a popular weekly 1950s TV show called "Life Is Worth Living." He'd been invited by a highly optimistic local lady, and surprised everyone by actually coming to Margaret, where he delivered a fine homily to a huge crowd in the town park.

According to A.B. Crane, in a talk given to the St. Clair Historical Society in 1994, "... He spoke with the same interest, same detail, the same thoughtfulness, the same expression that he would have used if there had been five or ten thousand people there." Margaret was all about its people, the mines, and Mr. DeBardeleben's Golden Rule. Today it's perhaps best visited in the mind's eye. Visualize the lifestyles of thousands of hard-working people who once lived and toiled there, their weekend activities in the town's park, picture show, churches, company store and the mines with their back-breaking labor and high mortality rate, which everyone simply took for granted in those days.

Beulah Baptist now stands forlorn, abandoned and in severe disrepair, surrounded by a high fence and foliage so dense you can't see the church except in winter. An occasional company home with its characteristic pyramidal roof can be seen along the road to Macedonia Baptist Church. The town park has a nice little gazebo built atop an old concrete platform from decades past. Little mementos are everywhere, but you have to look for them. A look back at the rich history reveals that when St. Clair and America's needs were greatest, Margaret did her share.

Retrieved from: Discover Magazine; <http://discoverstclair.com/traveling-the-backroads/margarets-boom-town-days/>

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.

At the end of the school year, the System School Improvement Specialist met with local school administration and the school leadership team to discuss current ACIP and provide guidelines for reviewing all school-wide data in consideration in the upcoming school year plan. The Margaret Elementary School Leadership Team led by the principal met to discuss and compile yearly data available for analysis for the purpose of evaluating school improvement efforts. This planning committee met at the beginning of the new school year in intervals over a period of months conducting the needs assessment, review student data and survey information about the school to develop strategies to assist students in meeting all academic benchmark standards at the elementary school level. This review included, but was not limited to just these school improvement considerations: 1) previous years improvement plan to assess the degree to which implemented goals and strategies were met, 2) data analysis of state assessments, 3) attendance and discipline reporting, 4) staff/faculty surveys, 5) School Improvement walk-through program data (local & county), 6) community strategic planning data, 7) school and district state compliance/monitoring data. The stakeholders are parents, faculty members, community leaders, and special population leaders. Each grade level chair is on the School Improvement Team. Members were selected by the principal to ensure a vested interest from all stakeholders. When English Language Learner students/parents are involved, an interpreter is available if needed, and written forms may be translated into the needed native language through Trans Act software. An important component of the planning process is identifying the needs of a diverse student body and making reasonable accommodations in order to serve the needs of homeless students, minority students, economically disadvantaged, special needs students, neglected, and delinquent students to meet state proficient and advanced levels of student academic achievement on state elementary content standards. Parents were selected based on their willingness to participate in the school improvement process. If at any time, a member cannot attend a meeting, a time will be set aside for the member to meet with the principal to discuss the meeting's agenda, new business, and any other relevant information to the school improvement process.

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

The School Improvement Planning Committee is made up of representatives from all grade levels as well as the principal, parents and community representatives. The selected members are responsible for any decision-making (program or financial) regarding the ACIP and distributing any information needed to their constituency groups. Input from parents and community members is actively sought in order to ensure that students' needs are identified and that all available community resources are being utilized. Committee representatives were selected because of their dedication and interest in the success of our students and school. The ACIP/Leadership Team members were assigned to teams to review various school-wide data sources pertinent to meet school improvement guidelines based on school system criterion. The Executive Summary Team involved city, school, and community leaders that focused their attention on the purpose, vision, mission, and beliefs of the school & community environment. The instructional team for the committee analyzes and determines instructional goals and strategy needs based on previous implementation goal success, professional development training outcomes, state accountability data, and beginning of the year diagnostic assessments. State accountability data will be compared with school-wide formative assessments to identify gaps in instruction and to determine academic strengths and weaknesses for individual students. The technology team is tasked to address how the school can meet the demands of the 21st Century Learner and determine funding efforts to improve hardware, software,

and infrastructure for the school. This team also makes recommendations and prepares a plan for teacher training of all purchased technologies. The Stakeholder Planning Team task is to review and evaluate all survey feedback data to determine and address all stakeholder concerns. Important to this section of the plan are the areas of notable achievement and areas in need of improvement to be addressed throughout the ACIP.

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

The Margaret Elementary School ACIP document and all sources of data will be located in the school main office conference room, principal's office, and parenting center. The plan will also be posted on the St. Clair County and Margaret Elementary School websites. A formal presentation of the school ACIP will be conducted by the principal during Parent Visitation Month and also discussed with parents during parent/teacher conference meetings on a classroom level. Parents and all other stakeholders are given opportunities throughout the school year to voice concerns, address school needs, and provide feedback through school surveys. All stakeholders are encouraged to participate and represent the school on such matters as academic progress and standards, professional development and teacher retention/improvement, and budgetary decisions. Monthly meetings/reviews are held by the school leadership team to discuss and review the ACIP progress efforts. The Margaret Elementary School ACIP document is a working plan that is continuously reviewed, revised, and revisited to determine changes necessary for the overall improvement of school programs and initiatives that create success for all stakeholders.

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	The Student Performance Data documents guide book was downloaded and used for reference in compiling all necessary information to complete a school created Student Performance Data Document.	Student Performance Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

1. The results from the ACT Aspire show that students in grade 5 increased 7% in the area of mathematics.
2. The results from the ACT Aspire show that students in grade 5 increased 7% in the area of Science.
3. The results from the ACT Aspire show that students in grade 5 increased 36% in the math subcategory area of justification and explanation.
4. The results from the ACT Aspire show that students in grade 5 increased 5% in the area of reading.
5. The results from the DIBELS show that kindergarten students increased 43% on WWR (whole words read).
6. The results from the DIBELS show that students in grade 3 increased 43% on the DAZE assessment.

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

1. The results from the ACT Aspire show that students in grades 3-5 increased 17% or higher on the math subcategory area of justification and explanation.
2. The results from the ACT Aspire show that students in grade 5 increase 7% in the area of Science.
3. The results from DIBELS show that kindergarten students increased 16% in NWF-CLS. (nonsense word fluency/correct letter sounds)
4. The results from DIBELS show that kindergarten students increased 43% in NWF-WWR. (nonsense word fluency/whole words read)
5. The results from ACT Aspire show that students in grade 4 progressively increased in the area of mathematics over the last four years. (50% in 2014 to 67% in 2017)

Which area(s) indicate the overall highest performance?

1. The results from the ACT Aspire show that students in grade 5 increased 36% in the math subcategory area of justification and explanation.
2. The results from the DIBELS show that students in grade 3 increased 43% on the DAZE assessment.
3. The results from the DIBELS show that kindergarten students increased 43% on WWR (whole words read).
4. The results from the ACT Aspire show that students in grade 3 performed the highest of the assessed grades with a 75% proficiency in the area of math.

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

The African American population has made positive progress in the area of Mathematics according to the Scantron Performance Series data (BOY 2122 to EOY 2276) and in the area of Reading according to Scantron Performance Series data (BOY 2314 to EOY 2484) and in the area of Reading Foundations (BOY 1824 to EOY 2005).

Between which subgroups is the achievement gap closing?

The African American Population is closing the achievement gap, according to Performance Series assessments and ACT Aspire.

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

The findings detailed above show comparison and consistency according to the formative and summative assessment data. The data for grades 3 through 5 in ACT Aspire and Scantron Performance Series were consistent.

Areas in Need of Improvement

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

1. The results from the ACT Aspire show that students in grade 3 decreased 6% in the area of reading.
2. The results from the DIBELS show that 30% of students in grade 3 benchmarked in ORF at the end of the school year. (oral reading fluency)
3. The results from the DIBELS show that 28% of kindergarten students benchmarked in LNF. (letter naming fluency)

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

1. The results from the ACT Aspire show that students in grade 3 progressively decreased in the area of reading over the last three years. (46% in 2015 to 37% in 2017)
2. The results from the DIBELS show that students in grade 1 progressively decreased in ORF by 13% from EOY 2016 to EOY 2017.
3. The results from the DIBELS show that students in grade 1 progressively decreased in accuracy by 11% from EOY 2016 to EOY 2017.

Which area(s) indicate the overall lowest performance?

1. The results from the ACT Aspire show that students in grade 3 decreased 6% in the area of reading.
2. The results from the DIBELS show that only 29% of students in grade 1 were accurate in the area of oral reading fluency.

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

The male population has decreased their performance in the area of reading according to the ACT Aspire data (4th grade males: 2016-53% to 2017-43%), (5th grade males: 2016-36% to 2017-27%).

Between which subgroups is the achievement gap becoming greater?

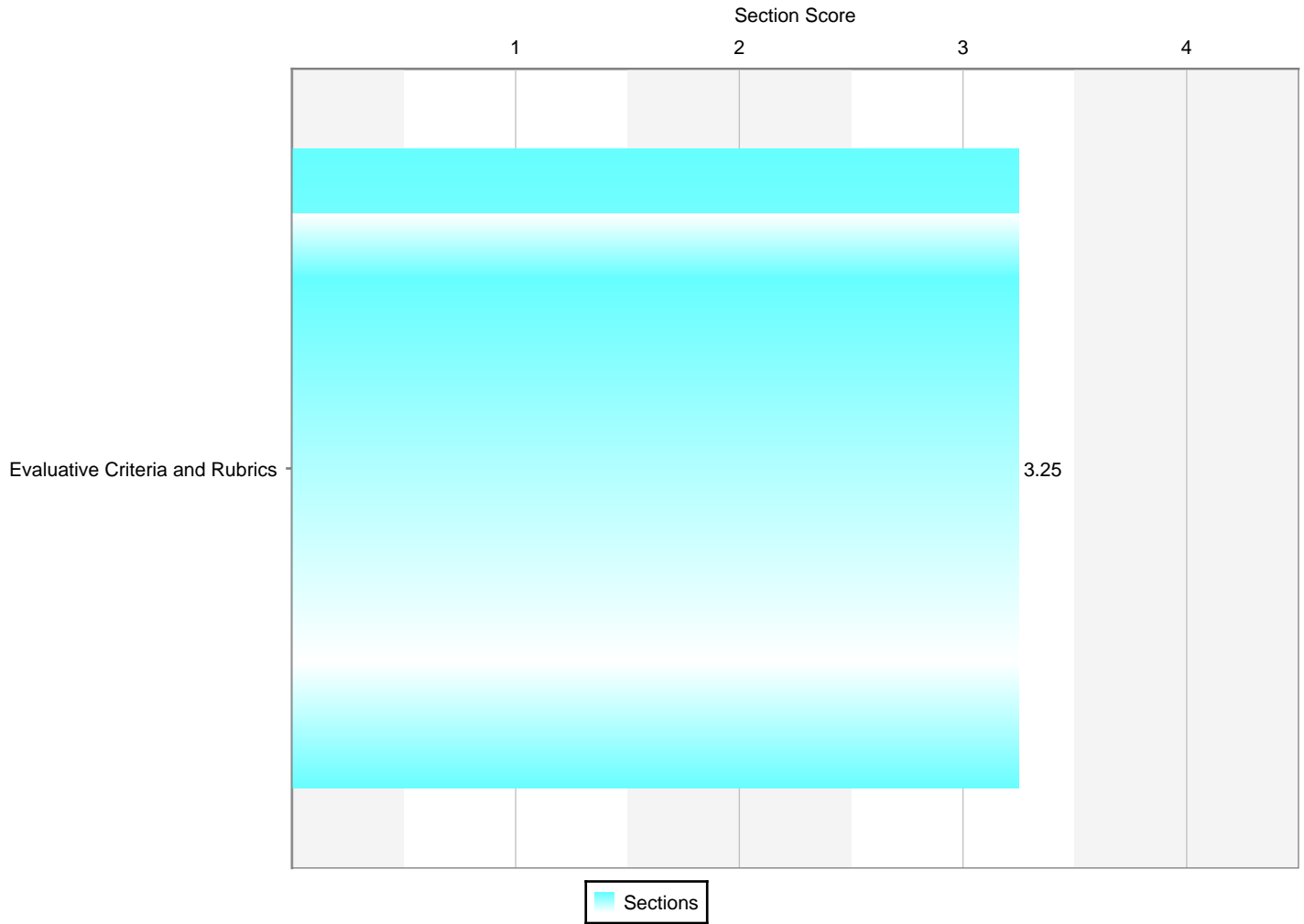
Data does not support the achievement gap becoming greater at this time.

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

The findings detailed above show comparison and consistency according to the formative and summative assessment data. The data for grades 3 through 5 in ACT Aspire and Scantron Performance Series were consistent.

Report Summary

Scores By Section



2017-2018 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		CIP Team

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

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		Federal Compliance

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		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.	No	Margaret Elementary School is not a Title I School.	

2017-18 ACIP

Overview

Plan Name

2017-18 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	Students at Margaret Elementary School will become fluent in basic mathematical operations.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1000
2	All Margaret Elementary School students will improve in fluency and comprehension in the area of reading.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
3	All novice teachers will participate in the Alabama Teacher Mentor Program.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$60
4	EL students will improve overall language proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Parents of Margaret Elementary Students will have opportunities for involvement in school activities and will be given the opportunity to provide feedback.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Students at Margaret Elementary School will become fluent in basic mathematical operations.

Measurable Objective 1:

25% of All Students will demonstrate a proficiency in computational fluency in Mathematics by 05/11/2018 as measured by increasing the percentage of fluent students from 3% as assessed by the benchmark assessment given in August, 2017..

Strategy 1:

Fluency Plan - During the summer of 2017, each grade worked withing their grade level and across grade levels to develop a math fluency plan. The teachers will use this plan to guide and monitor instruction in the area of mathematical fluency.

Category: Other - Planning

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitor students monthly or weekly, according to their fluency plan, for progress toward attaining proficiency.	Direct Instruction	08/09/2017	05/11/2018	\$0	No Funding Required	Teachers, Administration, Instructional Coach

Strategy 2:

Professional Development - Teachers will be provided ongoing professional development on the use of Number Talks to increase students' number sense.

Professional development will be provided by a consultant, in team meetings, and through provided books.

Category: Develop/Implement Professional Learning and Support

Activity - Number Talks PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with consultant on implementing Number Talks in the K-5 classroom.	Professional Learning	08/09/2017	05/11/2018	\$1000	State Funds	Teachers, Administration, Consultant, Instructional Coach

Goal 2: All Margaret Elementary School students will improve in fluency and comprehension in the area of reading.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in fluency and comprehension in Reading by 05/25/2018 as measured by Scantron Reading and Reading Foundations, DIBELS (K-2), and Common Assessments (3-5).

Strategy 1:

Saxon Phonics - Teachers will use Saxon Phonics to explicitly teach phonetic skills and phonemic awareness 30 minutes daily. Saxon Phonics is a research based instructional program with a proven success rate. The program will be implemented in all K-2 classrooms at MAES. Teachers meet weekly by grade level to discuss and plan lessons. Instructional coaching is included in the implementation of this program.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.hmhco.com/classroom/evaluateandsample/hmh-efficacy

Activity - Monitor Implementation of Saxon Phonics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Saxon Phonics through grade level meeting discussions, lesson plan review, and walk through.	Other	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Asst. Principal, Instructional Partner

Strategy 2:

System 44 - System 44 is a research based foundational reading program that provides intensive intervention for struggling readers in grades 3-5. Students are placed in the program based on benchmark data results and System 44 placement screening. System 44 blends small group instruction with individualized lessons on the computer. This program is a Tier III component for reading intervention and special education.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.hmhco.com/products/system-44/research-results/research-validation/index.htm>

Activity - System 44 Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-5 that need intensive reading intervention will be screened and placed in System 44 intervention groups.	Academic Support Program	08/09/2017	05/25/2018	\$0	District Funding	Intervention Teachers and Special Education Teachers

Strategy 3:

Laying the Foundation - All reading teachers in grades 3-5 attended a four day training with The National Math and Science Initiative in June to learn how to go deeper in their instruction with the power of words, reading for understanding, uncovering inference, and building connections. Teachers worked collaboratively with other grade levels to plan how to incorporate the strategies in the new school year. The teachers are expected to include these strategies in their reading lesson plans throughout the school year. This will be monitored through lesson plan checks and walkthroughs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.nms.org/Our-Impact/Research.aspx

Activity - Monitor Implementation of Laying the Foundation Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the Laying the Foundation instructional strategies through lesson plan checks and walkthrough.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Asst. Principal, Instructional Partner

Goal 3: All novice teachers will participate in the Alabama Teacher Mentor Program.

Measurable Objective 1:

collaborate to develop a support system for novice teachers by 05/25/2018 as measured by mentor logs and staff surveys.

Strategy 1:

Mentor Program - Mentor teachers will meet with novice teachers weekly for guidance and support. Mentor teachers will keep meeting log that will include information discussed.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Teacher Induction and Mentoring Manual

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher mentors will lead a book study with novice teachers using the book, Management in the Active Classroom. Teacher mentors will meet with novice teachers to review and discuss topics in the book. Novice teachers will incorporate topic ideas in their classroom management plan.	Professional Learning	08/09/2017	05/25/2018	\$60	General Fund	Mentor teacher

Goal 4: EL students will improve overall language proficiency.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in speaking levels in academic language in World Languages by 05/25/2018 as measured by a 40% increase in the Speaking score on the ACCESS 2.0 assessment.

Strategy 1:

WIDA Speaking Strategies - EL Teachers will utilize speaking strategies provided from WIDA to help prepare students for the speaking portion of the assessment.

Category: Develop/Implement Learning Supports

Research Cited: <https://www.wida.us/research/>

Activity - WIDA Practice Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL Teachers will use the WIDA practice assessments to prepare students for the Speaking portion of the ACCESS 2.0 assessment.	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	EL Teachers

Goal 5: Parents of Margaret Elementary Students will have opportunities for involvement in school activities and will be given the opportunity to provide feedback.

Measurable Objective 1:

collaborate to involve parents in school activities, decision making, and feedback for school improvement by 05/25/2018 as measured by parent surveys, sign in sheets showing participation in school/family events, and PTO planning meetings.

Strategy 1:

Parent Feedback and Participation - Parents will be given multiple opportunities to provide feedback to the school and participate in various family focused activities.

Category: Other - Parent/Family Engagement

Activity - Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Margaret Elementary School will host multiple family nights/activities to engage families in the school community. These include PTO ice cream social, Family Reading Nights, Choir Programs, Game Nights, Movie Nights, etc.	Community Engagement	08/09/2017	05/25/2018	\$0	No Funding Required	PTO, All Faculty and Staff

Activity - Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Margaret Elementary will conduct surveys to all stakeholders in May, 2018 to evaluate areas of growth for the 2017-18 school year.	Community Engagement	04/30/2018	05/25/2018	\$0	No Funding Required	Administration, Faculty and Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Laying the Foundation Strategies	Monitor the implementation of the Laying the Foundation instructional strategies through lesson plan checks and walkthrough.	Direct Instruction	08/09/2017	05/25/2018	\$0	Principal, Asst. Principal, Instructional Partner
WIDA Practice Tests	EL Teachers will use the WIDA practice assessments to prepare students for the Speaking portion of the ACCESS 2.0 assessment.	Academic Support Program	08/09/2017	05/25/2018	\$0	EL Teachers
Progress Monitoring	Teachers will progress monitor students monthly or weekly, according to their fluency plan, for progress toward attaining proficiency.	Direct Instruction	08/09/2017	05/11/2018	\$0	Teachers, Administration, Instructional Coach
Family Nights	Margaret Elementary School will host multiple family nights/activities to engage families in the school community. These include PTO ice cream social, Family Reading Nights, Choir Programs, Game Nights, Movie Nights, etc.	Community Engagement	08/09/2017	05/25/2018	\$0	PTO, All Faculty and Staff
Monitor Implementation of Saxon Phonics	Monitor the implementation of Saxon Phonics through grade level meeting discussions, lesson plan review, and walk through.	Other	08/09/2017	05/25/2018	\$0	Principal, Asst. Principal, Instructional Partner
Surveys	Margaret Elementary will conduct surveys to all stakeholders in May, 2018 to evaluate areas of growth for the 2017-18 school year.	Community Engagement	04/30/2018	05/25/2018	\$0	Administration, Faculty and Staff
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	Teacher mentors will lead a book study with novice teachers using the book, Management in the Active Classroom. Teacher mentors will meet with novice teachers to review and discuss topics in the book. Novice teachers will incorporate topic ideas in their classroom management plan.	Professional Learning	08/09/2017	05/25/2018	\$60	Mentor teacher

ACIP

Margaret Elementary School

Total \$60**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
System 44 Program	Students in grades 3-5 that need intensive reading intervention will be screened and placed in System 44 intervention groups.	Academic Support Program	08/09/2017	05/25/2018	\$0	Intervention Teachers and Special Education Teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Number Talks PD	Teachers will collaborate with consultant on implementing Number Talks in the K-5 classroom.	Professional Learning	08/09/2017	05/11/2018	\$1000	Teachers, Administration, Consultant, Instructional Coach
Total					\$1000	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Parent, Student, and Staff Surveys were administered from March, 2017-September, 2017.	Stakeholder Feedback Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	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?

The overall highest level of satisfaction can be seen in Parent Surveys:

Standard 3: Teaching and Assessing for Learning (Indicators 3.1, 3.6, 3.8, 3.10)

The overall highest level of satisfaction can be seen in Staff Surveys:

Standard 2: Governance and Leadership (Indicators 2.2, 2.3, 2.6)

The overall highest level of satisfaction can be seen in Student Surveys:

Early Elementary: Standard 2: Governance and Leadership (Indicator 2.4)

Elementary: Standard 1: Purpose and Direction (Indicator 2.4)

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

No data for comparison is available for this current school year.

2015-16 Information

Current stakeholder data shows:

A trend toward increasing stakeholder satisfaction or approval can be in Parent Surveys:

Standard 2 Indicator 2.4 (4.6)

A trend toward increasing stakeholder satisfaction or approval can be in Staff Surveys:

Standard 2 Indicator 2.5 (4.22)

A trend toward increasing stakeholder satisfaction or approval can be in Student Surveys:

Early Childhood: Standard 3 Indicator 3.6 (2.87)

Elementary: Standard 2 Indicator 2.1 (2.76)

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

No other comparison data is available.

2015-16 Data:

Current stakeholder shows:

The findings indicate consistency concerning the school and staff's shared goal of being student centered with focus on student achievement and success.

Areas in Need of Improvement

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

The lowest overall levels of satisfaction can be seen in Parent Surveys:

Standard 2: Governance and Leadership (Indicator 2.3)

The lowest overall levels of satisfaction can be seen in Staff Surveys:

Standard 3: Teaching and Assessing for Learning (Indicator 3.5)

The lowest overall levels of satisfaction can be seen in Student Surveys:

Early Childhood: Standard 3: Teaching and Assessing for Learning (Indicator 3.8, 3.9)

Elementary: Standard 5: Using Results for Continuous Improvement (Indicator 5.1)

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

No comparison data is available.

2015-16 Data

Area showing a trend toward decreasing stakeholder satisfaction or approval on Parent Surveys:

Standard 3 Indicator 3.1 (4.57)

Area showing a trend toward decreasing stakeholder satisfaction or approval on Staff Surveys:

Standard 4 Indicator 4.2 (4.33)

Area showing a trend toward decreasing stakeholder satisfaction or approval on Student Surveys:

Early Childhood: Standard 3 Indicator 2.9 (2.68)

Elementary: Standard 3 Indicator 3.9 (2.8)

What are the implications for these stakeholder perceptions?

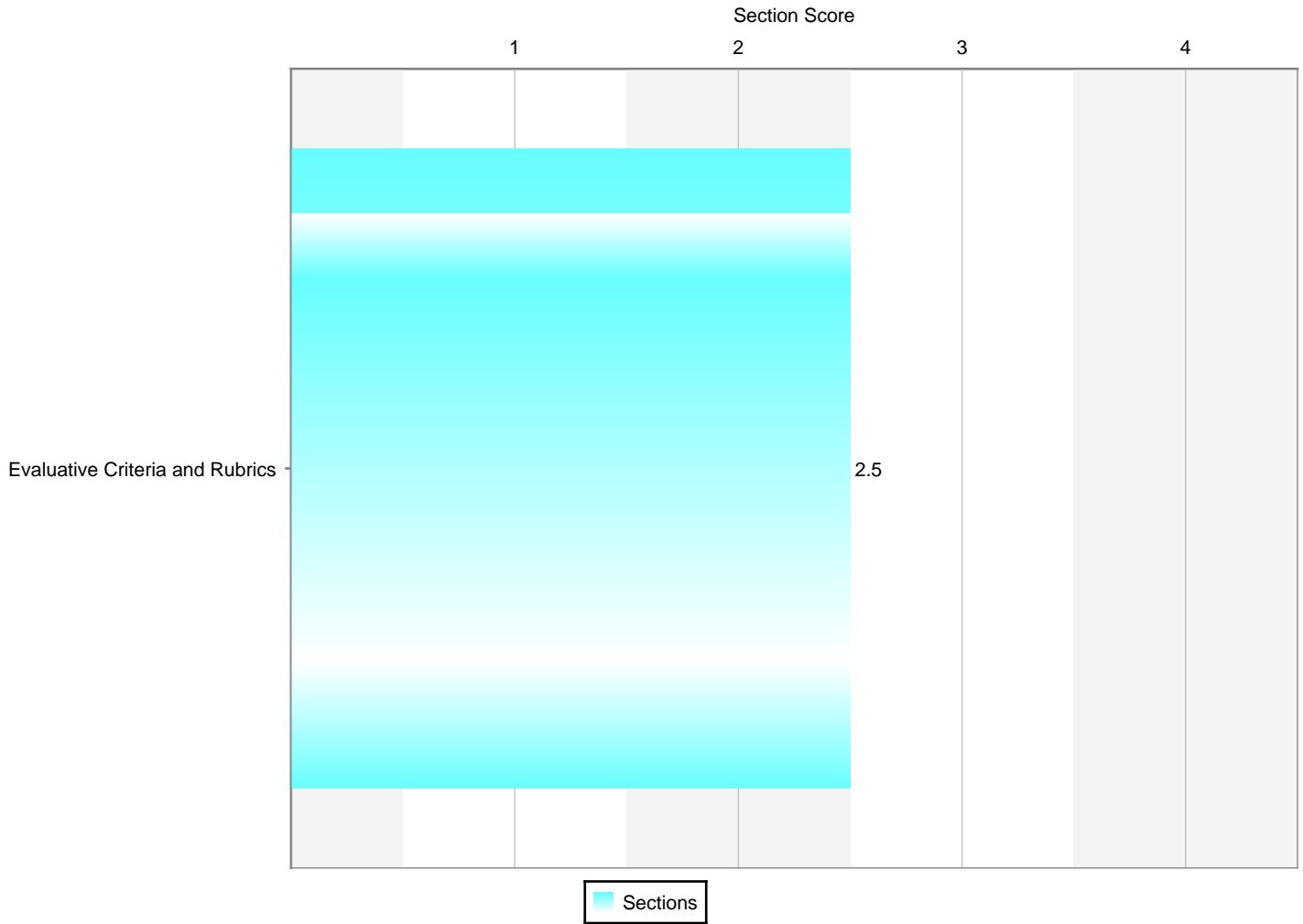
Implications for this data provide a starting point for addressing stakeholder perceptions. More communication to address this feedback will be needed for better parent understanding and knowledge. The implications of these stakeholder perceptions show the need to provide more opportunity for stakeholders to give input in the school governing process.

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

No comparison data is available. Staff and parent surveys reflect the need for more involvement in the governing and leadership process of the school.

Report Summary

Scores By Section



2017-2018 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.	39.93

Provide the number of classroom teachers.

39

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1845151.0

Total

1,845,151.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	76069.0

Total

76,069.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	56993.0

Total

56,993.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	59203.0

Total

59,203.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54113.0

Total

54,113.00

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.	9186.0

Total

9,186.00

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.	3368.0

Total

3,368.00

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.	0.0

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	18306.0

Total

18,306.00

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.	1322.0

Total

1,322.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	109000.0

Provide a brief explanation and a breakdown of expenses.

Grant received for the 2017-18 school year, but only received funding for salaries.

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	109000.0

Provide a brief explanation and a breakdown of expenses.

Grant received for the 2017-18 school year, but only to cover salaries.

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A