



## **ACIP**

Jonesboro Elementary School

Bessemer City Board of Education

Mrs. Sylvia Haslam  
125 Owen Avenue  
Bessemer, AL 35020

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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?**

Jonesboro Elementary School is located at 125 Owen Avenue, Bessemer Alabama and houses Pre-Kindergarten - Fifth grades. The current enrollment is approximately 627 students, and is comprised of 31 homerooms. The average classroom consists of 28 students. Upon completion of 5th grade, the students attend Bessemer City Middle School. Based on the standards, our school has sufficient human, financial, physical, and material resources to support its vision, mission and goals.

Our staff is comprised of 85.7% African American, 12.7% Caucasian and 1.6% Hispanic. 52.4% of our staff has 1 to 15 years of experience while 47.6% has 16 or more years of experience. 41.3% of our staff has advanced degrees, 25.4% of our staff has a Bachelor's Degree, and 2 National Board Certified teachers as well. The staff consists of 38 full time teachers, 3 Itinerant teachers { ESL, Speech, and Gifted}, 1 Guidance Counselor, 1 Media Specialist, 6 Special Education paraprofessionals, 2 Auxiliary Pre-K Teachers, 3 custodians, 7 child nutrition personnel, 1 attendance secretary, 1 secretary /bookkeeper, 1 school nurse, 1 MD/DD nurse. To ensure safety of the school, we have Bessemer Police Officers patrol both in the morning and after school.

The overall gender of the school is 316 females and 311 males ranging from 4 years to 11 years old. The ethnic composition of the school is 531 African Americans, 74 Hispanic, 19 White, 1 American Indian/Alaskan Native, 1 Asian and 1 Multi-Race .

The school consists of 5 buildings. The main building contains 11 classrooms, 2 of which are for students with special needs, 2 offices, 2 conference rooms, 2 computer labs, a cafeteria, nurses' office, and an auditorium. The classrooms hold third and fourth grade students as well. The South building contains 16 classrooms. The classrooms hold the Kindergarten, First, Second grades and Pre-K classrooms. The newest building contains Fifth grade classrooms, the music room, and an administrative office. The gymnasium, media center, and computer labs are housed in separate buildings. Within each classroom are interactive boards and additional working computers. Technology is accessible to each student within the computer lab along with i-pads



## 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.**

Jonesboro Elementary School ensures that vision and purpose remains current and aligned with schools expectation for the students learning and effectiveness by meeting throughout the year, professional development. The school's mission statement and beliefs are reviewed with both faculty and staff. Teachers within the school collectively develop methods and procedures of intervention for identified areas for continuous improvement. Standards are utilizing to ensure that our expectations are high and the quality of our instruction guarantees our schools effectiveness and students success.

Student's learning is enhanced through various websites including but not limited to v-math, ticket to read, voyager passport, think central, ABC mouse, Reading Street, star fall, and abcya.com.

## **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.**

Jonesboro Elementary is striving to meet the necessary needs of parents, teachers and students by incorporating standards which collaborate and implement an ongoing process for improving how the school functions. This including Positive Behavior Support, student learning, school safety, attendance, arrival and dismissal procedures. Areas of improvement include monitoring of Data for math and reading instruction, and the implementation of shared leadership. An area in which we are striving to achieve is to better implement the use of technology through instruction.

In addition, we strive to promote student participation in school activities through the enhancement of sports, music, academic honors, citizenship leadership, and technology skills. Students are invited to participate in activities such as: school and honor choirs, drama, Golden Ambassadors, Boys Talk, Dream Girls, National Beta Club, National Junior Honor Society, Peer Tutoring, Saturday Academy, Summer Enrichment, Boys and Girls Basketball, Shining Star Dance Team, D.A.R.E., Kids on the Block, Jump Rope for Heart and Red Ribbon Week.

In order to enhance higher order and critical thinking, the students are engaged in learning activities through technology within the classroom. Each classroom has at least 2 working computers for implementation of a technological and data driven classroom.

To ensure that common core skills are met, teachers are provided with weekly skills in both reading and math, in addition, to communication with parents, other stakeholders, business leaders and the entire community. We also provide each student with weekly newsletters that give insight to skills that will be taught.

There is an active website which contains teachers weekly lesson plans for each class subject, class calendar, activities, and reminders of upcoming and current events.

## **Additional Information**

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

Jonesboro Elementary School uses several different avenues to ensure continuous improvement for the student body, both academically and socially. The school fully implements a collaborative ongoing process for improvement that aligns all functions of the school with the expectations for student learning. Improvement areas are systematic, sustained, and fully embedded. The school demonstrates significant progress in improving student performance and school effectiveness. Many opportunities exist at Jonesboro Elementary School for students to participate in school activities that enhance sports, music, academic honors, citizenship, leadership and technology skills. Students are invited and selected to participate in choir, drama, Golden Ambassadors, Boys Talk Mentoring, "Dream Girls" girls mentoring program, National Beta club, Nation Junior Honor Society, Student of the Month and The Shining Stars Dance Team. Students learn the value of citizenship and respect for others through our "No Bullying "program and policy.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

The entire faculty and parents will be invited to participate in the creation and revision of the improvement plan. Parents will be invited to participate during our Parent Pop-Int event before school begins, as well as, during our Open House. The option to participate in the creation and revision of the improvement plan is on a voluntary basis. The improvement plan team will meet at different times in order to accommodate the parent members schedules. The team will meet in the morning, afternoon and after school.

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

Dr. Sylvia Haslam: Principal

Ms. Leticia Varner: Counselor

Mrs. Tywana Packer: Instructional Coach

Dr. Toni Taylor: Math Coach

Ms. Carmesha Eldridge: Kindergarten Teacher

Mrs. Jennifer Wilson: 1st Grade Teacher

Mrs. DaTasha Ellis: 2nd Grade Teacher

Mrs. Eboni Bennett: 3rd Grade Teacher

Miss Candace Wells: 4th Grade Teacher

Mr. Elijah Webb: 5th Grade Teacher

Miss Traci Kellogg: Special Education Teacher

Mrs. Felisa Dearman: Technology Specialist

Miss Jonerica Smith: Music Teacher

Mrs. Nedra Dunn Child Nutrition Program

Mr. Reginald Henton: Custodian

Each member of the Improvement Plan Committee will participate in this endeavor on a voluntary basis. Each person will read through each section involved in the improvement plan and volunteer to work towards completing the section. After each section is completed the team will gather and review what has been written and worked on collaboratively to create the final improvement plan.

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

A meeting will be called where all parents, community stakeholders and faculty/staff members will be invited in order to share the final, completed improvement plan. The improvement team will meet several times between August and October to collaborate, create and revise the improvement plan. Once the improvement plan is complete, copies of the plan can be found in the school library, main office, school  
SY 2017-2018

website, as well as, the Board of Education.

# 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		

## 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?

Reading Strengths

3rd Grade

None Indicated due to no gains being indicated on 2017 ACT Aspire

4th Grade

Craft and Structure

5th Grade

None Indicated on 2017 ACT Aspire

Mathematics Strengths

3rd Grade

Numbers and Operations- Fractions

4th Grade

Numbers and Operations in Base 10

5th Grade

Numbers and Operations in Base 10

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

Reading Strengths

3rd Grade

None Indicated due to no gains being indicated on 2017 ACT Aspire

4th Grade

Craft and Structure

5th Grade

None Indicated on 2017 ACT Aspire

Mathematics Strengths

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3rd Grade

Numbers and Operations- Fractions

4th Grade

Numbers and Operations in Base 10

5th Grade

Numbers and Operations in Base 10

**Which area(s) indicate the overall highest performance?**

Reading Strengths

3rd Grade

None Indicated due to no gains being indicated on 2017 ACT Aspire

4th Grade

Craft and Structure

5th Grade

None Indicated on 2017 ACT Aspire

Mathematics Strengths

3rd Grade

Numbers and Operations- Fractions

4th Grade

Numbers and Operations in Base 10

5th Grade

Numbers and Operations in Base 10

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

Black Females

**Between which subgroups is the achievement gap closing?**

Black Males

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

According to data from other assessments given to our students multiplying and dividing within 100, telling and writing time to the nearest minute and explaining and justifying their answer after they have completed a math problem. In Reading, students show strength in integrating prior knowledge and ideas when reading material and answering questions.

## Areas in Need of Improvement

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

Weaknesses for Reading

Grade 3

Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas

Grade 4

Integration of Knowledge and Ideas

Grade 5

Craft and Structure, Key Ideas and Details

Weaknesses for Mathematics

Grade 3

Integrating Essential Skills, Justification and Explanation, Modeling

Grade 4

Integration of Knowledge and Ideas

Grade 5

Craft and Structure, Key Ideas and Details

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

Weaknesses for Reading

Grade 3

Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas

Grade 4

Integration of Knowledge and Ideas

Grade 5

Craft and Structure, Key Ideas and Details

Weaknesses for Mathematics

Grade 3

Integrating Essential Skills, Justification and Explanation, Modeling

Grade 4

Integration of Knowledge and Ideas

Grade 5

Craft and Structure, Key Ideas and Details

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

Weaknesses for Reading

Grade 3

Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas

Grade 4

Integration of Knowledge and Ideas

Grade 5

Craft and Structure, Key Ideas and Details

Weaknesses for Mathematics

Grade 3

Integrating Essential Skills, Justification and Explanation, Modeling

Grade 4

Integration of Knowledge and Ideas

Grade 5

Craft and Structure, Key Ideas and Details

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

Black Males

**Between which subgroups is the achievement gap becoming greater?**

Black Males

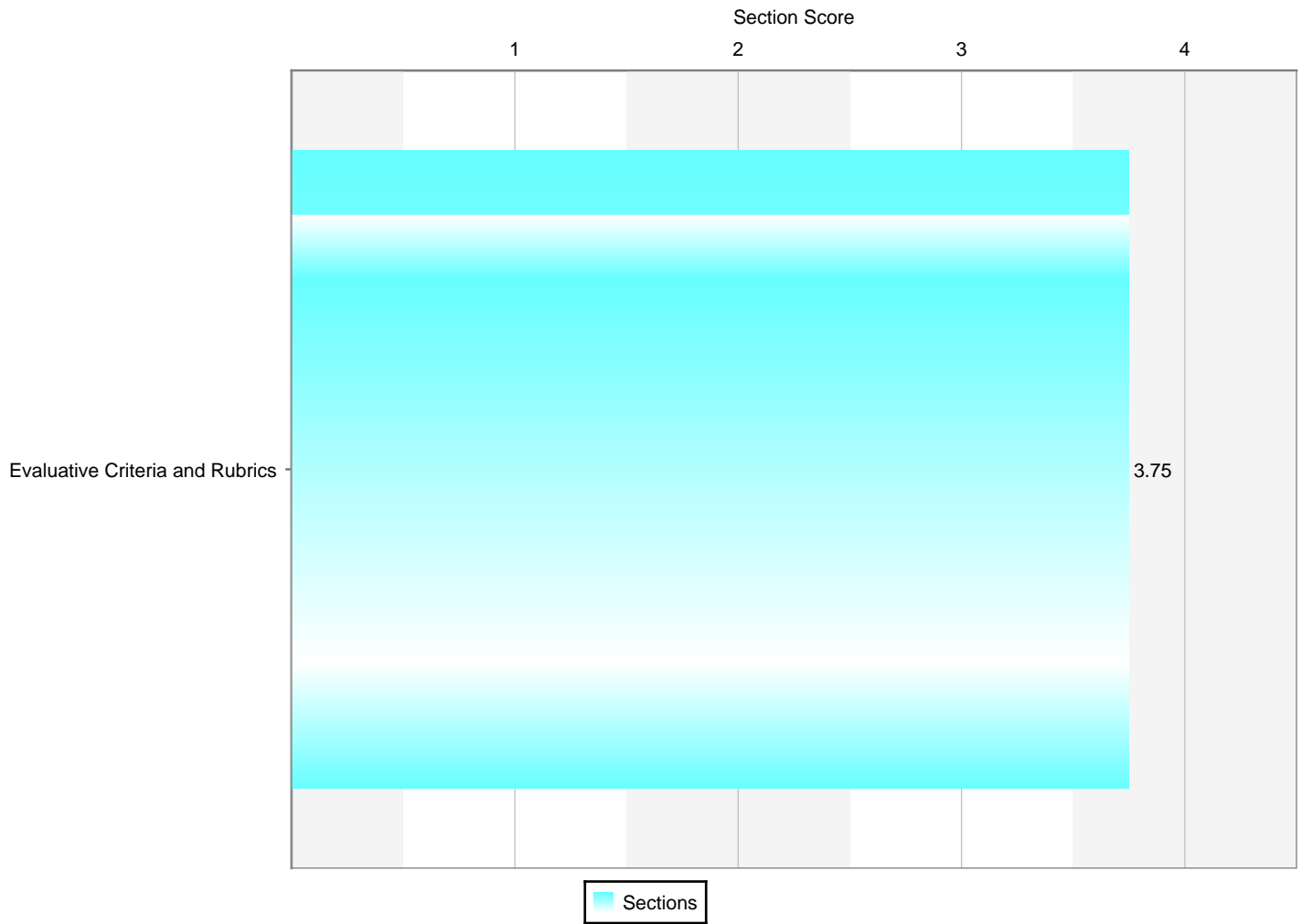


**Which of the above reported findings are consistent with findings from other data sources?**

According to data from other assessment given to our students knowing when to use simple addition and subtraction to complete a problem and when to use higher level math, and solving math problems using information from a graph, In Reading, students show a weakness in creating simple sentences and identifying the main idea and key details from a text.

## 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		ACIP Assurances 2017-2018

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Traci Kellogg Special Education Teacher Jonesboro Elementary School 125 Owen Avenue Bessemer, AL 35020 (205) 432-3476	

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		JES Parental Involvement Policy 2017-2018

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		-JES Home Compact 2017-2018 JES Home Compact in Spanish 2017-2018

# **2017-2018 ACIP Goals**

## Overview

### Plan Name

2017-2018 ACIP Goals

### 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 all students through high quality instruction aligned with College and Career Readiness standards in all content areas	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$0
2	Provide digital tools, experiences, and resources to support instruction.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Promote student growth and parent involvement through system support services.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Engage and empower all students through high quality instruction aligned with College and Career Readiness standards in all content areas

### Measurable Objective 1:

increase student growth in achieving adequate progress in language acquisition by 05/25/2018 as measured by ACCESS for EL's..

### Strategy 1:

Core EL Instruction - Teachers will utilize the WIDA standards in lesson plans, attend Samuel Training and the general education and EL teachers will collaborate together.

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

Research Cited: WIDA Standards

Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIDA	Academic Support Program	08/07/2017	05/25/2018	\$0	District Funding	Teachers, EL staff

### Measurable Objective 2:

demonstrate a proficiency in College and Career Readiness Standards by 05/25/2018 as measured by on-going progress monitoring using multiple assessment tools such as DIBEL's, Reading Street and CCR Weekly and Unit Tests, Fresh Reads, CCR End of the Year Tests, Scantron Assessments, Classworks and MyOn..

### Strategy 1:

Strategic Teaching 2017-2018 - Teachers will utilize components of the Content Literacy Model for student engagement to work toward increasing technology implementation, reading fluency and comprehension in the Reading Standard. Before, During, After, TPS (Think, Pair, Share), Turn and Talk, Gradual release of responsibility (I do, We do, You do), and Table Talk. Daily intervention (small group), explicit instruction is provided for intensive students through modeling, guided practice and application.

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

Research Cited: ARI

Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement strategies utilized in their lesson plans, such as differentiated instruction, to strengthen the rigor of instruction and students ability to use key ideas and details reading closely to determine what the text says explicitly and to make logical inferences from it. All activities will be incorporated in the lesson: Before, During, and After, TPS (Think, Pair, Share) Team Talk Questioning, Turn and Talk, and Anticipation Guides (utilizing graphic organizers) and other strategic teaching strategies.	Academic Support Program	08/07/2017	05/25/2018	\$0	No Funding Required	Teachers

**Measurable Objective 3:**

demonstrate a proficiency in College and Career Readiness Standards by 05/25/2018 as measured by on-going progress monitoring data using multiple assessment tools such as Scantron Benchmark Assessments, Go Math Assessments, DIBELS: Easy CBM Assessment (given 3 times a year), and Classworks.

**Strategy 1:**

Strategic Teaching Math 2017-2018 - Teachers will utilize components of the Content Literacy Model Before, During and After using TPS (Think, Pair, Share), I do, We do, You do and Table Talk for student engagement to work toward increasing number and operations in the mathematics College and Career Readiness Standards.

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

Research Cited: Scantron, Stride Academy

Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase rigor by implementing strategies utilized in their GoMath lesson plans to strengthen students computational abilities in numbers and operations by using differentiated instruction according to the needs for all students. All activities will be incorporated in the lesson: Before, During and After activities. A rotational schedule for math intervention implementation and monitoring will be created for the upcoming school year. Math fluency folders and Scantron Assessments will be utilized to increase understanding of College and Career Readiness Standards for mathematics.	Academic Support Program	08/07/2017	05/25/2018	\$0	No Funding Required	Teachers

**Goal 2: Provide digital tools, experiences, and resources to support instruction.****Measurable Objective 1:**

collaborate to support instruction by 05/25/2018 as measured by increasing student usage of digital tools, experiences and resources.

**Strategy 1:**

Technology Implementation - Teachers will implement strategies in their lesson plans to engage students with the use of technology while teaching the College and Career Readiness Standards.

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

Research Cited: Technology is transforming every aspect of society. SAGE 2017

Activity - Digital Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create lesson plans that incorporate the students use of 1:1 laptops, Nooks, I-Pads and Promethean Boards during instruction.	Academic Support Program	08/07/2017	05/25/2018	\$0	District Funding	Teachers, Technology Specialist

## Goal 3: Promote student growth and parent involvement through system support services.

### Measurable Objective 1:

demonstrate a proficiency in College and Career Readiness Standards by 05/25/2018 as measured by monitoring the sign-in sheets and compiling the professional development feedback and evaluation forms..

### Strategy 1:

Parent-Teacher Communication 2017-2018 - Parents will utilize strategies they learn from teachers during parent-teacher conferences, weekly, bi-weekly or monthly newsletters, teacher blogs/websites and professional development activities to work toward helping their students become more proficient with the College and Career Readiness Standards.

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

Research Cited: ARI, DIBELS, Scantron, Classworks

Activity - Professional Development for Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will implement strategies they learn at District and school-wide offered professional development to support their students. A variety of professional development opportunities are offered. Open House, Pop-In for Parents, Literacy Night, Math Night, and Parental Involvement Workshops are just a few of the opportunities offered to parents for professional development. Parents will be offered access to Chalkable to monitor their child's attendance and grades.	Professional Learning, Parent Involvement	08/07/2017	05/25/2018	\$0	No Funding Required	Parental Involvement Staff, School Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Tools	Teachers will create lesson plans that incorporate the students use of 1:1 laptops, Nooks, I-Pads and Promethean Boards during instruction.	Academic Support Program	08/07/2017	05/25/2018	\$0	Teachers, Technology Specialist
Student Engagement	WIDA	Academic Support Program	08/07/2017	05/25/2018	\$0	Teachers, EL staff
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for Parents	Parents will implement strategies they learn at District and school-wide offered professional development to support their students. A variety of professional development opportunities are offered. Open House, Pop-In for Parents, Literacy Night, Math Night, and Parental Involvement Workshops are just a few of the opportunities offered to parents for professional development. Parents will be offered access to Chalkable to monitor their child's attendance and grades.	Professional Learning, Parent Involvement	08/07/2017	05/25/2018	\$0	Parental Involvement Staff, School Staff
Student Engagement	Teachers will increase rigor by implementing strategies utilized in their GoMath lesson plans to strengthen students computational abilities in numbers and operations by using differentiated instruction according to the needs for all students. All activities will be incorporated in the lesson: Before, During and After activities. A rotational schedule for math intervention implementation and monitoring will be created for the upcoming school year. Math fluency folders and Scantron Assessments will be utilized to increase understanding of College and Career Readiness Standards for mathematics.	Academic Support Program	08/07/2017	05/25/2018	\$0	Teachers

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Student Engagement	Teachers will implement strategies utilized in their lesson plans, such as differentiated instruction, to strengthen the rigor of instruction and students ability to use key ideas and details reading closely to determine what the text says explicitly and to make logical inferences from it. All activities will be incorporated in the lesson: Before, During, and After, TPS (Think, Pair, Share) Team Talk Questioning, Turn and Talk, and Anticipation Guides (utilizing graphic organizers) and other strategic teaching strategies.	Academic Support Program	08/07/2017	05/25/2018	\$0	Teachers
<b>Total</b>					\$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.



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**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	A survey was created online and parents were given the opportunity to complete the survey online.	

## 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?**

Teaching and Assessing for Learning

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

Using Results for Continuous Improvement

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

The school is using data to drive instruction for all students. Teachers are trained to look at data and determine where a student is academically. They are then expected to explain the data to parents so that they can understand where their child is academically.

## Areas in Need of Improvement

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

Governance and Leadership

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

Resources and Support Systems

**What are the implications for these stakeholder perceptions?**

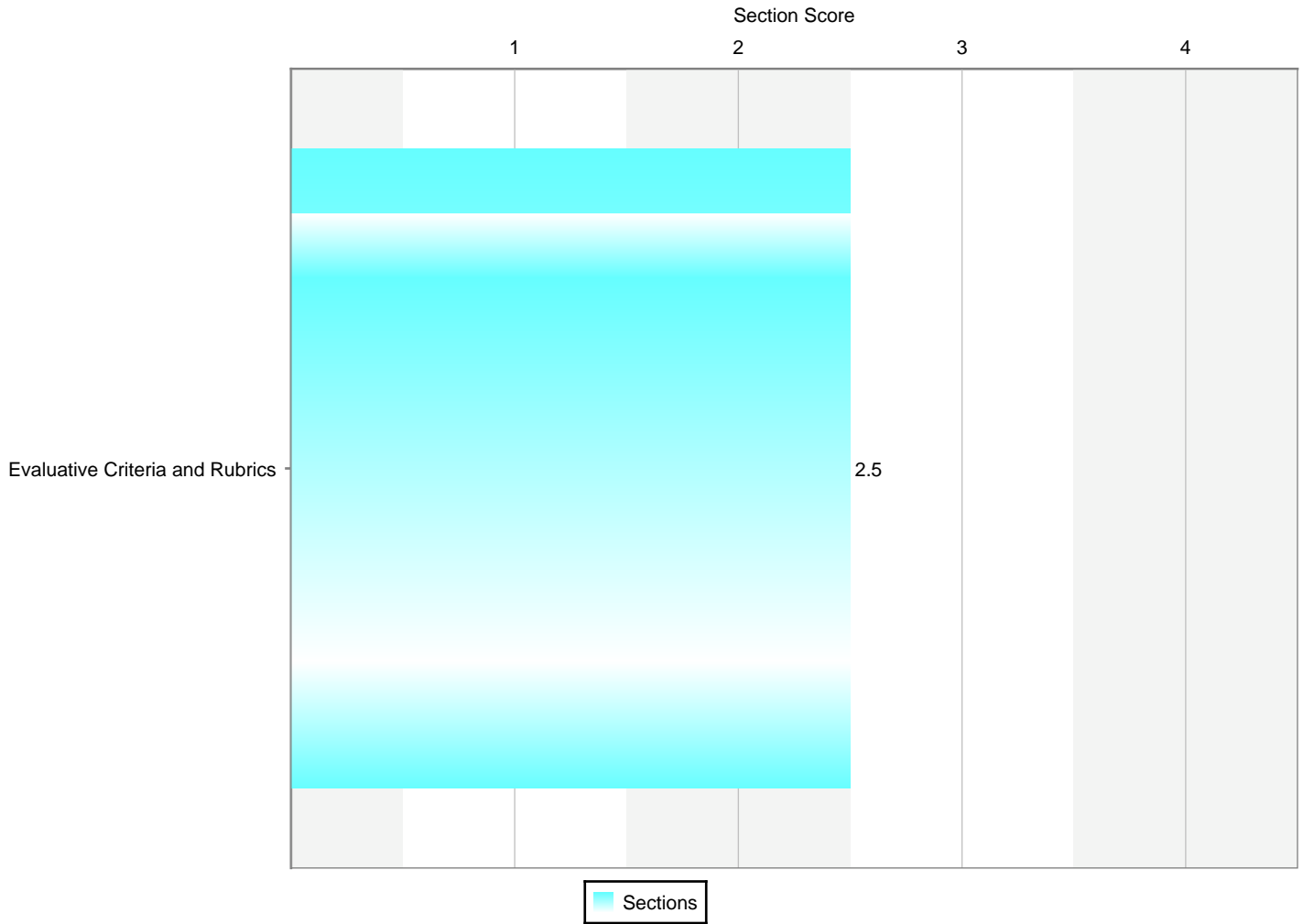
Parents do not feel that adequate resources and supports are being provided to their children in order to help them improve academically. Parents do not feel that the data is being used to drive instruction for students. Parents would like for more resources and support to be offered to students. Parents would also like to be shown how data is being used to drive instruction.

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

Parents have requested additional resources for students. They have mentioned that more support services need to be offered to the students at school. One example of this is mental health services. We have a rising number of students with mental health issues and parents have requested help obtaining these services.

## Report Summary

### Scores By Section



# 2017-2018 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?**

During the summer of 2017, the leadership team and ACIP team reviewed the 2017 - 2018 ACIP and test data to assess the degree to which implemented strategies were met. This information will be shared with all staff and interested parents. In August, the parents and staff will provide input on the following: which elements have been successfully mastered and need not be included in the next year's plan; the elements that have been mastered but still require continued monitoring during 2016-2017 school year; the elements that have not been mastered and must be included in the 2016-2017 ACIP. Parents and the Building Leadership Team will meet to discuss school management data. Teachers will meet weekly in grade level teams and monthly during data meetings to discuss student's academic progress. Baseline data is derived from beginning of school year pre-assessment classroom tests. District benchmark assessments, formal nine week assessments and progress monitoring will be used to chart each student's progress as the year progresses. Student interventions in reading and math are determined during each grading period. Parents were given the opportunity to provide feedback via the school climate survey provided during the Spring of 2016 and during summer registration.

**What were the results of the comprehensive needs assessment?**

## Reading Strengths

## 3rd Grade

None Indicated due to no gains being indicated on 2017 ACT Aspire

## 4th Grade

## Craft and Structure

## 5th Grade

None Indicated on 2017 ACT Aspire

## Mathematics Strengths

## 3rd Grade

## Numbers and Operations- Fractions

## 4th Grade

## Numbers and Operations in Base 10

## 5th Grade

## Numbers and Operations in Base 10

## Weaknesses for Reading

## Grade 3

Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas

## Grade 4

Integration of Knowledge and Ideas

## Grade 5

Craft and Structure, Key Ideas and Details



Weaknesses for Mathematics

Grade 3

Integrating Essential Skills, Justification and Explanation, Modeling

Grade 4

Integration of Knowledge and Ideas

Grade 5

Craft and Structure, Key Ideas and Details

**What conclusions were drawn from the results?**

Based on the data results, in Mathematics students show strength in multiplying and dividing within 100, telling and writing time to the nearest minute and explaining and justifying their answer after they have completed a math problem. In Reading, students show strength in integrating prior knowledge and ideas when reading material and answering questions.

Based on the data results, in Mathematics students show weakness in knowing when to use simple addition and subtraction to complete a problem and when to use higher level math, and solving math problems using information from a graph, In Reading, students show a weakness in creating simple sentences and identifying the main idea and key details from a text.

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

Based on the data results, in Mathematics students show strength in multiplying and dividing within 100, telling and writing time to the nearest minute and explaining and justifying their answer after they have completed a math problem. In Reading, students show strength in integrating prior knowledge and ideas when reading material and answering questions.

Based on the data results, in Mathematics students show weakness in knowing when to use simple addition and subtraction to complete a problem and when to use higher level math, and solving math problems using information from a graph, In Reading, students show a weakness in creating simple sentences and identifying the main idea and key details from a text.

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

The school goals were developed after the student data from Scantron Performance Series and reading and math progress monitoring was analyzed and the strengths and weaknesses were determined by the leadership team. This year Jonesboro Elementary will focus on increasing our students reading and math abilities. We will focus on increasing the academic support that each student receives in order to decrease the weaknesses that have been determined in the areas of reading and mathematics.

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

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Data from SRI, Scantron Performance Series, DIBELS, DIBELS Easy CBM, Classworks and Teacher-made exams were used to develop the

school academic goals. Concepts that repetitively showed up on multiple sources of data, as weaknesses or strengths were used to create the goals.

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

All students at Jonesboro Elementary School including those identified as migrant, limited-English proficient, homeless, economically disadvantaged and neglected/delinquent, have access to all of the services and programs available. Some of these programs are Title I services, ELL services, Special Education services, At Risk, Intervention, and counseling services. School supplies, food, clothing, and shelter are provided to students(families) as needed by community resource agencies. All homeless, migratory, and limited English proficient students are provided with the opportunity to meet the same challenges, state content standards, and state student performance standards to which all students are held without being stigmatized or isolated.

**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 all students through high quality instruction aligned with College and Career Readiness standards in all content areas

**Measurable Objective 1:**

demonstrate a proficiency in College and Career Readiness Standards by 05/25/2018 as measured by on-going progress monitoring data using multiple assessment tools such as Scantron Benchmark Assessments, Go Math Assessments, DIBELS: Easy CBM Assessment (given 3 times a year), and Classworks.

**Strategy1:**

Strategic Teaching Math 2017-2018 - Teachers will utilize components of the Content Literacy Model Before, During and After using TPS (Think, Pair, Share), I do, We do, You do and Table Talk for student engagement to work toward increasing number and operations in the mathematics College and Career Readiness Standards.

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

Research Cited: Scantron, Stride Academy

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor by implementing strategies utilized in their GoMath lesson plans to strengthen students computational abilities in numbers and operations by using differentiated instruction according to the needs for all students. All activities will be incorporated in the lesson: Before, During and After activities. A rotational schedule for math intervention implementation and monitoring will be created for the upcoming school year. Math fluency folders and Scantron Assessments will be utilized to increase understanding of College and Career Readiness Standards for mathematics.	Academic Support Program	08/07/2017	05/25/2018	\$0 - No Funding Required	Teachers

**Measurable Objective 2:**

increase student growth in achieving adequate progress in language acquisition by 05/25/2018 as measured by ACCESS for EL's..

**Strategy1:**

Core EL Instruction - Teachers will utilize the WIDA standards in lesson plans, attend Samuel Training and the general education and EL

teachers will collaborate together.

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

Research Cited: WIDA Standards

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WIDA	Academic Support Program	08/07/2017	05/25/2018	\$0 - District Funding	Teachers, EL staff

**Measurable Objective 3:**

demonstrate a proficiency in College and Career Readiness Standards by 05/25/2018 as measured by on-going progress monitoring using multiple assessment tools such as DIBEL's, Reading Street and CCR Weekly and Unit Tests, Fresh Reads, CCR End of the Year Tests, Scantron Assessments, Classworks and MyOn..

**Strategy1:**

Strategic Teaching 2017-2018 - Teachers will utilize components of the Content Literacy Model for student engagement to work toward increasing technology implementation, reading fluency and comprehension in the Reading Standard. Before, During, After, TPS (Think, Pair, Share), Turn and Talk, Gradual release of responsibility (I do, We do, You do), and Table Talk. Daily intervention (small group), explicit instruction is provided for intensive students through modeling, guided practice and application.

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

Research Cited: ARI

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies utilized in their lesson plans, such as differentiated instruction, to strengthen the rigor of instruction and students ability to use key ideas and details reading closely to determine what the text says explicitly and to make logical inferences from it. All activities will be incorporated in the lesson: Before, During, and After, TPS (Think, Pair, Share) Team Talk Questioning, Turn and Talk, and Anticipation Guides (utilizing graphic organizers) and other strategic teaching strategies.	Academic Support Program	08/07/2017	05/25/2018	\$0 - No Funding Required	Teachers

**Goal 2:**

Provide digital tools, experiences, and resources to support instruction.

**Measurable Objective 1:**

collaborate to support instruction by 05/25/2018 as measured by increasing student usage of digital tools, experiences and resources.

**Strategy1:**

**ACIP**

Jonesboro Elementary School

Technology Implementation - Teachers will implement strategies in their lesson plans to engage students with the use of technology while teaching the College and Career Readiness Standards.

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

Research Cited: Technology is transforming every aspect of society. SAGE 2017

Activity - Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create lesson plans that incorporate the students use of 1:1 laptops, Nooks, I-Pads and Promethean Boards during instruction.	Academic Support Program	08/07/2017	05/25/2018	\$0 - District Funding	Teachers, Technology Specialist

**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 all students through high quality instruction aligned with College and Career Readiness standards in all content areas

**Measurable Objective 1:**

demonstrate a proficiency in College and Career Readiness Standards by 05/25/2018 as measured by on-going progress monitoring data using multiple assessment tools such as Scantron Benchmark Assessments, Go Math Assessments, DIBELS: Easy CBM Assessment (given 3 times a year), and Classworks.

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**Measurable Objective 2:**

demonstrate a proficiency in College and Career Readiness Standards by 05/25/2018 as measured by on-going progress monitoring using multiple assessment tools such as DIBEL's, Reading Street and CCR Weekly and Unit Tests, Fresh Reads, CCR End of the Year Tests, Scantron Assessments, Classworks and MyOn..

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

Research Cited: ARI

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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**Measurable Objective 3:**

increase student growth in achieving adequate progress in language aquisition by 05/25/2018 as measured by ACCESS for EL's..

**Strategy1:**

Core EL Instruction - Teachers will utilize the WIDA standards in lesson plans, attend Samuel Training and the general education and EL teachers will collaborate together.

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

Research Cited: WIDA Standards

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WIDA	Academic Support Program	08/07/2017	05/25/2018	\$0 - District Funding	Teachers, EL staff

**Goal 2:**

Provide digital tools, experiences, and resources to support instruction.

**Measurable Objective 1:**

collaborate to support instruction by 05/25/2018 as measured by increasing student usage of digital tools, experiences and resources.

**Strategy1:**

Technology Implementation - Teachers will implement strategies in their lesson plans to engage students with the use of technology while teaching the College and Career Readiness Standards.

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**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.)

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Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Category: Develop/Implement Research Based Best Practices for Continuous Improvement

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

Research Cited: ARI

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Category: Develop/Implement Research Based Best Practices for Continuous Improvement

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

**Goal 1:**

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**Measurable Objective 1:**

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

Research Cited: ARI

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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**Measurable Objective 2:**

increase student growth in achieving adequate progress in language acquisition by 05/25/2018 as measured by ACCESS for EL's..

**Strategy1:**

Core EL Instruction - Teachers will utilize the WIDA standards in lesson plans, attend Samuel Training and the general education and EL teachers will collaborate together.

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Research Cited: WIDA Standards

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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**Measurable Objective 3:**

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

Research Cited: Scantron, Stride Academy

**ACIP**

Jonesboro Elementary School

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**Goal 2:**

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**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.**

All assessment results are provided to the parents. Parents are taught how to interpret the assessment results at Math and Literacy Night each year. The EL teacher holds a parent meeting with each parent of an EL student and reviews the assessment data with the parent individually.

### 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		

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		

**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 attend job fairs at state colleges and universities for the purpose of attracting highly qualified teachers. A file of applicants is maintained at the district office and purged on a yearly basis. A file of interviews is maintained at the local school level for future reference. Word of mouth is another way for the school district to attract highly qualified teachers. Teachers are recruited and trained to strengthen skills, improve knowledge and effective practices in the classroom. The planning committee has considered the quality of the instructional staff at Jonesboro Elementary School. Based on requirements by the state of Alabama 40 out of 40 teachers on the Jonesboro Elementary School faculty are deemed highly qualified. Title II funds may be used to promote innovative programs such as differential pay to ensure experienced, qualified and in-field teachers are hired in high need areas such as reading, math, science and high poverty schools.

## 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?

The turnover rate for Jonesboro Elementary School for the 2016-2017 academic school year is 28.8%. 32 out of 45 teachers will be returning to Jonesboro Elementary for the 2017-2018 academic school year.

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

#### Kindergarten

Mrs. S. Gray: Bachelors of Science Degree - Elementary Education

Miss Kirk: : Bachelors of Science Degree - Elementary Education

Mrs. L. Carter: Bachelor's of Arts- Early Childhood Education

Master's of Arts - Early Childhood Education

Mrs. C. Eldridge: Bachelors of Arts - Elementary Education

Master's of Arts - Elementary Education

Mrs. M. Ryals: Bachelors of Science Degree - Elementary/Early Childhood Education

#### 1st Grade

Ms. L. Staten : Bachelor's of Arts - Early Childhood/ Elementary Education

Master's of Education - Elementary Education

Mrs. J. Wilson: Bachelor's of Science - Elementary Education

Ms. C. Martin: Master's of Arts- Elementary Education

Mrs. J. Ivey: Bachelor's of Science - Elementary Education

#### 2nd Grade

Mrs. M. Blackerby: Bachelor's of Science - Elementary Education

Ms. B. Cole: Master's of Education- Technology Education

Mrs. A. Cole: Bachelor's of Science - Elementary Education

Mrs. L. Irby: Master's of Education- Elementary Education

Mrs. D. Ellis: Bachelor's of Science - General Studies, Elementary Education

#### 3rd Grade

Mrs. V. Britton: Master's of Education - Early Childhood Education

Mrs. D. Cassidy: Bachelor's of Science - Elementary Education

Masters of Arts- Elementary Education

Mrs. E. Bennett: Bachelors of Science- Elementary Education

Mrs. C. Johnson: Bachelors of Science- Elementary Education

Master's of Arts in Education - Elementary Education

Miss S. Body: Bachelors of Science - Psychology

Master's of Arts in Education - Elementary Education

4th Grade

Ms. P. Molden: Master's of Arts - Elementary Education

Mrs. S. Sealie: Bachelor's of Science- Elementary Education

Ms. C. Wells: Bachelor's of Science- Elementary Education

Master's of Education- Elementary Education

Mrs. E. Hughes: Bachelors of Science- Elementary Education

Master's of Arts in Education - Elementary Education

5th Grade

Mrs. S. Smith: : Bachelors of Science - Elementary and Early Childhood Education

Ms. F. Hopkins: Masters of Arts - Elementary Education

Mrs. H. Davis: Education Specialist Educational Leadership/Supervision

Mr. E. Webb: Bachelors of Science - Elementary Education

Pre-K

Mrs. A. Swint: Master's of Arts - Early Childhood Education

Mrs. A. Johnson: Bachelors of Science - Elementary and Early Childhood Education

Ms. K. Moneyham: Associates Degree: Early Childhood Education

Ms. B. Thomas: Associates Degree: Early Childhood Education

Specialty Areas

Ms. B. Sharp: Bachelors of Science - Elementary Education

Master's of Arts - Library Media

Educational Specialist - Media Specialist

Mrs. F. Dearman: Bachelors of Science - Elementary and Early Childhood Education

Ms. J. Smith: Bachelors of Arts- Vocal Music Education Certification N-12

Dr. T. Taylor: Bachelor's of Science- Early Childhood Education

Master's of Education - Early Childhood Education

PhD- Early Childhood Education

National Board Certified - Generalist

Mrs. T. Packer: Bachelor's of Science- Elementary Education

Master's of Education - Early Childhood/Elementary Education

National Board Certified - Literacy

Ms. L. Varner: Masters Degree and Educational Specialist in Counseling

Mr. S. Jackson: Bachelor's of Science- Physical Education

Mrs. O.Elechi: Master's of Arts - of Special Education

Special Education

Ms. T. Kellogg: Bachelor's of Science- Human Development & Family Studies

Master's of Arts in Education- Collaborative K-6

Educational Specialist - Collaborative K-6

Mrs. M. Crim: Bachelor's of Science - Special Education

Master's of Education - Collaborative K-6

Ms. R. Hameed: Bachelor's of Arts in Criminology

## Master's of Arts - Educational Administration

Mrs. M. Armstead: Associates Degree in Business

Mrs. V. Tillman: Associate's Degree

Mrs. Crusoe: High School Diploma, some college

Mrs. Blanca: High School Diploma, some college

Mr. H. Crusoe: High School Diploma, BS in Business

Ms. T. Knox: High School Diploma

**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).**

There are many initiatives that Jonesboro Elementary School and the Bessemer City School System have in place to attract and retain highly qualified teachers. We actively participate in recruitment activities. We offer individualized professional development, and monetary compensation for extended day and summer enrichment participation. New teacher orientation meetings are held monthly to offer support to new teachers. School board members offer support to new and returning teachers to try and decrease the teacher turnover rate. The school district actively participates in recruitment activities. The district offers professional development, and monetary compensation for extended day and summer enrichment participation. Our new teacher mentoring activities are provided support on a district and school-wide level. New teachers orientation is conducted once a month during the school year district wide. School-wide level new teachers are mentored by an assigned master teacher on that grade level along with the instructional coach scaffolding support, using the coaching cycle and giving feedback. Jonesboro Elementary School experienced a higher than normal teacher turnover rate during the previous school year. The turnover rate for the previous school year was 28.8%. This percentage is high due to the number of teachers that retired at the end of the previous school year, loss of teaching units, as well as teachers leaving to pursue other employment opportunities. Teacher empowerment is being heavily pushed in order to try and decrease teacher turnover at Jonesboro Elementary. Teachers are being encouraged to take more active leadership roles throughout the school. Teachers are being encouraged to offer their input into decisions that will impact the school.



**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.**

The professional development activities included in the school-wide plan are high quality, effective and research-based: Reading Street Reading Program, Harcourt Reading Program, Voyager Passport Intervention Program, Alabama Reading Initiative, Go Math Series, Response to Intervention (RTI), Book Study (Who Moved My Cheese), Data and Component Meetings, State, Local, National Conferences/Meetings, Workshops and UAB In-Services.

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

Faculty and staff engage in cooperative learning activities and ongoing activities will continue throughout this school year. Data and component meetings are ongoing each month to evaluate student data and design instruction to help improve student success. Grade level meetings are done bi-weekly to make sure the grade level teach the same skill/concept and to share new ideas. Our school implements research based reading and math programs. We utilize Voyager Passport for small group instruction for our intensive students for intervention. (Reading Street, Harcourt-core reading program, Voyager Passport, Go Math) Consultants provide updates, monitor, walkthroughs and give feedback throughout the school year. The leadership team has actively and consistently provided support as a means of implementing the continuous improvement plan. The leadership team meets regularly to discuss and monitor the implementation and progress of the action plan while providing teachers, parents, stakeholders and community members with support needed to confirm the effectiveness of the completion process of our school. Faculty meetings are used for ongoing professional development throughout the year for grades K-5.

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

Our new teacher mentoring activities are provided support on a district and school-wide level. New teachers orientation is conducted once a month during the school year district wide. School-wide level new teachers are mentored by an assigned master teacher on that grade level along with the instructional coach scaffolding support, using the coaching cycle and giving feedback.

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

Professional development is "sustained and ongoing." Our faculty and staff are constantly engaged in professional development district and school-wide to ensure that specific needs coincide with specific content areas to support and ensure student achievement.

## 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 all students through high quality instruction aligned with College and Career Readiness standards in all content areas

**Measurable Objective 1:**  
demonstrate a proficiency in College and Career Readiness Standards by 05/25/2018 as measured by on-going progress monitoring data using multiple assessment tools such as Scantron Benchmark Assessments, Go Math Assessments, DIBELS: Easy CBM Assessment (given 3 times a year), and Classworks.

**Strategy1:**  
Strategic Teaching Math 2017-2018 - Teachers will utilize components of the Content Literacy Model Before, During and After using TPS (Think, Pair, Share), I do, We do, You do and Table Talk for student engagement to work toward increasing number and operations in the mathematics College and Career Readiness Standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement  
Research Cited: Scantron, Stride Academy

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase rigor by implementing strategies utilized in their GoMath lesson plans to strengthen students computational abilities in numbers and operations by using differentiated instruction according to the needs for all students. All activities will be incorporated in the lesson: Before, During and After activities. A rotational schedule for math intervention implementation and monitoring will be created for the upcoming school year. Math fluency folders and Scantron Assessments will be utilized to increase understanding of College and Career Readiness Standards for mathematics.	Academic Support Program	08/07/2017	05/25/2018	\$0 - No Funding Required	Teachers

**Measurable Objective 2:**  
increase student growth in achieving adequate progress in language acquisition by 05/25/2018 as measured by ACCESS for EL's..

**Strategy1:**  
Core EL Instruction - Teachers will utilize the WIDA standards in lesson plans, attend Samuel Training and the general education and EL

**ACIP**

Jonesboro Elementary School

teachers will collaborate together.

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

Research Cited: WIDA Standards

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WIDA	Academic Support Program	08/07/2017	05/25/2018	\$0 - District Funding	Teachers, EL staff

**Measurable Objective 3:**

demonstrate a proficiency in College and Career Readiness Standards by 05/25/2018 as measured by on-going progress monitoring using multiple assessment tools such as DIBEL's, Reading Street and CCR Weekly and Unit Tests, Fresh Reads, CCR End of the Year Tests, Scantron Assessments, Classworks and MyOn..

**Strategy1:**

Strategic Teaching 2017-2018 - Teachers will utilize components of the Content Literacy Model for student engagement to work toward increasing technology

implementation, reading fluency and comprehension in the Reading Standard. Before, During, After, TPS (Think, Pair, Share), Turn and Talk, Gradual release of responsibility (I do, We do, You do), and Table Talk. Daily intervention (small group), explicit instruction is provided for intensive students through modeling, guided practice and application.

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

Research Cited: ARI

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies utilized in their lesson plans, such as differentiated instruction, to strengthen the rigor of instruction and students ability to use key ideas and details reading closely to determine what the text says explicitly and to make logical inferences from it. All activities will be incorporated in the lesson: Before, During, and After, TPS (Think, Pair, Share) Team Talk Questioning, Turn and Talk, and Anticipation Guides (utilizing graphic organizers) and other strategic teaching strategies.	Academic Support Program	08/07/2017	05/25/2018	\$0 - No Funding Required	Teachers

**Goal 2:**

Provide digital tools, experiences, and resources to support instruction.

**Measurable Objective 1:**

collaborate to support instruction by 05/25/2018 as measured by increasing student usage of digital tools, experiences and resources.

**Strategy1:**

SY 2017-2018

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Jonesboro Elementary School

Technology Implementation - Teachers will implement strategies in their lesson plans to engage students with the use of technology while teaching the College and Career Readiness Standards.

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

Research Cited: Technology is transforming every aspect of society. SAGE 2017

Activity - Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create lesson plans that incorporate the students use of 1:1 laptops, Nooks, I-Pads and Promethean Boards during instruction.	Academic Support Program	08/07/2017	05/25/2018	\$0 - District Funding	Teachers, Technology Specialist

**Narrative:**

Students that attend the Headstart program are provided a tour of our school in the Spring. They are given a tour of the building and introduced to the Principal, Counselor, various teachers and office staff. Students new to our school within the district and within the state are given placement tests in the area of reading and also contact is made with previous schools to secure vital information from the previous schools of attendance. Students and parents are welcome to attend our Meet & Greet and Open House at the beginning of each school year to become familiar with the school layout and academic processes. This year we have two Pre-K classrooms at Jonesboro. At the end of the school year an informational will be held for all Pre-K parents so that they will know how to transition their students from Pre-K to Kindergarten.

**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?**

Teachers provide their input into the decisions regarding the use of school-based academic assessments by working closely with the reading and math instructional coaches to evaluate the pre- and post assessments, as well as, benchmark assessments in the content areas. These tests are aligned with the College and Career Readiness Standards and are sufficiently rigorous. Teachers use the opportunities that they are given during faculty and data meetings to provide input into the decisions that are made regarding the use of school-based academic assessments. The students are currently taking the Global Scholar Assessment, which is technology based. The data, from this assessment will be used to identify the strengths and weaknesses of the student's yearly progress, as well as, a guideline to drive instruction. The teachers are involved in student achievement data analysis for the purpose of improving the academic achievement of all students by utilizing a focused curriculum. This strategy focuses on the specific academic needs of each student. The school has a strategic tutoring program that determines the needs of students and works on those particular problem areas. This helps the students become more motivated and excited to become successful learners. Teachers attend monthly data meetings to discuss and analyze their students progress monitoring scores. Analyzing this data helps the teachers collaborate and discover new ways to guide their instruction in the classroom.

## **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?**

The process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level is as follows: Students are identified based on their weaknesses in the different content areas. This data is compiled into a data profile sheet for every student. Areas that show weaknesses are targeted for intervention.

#### **Response To Intervention**

The Response To Intervention (RTI) foundation starts with teachers acquiring data from Global Scholar and the Beginning of the Year Assessment. Based on this data, prior teachers' observation, learning style surveys and current teachers' observation, students are assigned to Tier I, Tier II or Tier III. Students that display capability of performing on grade level independently are placed into Tier I. Tier II students' data show that these students perform on grade level at least 70% of the time independently. Any student that performs below 70% are placed into Tier III. Tier III students are assessed weekly by their teachers to determine what Tier would be appropriate for that student during that week.

#### **Problem Solving Team**

Students that have shown to have difficulty in a subject area or undesirable behavior over an extended period of time can be referred to the Problem Solving Team. The Problem Solving Team is comprised of teachers from every grade level and specialty area. When a teacher decides to present a child to the PST they must have documentation to show what interventions have been tried and have been unsuccessful in the classroom. The PST makes suggestions for additional interventions that can be tried with the student to try and help them acquire the skill(s) in which they are deficient. The teacher must provide documentation about the success or failure of the new interventions offered. The PST reviews all student documentation on a bi-weekly basis to determine success or if new interventions are needed. If the new interventions implemented have been unsuccessful for 90 days then the PST recommends that the student be tested for Special Education Services.

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

The students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level receive remediation and intervention in the areas needed. For example, the students participate in the Voyager Passport reading program and Go-Math, as well as, strategic tutoring throughout the school year. These programs are aligned with the College and Career Readiness 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.**

Extended Day Tutoring is provided for all students for one hour Monday through Thursday after school. Saturday Academy is offered to all students for 4 hours on Saturday mornings twice a month.

**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.**

All students at Jonesboro Elementary School including those as identified as migrant, limited-English proficient, homeless, economically disadvantaged and neglected/delinquent, have access to all of the services and programs available. Some of these programs are Title I services, ELL services, at Risk, Intervention, and counseling services. School supplies, food, clothing, and shelter are provided to students (families) as needed by community resource agencies. All homeless, migratory, and limited -English proficient students are provided with the opportunity to meet the same challenges, state student performance standards to which all students are held without being stigmatized or isolated.

**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.**

The state of Alabama Foundation Program: for the 2017-2018 school year, the state foundation program is funding \_\_\_\_\_ teacher units.

- Title I: This money is used to supplement regular funded programming and for additional materials and supplies and professional development. The total allocation for Jonesboro Elementary School is \$250,401.68.

- Title II: This money is used for professional development and the recruitment and retention of Highly Qualified Teachers. The total allocation for Jonesboro Elementary school is \$\_\_\_\_\_.

Professional development that is scientifically research based and directly impacts instruction is a major emphasis for expenditures in Title I Title II. The local school program (Title I), in conjunction with funding from Title II, serves as a catalyst to extend high quality on-going professional development to teachers. Title II funding actually supplements the local school budget making it possible to offer teachers varied professional development that would not be possible without the collaboration of funds. Title II funding under-girds expenses for programs such as Saturday School, Summer Enrichment, Before and After School tutoring, Reading Street workshops and various other reading, writing and math workshops. Title I and Title II seeks to offer innovative programs to students.

**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)?**

At Jonesboro Elementary School, the school counselor presents material about violence prevention, bullying, etc to the students frequently. The counselor then asks the teachers to help implement the programs throughout the school year. Representatives from different programs come to the faculty meetings and present material explaining their programs. The representatives explain how referrals can be made if a student has need of the services that they are offering. The nutrition program is implemented on a daily basis throughout the school. Each student is encouraged to make healthy choices when snacking. Jonesboro participates in the Fresh Fruits and Vegetables Grant, which provides a variety of fresh fruit and vegetables to the students on a frequent basis. The Homeless Program works with families that are considered homeless and in need. The school provides uniforms to the families that have difficulty obtaining them. A mentoring program is utilized every year for first year teachers in the district. All first year teachers are also assigned a mentor teacher at their school base to help guide them throughout the school year.



**Component 10: Evaluation (Sec.1114(b)(3)):****How does the school evaluate the implementation of the schoolwide program?**

Jonesboro strives to improve upon school safety, instructional delivery, technology, parental involvement and professional development for administrators, parents, and teachers. The school evaluates the implementation of the school-wide programs annually by allowing stakeholders, parents, teachers, students, and community leaders to complete a survey, polling the opinions of the efficacy of our school's overall program. The following are several ways in which Jonesboro receives feedback about the school-wide program: parent surveys, teacher surveys, student surveys, parental involvement meetings, stakeholder comments and suggestions, formal and informal parent interviews and formal and informal observations.

**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?**

Jonesboro's leadership team evaluates the results achieved by the school-wide program using data from the surveys collected from stakeholders, parents, teachers, students, and community leaders. This information is then utilized to create a plan of action to address areas of focus for improvement for the next academic school year. The leadership team conducts several walk through observations to provide feedback about areas in need of improvement. The leadership team also collaborates with the district leadership team to conduct walkthroughs to provide more suggestions and feedback about areas in need of improvement.

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

The leadership team uses a myriad of assessment tools to determine the increase in achievement such as: SRI, Needs Assessments, Reading Street Reading Program, Scantron Benchmark Assessments, DIBELS, and Teacher-Made Examinations. The instructional team tiers the students into Tier III, Tier II and Tier I, indicating the highest performing students. A schedule is created for each tier of students for small group instruction to enhance their academic progress.

**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?**

The plan is revised periodically as needed. Needs assessments are collected to determine efficacy of the newly implemented program. Under the advisement of the leadership team, changes are continually made to address deficiencies in the plan.

# **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.	0.0

Provide the number of classroom teachers.

0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	0.0

Total

0.00

### Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	0.0

Provide the number of administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	0.0

Total

0.00

### Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total

0.00

### Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	0.0

Provide the number of Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	0.0

Total

0.00

## Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	0.0

Provide the number of Librarians.

0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	0.0

Total

0.00



### 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.	0.0

Total

0.00

### 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.	0.0

Total

0.00

### 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.	0.0

Total

0.00

### 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.	0.0

Total

0.00

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**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	250401.68

**Provide a brief explanation and breakdown of expenses.**

## Title I

Provide a brief explanation and breakdown of expenses.

Teacher's Salaries: \$42,943.00

Stipends: \$30,000.00

Extended Day: \$20,000.00

Summer School: \$30,000.00

Substitutes: \$15,000.00

Transportation: \$5,000.00

All of the following fixed charges will be added for Employees

Insurance (\$9,360.00)

FICA (6.20%): \$4,576.00

Medicare (1.45%): \$1,070.00

Retirement (12.01%): \$7,903.00

SUI (.1250%): \$96.00

Transportation (Mileage): \$7,000.00

Materials and Supplies: \$35,000.00

Lease Maintenance & Repairs: \$5,000.00

Professional Development: \$40,458.68

Travel: \$15,000.00

Consultants/Purchased Services: \$5,000.00

Capitalized Equipment (over \$5,000.00): \$0

Non-Capitalized Equipment:\$0

Total: \$250,401.68



**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.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

**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.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

### Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A



# 2017-2018 Parent and Family Engagement

## **Introduction**

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

## Parent and Family Engagement

**Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))**

During the month of September in the Bessemer City School, Jonesboro Elementary School holds its annual meeting for all parents. The meeting is conducted in the morning. Parents are notified of the meeting through notices sent home by students, marquee announcements, and posted notices. All notices and announcements are in English and Spanish. Topics to be covered during the meeting are:

1. Title I participation, services and parents' rights
2. Explanation of the schools' curriculum and the state's content standards
3. School wide continuous improvement plan
4. Parent involvement plan
5. School/parent compact
6. Parent Center
7. Parent Survey
8. Title I budget
9. How parents can be involved
10. School Cast

The leadership of Jonesboro Elementary School has a strong belief in the importance of family engagement and therefore have put measures in place to offer parent conferences during teacher planning times. In addition, a parent center is located at the Board of Education Annex Building, which provides materials and supplies for parent use and computers. Additional parenting meetings are available through the year. Parents are an important part of the Title I process and program at Jonesboro Elementary School. We will have two parent representatives on our ACIP committee who will be active participants in the planning process for the goals and will be involved in revising the plan. Opportunities will be provided for parents to review and provide input about the plan before completion. For the district family engagement plan, parents were given the opportunity to complete surveys seeking their input about activities, training, and materials that the school should offer to parents. Each year, the ACIP includes a family engagement plan that is reviewed and evaluated for effectiveness. Results of parent surveys are reviewed and changes are made accordingly.

**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))**

At its annual meeting of parents at the beginning of the school year, the Bessemer City School System will hold a general meeting where information will be presented about the Title I program, the curriculum and forms of academic assessment used. Parents have already been sent the parent involvement plan, but parts will be reviewed. After the general meeting, Parent Involvement workshops will be held once a month at their child's school, where more detailed information will be given about the curriculum, how subjects will be taught and how to schedule parent/teacher conferences.

**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))**

Parents will be notified via various formats; notes from the office, parenting office, school cast and teacher notes will be sent home. Parents will be made aware of our curriculum and achievement at meetings and written communication.

**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))**

Every year, school/parent compacts are reviewed to ensure that the information is pertinent and applicable. The compacts are agreements between the school, parent and student. The teacher, principal, student and parent sign the document to show interest and concern for the well being of the child. It is a promise to actively participate in helping each child achieve success in school. These documents are on file in the classroom and the school office. These documents are working tools to be used when conferencing with parents and students to solidify an understanding regarding students school success.

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

Each summer, the ACIP committee reviews, evaluates and revises the ACIP. At the beginning of the new school year a meeting with parents will convene to gain comments and input from the parent group for revisions to the ACIP. During the revision process parents are notified of the process by notes being sent home. The notices explain that the plan is currently being reviewed and revised and that a copy is located in the school office for review by parents. The notice explains that if parents have concerns after the plan is finalized and approved, they can submit their concerns in writing to the school, which will submit the concerns to the district office along with the plan.

**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)**

The teachers will provide needed materials to strengthen students Math and Reading skills. Parent meetings will also be held to provide parents with the skills to work with their children effectively in these areas. Meetings will be held at different times to accommodate parents' schedules. Parent conferences will be conducted at least once per semester, but also will be held as requested by the teacher or the parent.

**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)**

Jonesboro Elementary School will continue to work with teachers through in-services, Professional Development, faculty meetings and grade level meetings in understanding the importance of parental involvement in the academic success of all students and to understand that we must gain parents as our partners. Parents and community leaders that stand in the gap as parent representatives in our school are always welcome. Every effort is made to communicate with parents in an understandable format and language. Title I funds may be utilized to pay for any reasonable and necessary expenses. For example: transportation or at-home visit expenses to enable parent participation. The purpose of the parent involvement program is to make the home, school and community connection more viable. This program provides assistance to parents on "how to" help their children with homework and skills that are taught at school. This is accomplished through workshops, speakers and hands-on activities. There is an attempt to build an active partnership between parents, teachers and students. It enables parents to learn new methods of interacting with their children.

**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)**

Our school coordinates its parent involvement program for all parents. Our school district currently participates in a federal program in which all students receive school breakfast and lunch for free. A bilingual teacher works to facilitate communication during our parent meetings and training sessions. Our Title I funds may be utilized to pay for any reasonable and necessary expenses. Partial funds will be waived to the Federal Program Supervisor, to hire a parent involvement coordinator. The allocated budget and the disbursement of these funds is included in this plan.

**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)**

Every effort will be made to communicate with parents in an understandable format and language. Copies of all documents are made available in Spanish to those in our school requiring this assistance. Jonesboro Elementary School provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Jonesboro Elementary School presently has several Spanish speaking students. Therefore, all notices of parent meetings are sent to parents of these children in Spanish. In addition, the Bessemer City School System has a bilingual, English Language Learner, teacher available to assist in verbal communications with parents 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)**

Jonesboro makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. A survey for all parents of participating students to express their opinions about the current Title I program, as well as to list ideas and suggestions for improvement and topics for meetings to meet their needs were distributed, collected and analyzed. Jonesboro Elementary's staff uses various strategies to strengthen the quality of parental and family involvement in our school and with the creation and implementation of our school's ACIP. These strategies are listed below:

- \* Parent Involvement Program
- \* Parent of the Month
- \* Parent/Teacher Conferences
- \* Contact Sheets
- \* Weekly class correspondences
- \* Classroom newsletters
- \* Classroom calendars
- \* Take home folders
- \* Parent volunteers
- \* Home visits (as needed)
- \* School/Parent Compacts
- \* Open House
- \* Meet & Greet

## ACIP

Jonesboro Elementary School

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- \* Nurse Contacts
- \* Special days for Grandparents
- \* Surveys
- \* Field trips
- \* School Carnival
- \* Make and Take Workshops
- \* Parent and Community Volunteers during Dismissal
- \* Title I Annual Meeting

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

Jonesboro Elementary School provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Jonesboro Elementary School presently has several Spanish speaking students; therefore, all notices of parent meetings are sent to parents of these children in Spanish. Jonesboro Elementary School is a handicapped accessible building.