



ACIP

New Brockton Elementary School

Coffee County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Community Characteristics

Community characteristics and demographic information were compiled from the 2017 Census for Coffee County in Alabama. Because New Brockton is located in the central part of Coffee County. Coffee County's 2017 population is estimated at 51,226. Coffee County has a median value of owner-occupied housing units of \$142,400 with 22,925 housing units. The Census determined that Coffee County has 2.62 person households and the median household income is \$46,729. The Census also identified 16.2 percent of the people are living below poverty level in Coffee County. The racial makeup of Coffee County includes the following:

White: 76.1%; Black, African American: 17.7%; Asian: 1.5%; American Indian, Alaskan Native: 1.4%; Native Hawaiian and Other Pacific Islander: 0.4%; Persons reporting two or more races: 2.8%; White persons, not of Hispanic/Latino origin: 70.7%; Persons of Hispanic or Latino origin: 7.0%

There are 84.6 percent of high graduates living in Coffee County and 23.9 percent holding a bachelor's degree or higher.

New Brockton City Specific Characteristics

<https://suburbanstats.org/population/alabama/how-many-people-live-in-new-brockton>

<http://www.city-data.com/city/New-Brockton-Alabama.html>

Race:

White 76.1%; Black 17.7%; Multiracial 2.8%; American Indian 1.4%; Hispanic 1.27.0%; Asian - 1.5%; Other - .06%

Population Education over 25 Years of Age:

High School - 84.6%; Bachelor's - 23.9%; Graduate or professional degree 1.9%; Unemployed - 7.7%

Marital Status for population 15 years or older:

Never married 32.5%; Married 43.4%; Divorced 15.2%; Separated 2.4%; Widowed 6.5%

Population:

Total - 1240

100% Rural

542 Males (47.2%); 609 Females (52.8%)

34.0 Median Age w/ Alabama 38.7

505 Occupied Homes In New Brockton

\$44,721 Median Income

\$25,180 Per Capita Income 2017

\$90,825 House Value w/ Alabama \$134,100

% in Poverty - 16.2%

As of June 2017 - 7.7% of residents were unemployed (Unemployed percentage is below state average)

Commute to Work: Mean Travel - 20.6 minutes

School Characteristics

In the spring of 1979, New Brockton Elementary School made a physical separation from New Brockton High School. Over spring break, teachers moved into the new building across town and held Open House for the community as well as the students. At that time the school was part of a new "open classroom" physical setting which was very new to teachers and students. It involved classrooms without doors.

After spring break, students returned to school in the brand new facility for the remainder of the year. There have been some changes over SY 2017-2018

the years including the addition of doors to the classrooms, the addition of a gym, lunchroom, and new wing with six classrooms, as well as several upgrades to the playground area. In the Fall of 2014, New Brockton Elementary was awarded the first Pre-K grant for a public school in Coffee County. NBES was awarded a second Pre-K grant in Fall 2016. The First Class Pre K programs have enhanced community support and provided opportunities for children in the area with limited income to experience a high quality learning experience prior to entering Kindergarten. A new fenced playground area has been developed for students in PreK and Kindergarten. Due to receiving a playground grant from OSR, a cement trike track was installed in the new fenced in area of the playground and various playground components was added for improved aesthetics and functionality. NBES contributes to our community by sponsoring a canned food drive in November and collecting toys for Toys for Tots in December. We also have a "Angel Tree" which is a way students with families in severe poverty or other situational circumstances can get help with gifts for the children at Christmas.

Enrollment:

New Brockton Elementary School is a rural elementary school (PreK-6) located in New Brockton, Alabama. Unfortunately, there is a lack of major industries or businesses in the community. The current enrollment is 393 NBES has 203 male students and 190 female students. 16 students are American Indian/Alaskan Native, 3 students are Asian, 38 are Black/African American, 9 Multiracial, 9 are Hispanic, 319 students are White. There are currently 36 Pre-K students attending NBES. 93 students are enrolled in our extended day program that is funded through the 21st Century Grant.

Human Resources:

There are 28 full-time certified teachers, 1 part-time certified teacher, and 8 support staff members employed at New Brockton Elementary School. Additionally, NBES has one administrator, one counselor, one instructional coach, one media specialist, a gifted and talented teacher, and a certified speech pathologist. NBES consults with contacts from Alabama Reading Initiative (ARI), Alabama Math, Science, and Technology Initiative (AMSTI), and the Coffee County Instructional Coach in order to support teachers' implementation of CCSS-based instruction, assessment, intervention, and enrichment. We also consult with a representative from Stride Academy (Motivated Data Grant) in order to most effectively implement this particular standards-based web-based intervention/enrichment. Support for targeted students is offered by contracted licensed occupational, physical, and speech therapists, along with a contracted licensed counselor. NBES has 1 teacher with a AA, 15 teachers with a Bachelor's Degree, and 17 teachers with a Master's degree.

Free-Reduced Lunch:

2017/2018 - 65%

2016-2017 - 65%

2015-2016 - 63 %

Special Education

The number of students enrolled in our special education programs vary, based upon transient students, individual needs, and targeted services

2017/2018 Caseload

Specific Learning Disability - 20

Intellectual Disabilities - 3

Visually Impaired - 1

Other Health Impaired - 1

Orthopedic Impaired - 0

Multiple Disability- 0

Speech/Language Impaired - 16

Developmentally Delayed - 11 (Including Dev. PreK)

Autistic - 4 (Including Dev. PreK)

Gifted - 27

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.

NBES VISION

The vision of NBES is to develop positive leaders, team players, and lifelong learners.

NBES MOTTO

New Brockton Elementary School..." A great place to learn."

NBES MISSION

The mission of NBES is to provide a collaborative, problem solving environment which will nurture the intellectual, physical, social, and emotional needs of our students ensuring they become productive 21st century students.

NBES BELIEFS

We believe that all students can learn and achieve and deserve the best education possible. We believe that instruction is the teacher's top priority and have high expectations for facilitating student achievement. We believe that the school environment should be safe, positive, and nurturing. We believe that the most effective learning takes place when there is shared responsibility among teachers, students, parents, and community.

ACTION STEPS

First of all, we realize that we, as faculty and staff, must lead by example; therefore, we collaborate in faculty book studies that promote self-reflection and positive behaviors so that we may exemplify high character and lifelong learning when interacting with students. Professional Development focusing on best practices/strategic instruction, current standards, formative assessment, growth mindset, students owning their own learning, and character-building is implemented to address Academic Caring. We also embrace the ideals of whole child instruction where we recognize the importance of cognitive, social, emotional, and physical development of our students. Teachers allow students to build self-awareness, self-esteem, and relevance to their peers by letting students make presentations about their families, hobbies, and personal interests. This also establishes commonalities within peer groups and the classroom teacher. A variety of students are offered the responsibility to have leadership roles in many ways throughout campus and in the classroom.

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.

Notable Achievements

Extended Learning/Enrichment Opportunities

Our 21st Century Extended Day Learning Center offers support to nearly 100 of our students with homework and enrichment activities.

Building & Grounds

Murals added to the cafeteria to promote community and healthy food choices

Lunchroom expansion to begin this school year.

PreK Program Sustained

New Brockton Elementary was the first county school to receive funding for a PreK program, which offers a high quality experience for 4 year olds prior to entering Kindergarten. NBES now has a second PreK grant, which has increased the number of PreK students served from 18 to 36. Our PreK students are now taught using the High Scope Curriculum which is suggested by OSR and they are also offered 21st Century Extended Day Learning Center Services.

Instructional

Participation in professional development is ongoing in teaching the CCSS standards with rigor, relevance, and engagement. An NBES Instructional Coach and the Coffee County Instructional Coach are collaborating and concentrating in the areas of K-3 in order to ensure students are reading proficiently by the end of third grade. Through the P-3 Teaching Strategies Gold grant, Kindergarten and 1st grade teachers are implementing the whole child approach to learning. Consultation with and professional development from ARI, an Alabama Early Childhood Professional Development Consultant, AMSTI, and Stride Academy continue for needed guidance and support. This grant also funded developmentally appropriate learning station supplies for our K & 1st classrooms

Parent/Guardian/Community Involvement

Increased community involvement and partnership with New Brockton High School (Send offs for football & basketball playoffs, high school students involved at the elementary for various events and activities).

Increased parental involvement (after school events, parent lunches, grandparent campus visits)

Increased PTO involvement

Programs Funded by Grants

Fresh Fruit and Vegetable Grant

21st Century Community Learning Center Grant non-funded; Continuation of program without grant funding

Wii Fit Equipment and implementation of Wii Wednesday to promote physical fitness

Motivated Data Grant (Stride Academy)

P-3 Teaching Strategies GOLD

Technology upgrades

Adding 1 Interact ViewSonic Flat Panel to a classroom (All homeroom teachers now have a flat panel.)

Laptops and iPads added to teacher classrooms

Added 120 Chromebooks for student use

Funding allocated for art/music instruction

The high school band instructor comes daily and teaches band for 5th and 6th Grades.

Student Leadership

SGA, Jr. BETA Club, 4-H recognition of 6th students for volunteer hours, 5th and 6th students assume leadership roles as daily car line

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assistants, manage the daily raising and lowering of the US flag, assist PreK and K teachers during morning routines, distribution of biweekly fruits and vegetables provided by the Fresh Fruit and Vegetable Grant

Mentorship

New hire teacher mentorship program, REACH program for 6th grade facilitates student/teacher mentors

Areas in Need of Improvement

Continued work toward increasing school attendance

Increased infusion of technology in instruction and daily practice

Continue to pursue Rigor, Relevance, and Engagement in all avenues of our instructional strategies and classroom environments.

Literacy PD based on summative and formative assessment data

Additional Information

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

No additional data

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.

Stakeholders were selected from the NBES faculty and the parents of children enrolled in NBES. The members of the committee were informed of their roles when invited to attend a 16/17 Reflection/17/18 Planning BLT meeting in Spring 2017. Another meeting was held at the beginning of the 17/18 school year in order to firm up/revise plans discussed during the Spring 2017 meeting. The scheduling of meetings considers the work schedule of the parents on the committee and the schedules of the faculty members.

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

Representation of upper and lower elementary grades was intentionally considered when determining teacher committee members. The committee also includes our administrator, media specialist, counselor, instructional coach, and a special education teacher, and speech/language pathologist. Parents were chosen that represent children in a range of grade levels at NBES. School faculty are responsible for gathering information and relaying it back to particular grade levels and/or parents. Our parent representatives are encouraged to express their opinions during the meetings and the PTO president also communicates meeting topics with parents.

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

The ACIP will be reviewed at a faculty meeting. A copy of the 2017/2018 ACIP will be kept on file in the office to view per request and the ACIP will be made public on our school website. A "one-pager" of our ACIP goals will be sent home to parents and our progress made on our ACIP goals will be shared on the school website quarterly.

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	Student Performance Data is attached.	Student Performance Data August 2017 Data Meeting Charts Performance Series Fall 2017 Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

Areas of Notable Achievement

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

ACT Aspire

Reading - 3rd & 4th grade (Exceeding & Ready) scored above the national average.

Math - 3rd, 4th, & 6th (Exceeding & Ready) scored above the national average. 5th was equivalent to the national average

DIBELS

K (PSF-87% & NWF-89%)

1st (NWF-83%)

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

4th Reading trend shows continual increase in achievement.

For all 3-6, the trend in math shows a yearly increase in achievement. (other than this last year in 3rd year)

Student Growth Percentiles (normative-growth described relative to the growth of other students)

In Reading, all grade levels are within the range of the target

In Math, 3rd to 4th and 5th to 6th are within the range of the target

In Math, 4th to 5th-significantly above target

The trend in 5th science shows a yearly increase in achievement.

Which area(s) indicate the overall highest performance?

Reading - 4th Grade (57% Proficient)

Math - 3rd (64% Proficient) & 6th (60% Proficient)

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

The achievement gap is closing for 5th grade boys and girls; and 6th grade boys and girls.

Between which subgroups is the achievement gap closing?

The achievement gaps closing for 5th grade boys and girls; and 6th grade boys and girls.

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

All data sources used were derived and reported from the Alabama State Department of Education Webpage and are accurate.

Areas in Need of Improvement

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

ACT Aspire

Reading Achievement, overall, is weaker than Math Achievement

DIBELS

1st (DORF-47% with 61% accuracy)

2nd (NWF-77%) (DORF-57% with 70% accuracy)

3rd (DORF accuracy-75%) 3rd (DORF-66%/DAZE-55%)

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

Reading for 3rd, 5th, & 6th do not show a consistent negative trend in achievement; however, there is no consistent increase in achievement.

Which area(s) indicate the overall lowest performance?

Reading - 5th (36% Proficient) & 3rd (41% Proficient)

Math - 5th (51% Proficient)

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

Based on current ACT Aspire data that is available on the ALSDE webpage we can only report academic gains and losses for our current 5th and 6th grade subgroups. We currently do not show a consistent negative trend in these 3rd, 5th, or 6th grade levels.

Between which subgroups is the achievement gap becoming greater?

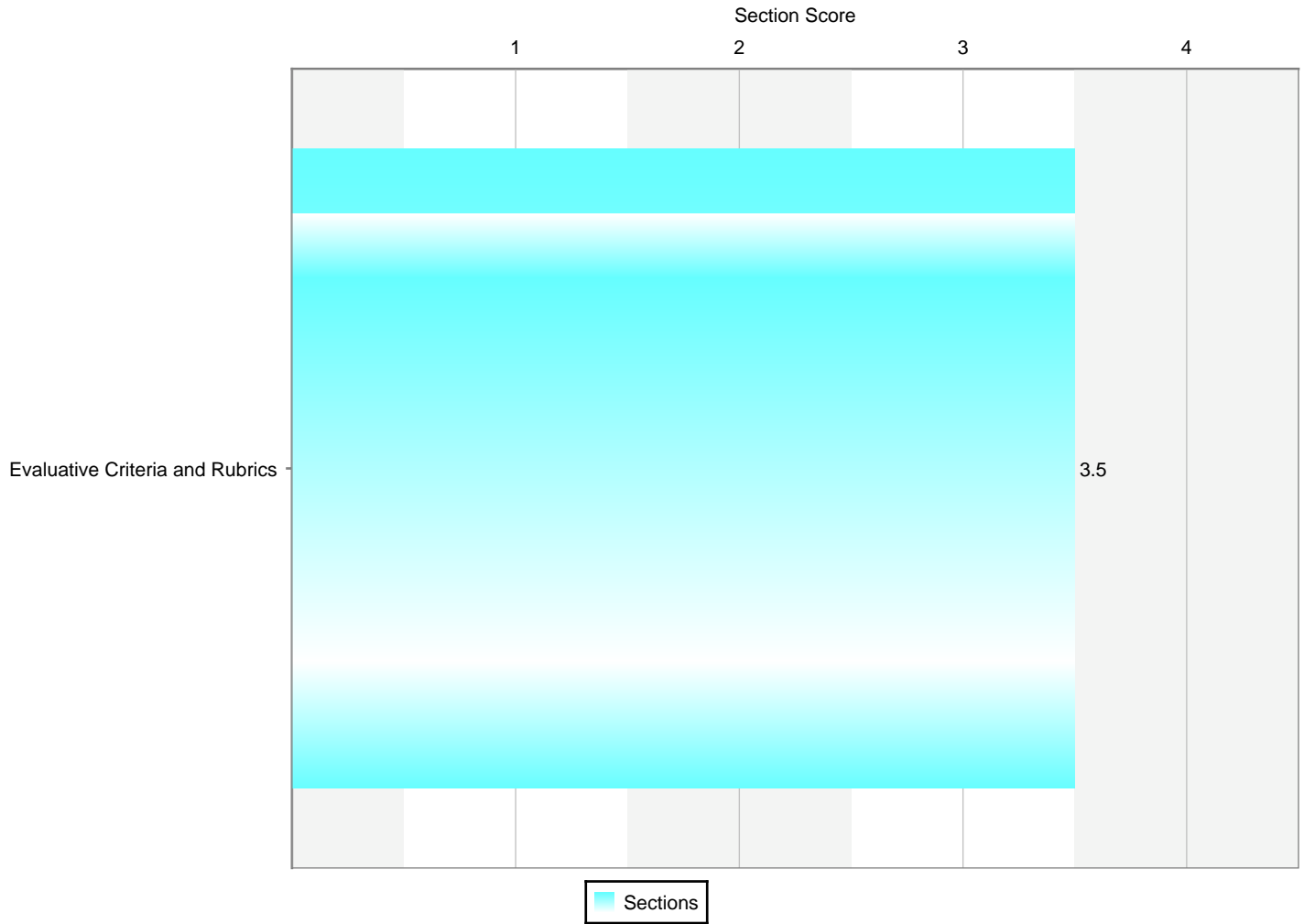
Reading proficiencies across all grade levels are down for the 2017-2018 school year, which is consistent with reading proficiencies compared to reporting data from ALSDE.

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

All data sources used were derived and reported from the Alabama State Department of Education Webpage and our current DIBELS Data, which are both accurate.

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	Attached is the documentation for Spring 17 Parent/BLT, Spring BLT 16/17 Reflection and 17/18 Planning Meetings. The most current BLT meeting for this school year is also attached. Other BLT documentation is available in the administrator's office.	May 17 Parent Mtg. with BLT 16/17 BLT Reflection & 17/18 Planning Mtg August 2017 BLT Meeting

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	NBES adheres to the Coffee County Schools' Non-Discriminatory Policy. Please see page 5 from the 2017/2018 Student Handbook that is attached. Mr. Jason Hadden, principal, has signed acknowledging this policy.	CCS Non-Discriminatory Policy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Jason Hadden 504 North John Street New Brockton, AL 36351 (334) 894-6152 (See attachment on Assurance 2)	

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	CCS' Parent Involvement Plan attached/NBES' Parent Engagement Plan attached	CCS Parent Involvement Plan NBES' 2017/2018 Parent Engagement Policy

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	2017/2018 NBES Home-School Compact Attached	2017/2018 Home/School Compact

New Brockton Elementary ACIP 2017/2018

Overview

Plan Name

New Brockton Elementary ACIP 2017/2018

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	(2017/2018 CCSS Goal) New Brockton Elementary School general education and collaborative teachers will engage learners in strategic, data-driven instruction, practice, and assessment in all content areas.	Objectives: 5 Strategies: 9 Activities: 10	Academic	\$1200
2	(2017/2018 Teacher Effectiveness & Retention Goal) New Brockton Elementary School will continue to attract, recruit, and retain highly effective educators.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0
3	(2017/2018 Culture & Climate Goal) NBES will have a positive school climate and culture that fosters community involvement and youth development/learning necessary for a productive, contributing & satisfying life.	Objectives: 3 Strategies: 6 Activities: 17	Organizational	\$0
4	(2017/2018 Technology Goal) NBES will engage and empower learners through technology.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0

Goal 1: (2017/2018 CCSS Goal) New Brockton Elementary School general education and collaborative teachers will engage learners in strategic, data-driven instruction, practice, and assessment in all content areas.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in the application of their knowledge and strategies in Reading by 05/24/2018 as measured by the Scantron Performance Series Reading Assessment.

(shared) Strategy 1:

Job-Embedded Professional Development - Common Planning - All K-6 general education and special education teachers will participate in ongoing campus-based professional development (common planning) facilitated by the instructional coach. These rounds provide opportunities for best practice development, collaborative standards-based planning, data analysis, and reflection time.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional development is defined as “ the process of improving staff skills and competencies needed to produce outstanding educational results for students” (Hassel, 1999). As Thomas Guskey (2000, p.4) states, “One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development.”Professional development is key to meeting today’s educational demands.

The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bemby, 1998; Rivers, 1999; Sanders & Rivers, 1996). (http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)

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Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This planning time provides opportunities such as best practice development, collaborative standards-based planning, formative assessment, data analysis, and reflection time.	Professional Learning	08/28/2017	05/24/2018	\$0	No Funding Required	General and Collaborative Teachers; County & School-Based Instructional Coaches; Administration

Strategy 2:

Multisensory Intervention Program - Sound Sensible/S.P.I.R.E., a multi-sensory systematic reading and language arts program designed for struggling readers will be implemented as a daily Tier II and Tier III intervention curriculum used with identified students. This will accelerate their growth.

Category: Develop/Implement Learning Supports

Research Cited: When considering the development of reading abilities there are three themes. First, reading is a strategic process. Fluent readers employ a variety of strategies to understand text (Juel & Minden-Cupp, 2000) and teachers should provide young students with instruction and practice in using those strategies. Second, reading instruction should be differentiated (Spiro, 2001). Teachers should provide instruction that is varied and that results in students' ability to flexibly switch between different approaches when dealing with text. Third, the reader's ultimate goal is meaning construction, or the comprehension of text in light of prior knowledge and purpose. The S.P.I.R.E.® curriculum addresses all three themes. Strategies for successful reading are introduced through direct teacher-led instruction and practiced by students in monitored reading situations. Second, S.P.I.R.E. provides instruction at a variety of different levels, matching it to student needs. Finally, each lesson in S.P.I.R.E. draws students back to the core of what reading is all about, employing newly learned strategies in real reading situations in order to comprehend text.

Activity - Sound Sensible/S.P.I.R.E Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sound Sensible/S.P.I.R.E., a multi-sensory systematic reading and language arts program designed for struggling readers will be implemented as a daily Tier II and Tier III intervention curriculum used with identified students. This will accelerate their growth.	Academic Support Program	09/01/2017	05/24/2018	\$1200	Title I Schoolwide	General Education Teachers, Collaborative Teachers, & Interventionist

(shared) Strategy 3:

Digital Differentiated Curriculum - Teachers implement an adaptive curriculum that provides intervention and enrichment in all content areas for grades 1-6. in a variety of ways to provide differentiated learning opportunities for students, standards-based assessments, and other options available.

Category: Develop/Implement Learning Supports

Research Cited: Quality Digital Game-Based Learning (DGBL) should provide foundational skill sequencing and instantaneous, targeted feedback to students on academic mastery. It should also be agnostically accessible by students — on computers or tablets. DGBL provides learning mechanisms that separate "getting marks" from

A personalized and internalized sense of accomplishment (e.g., earning high scores, medals, and badges, and for honest effort to reinforce the notion that just trying matters; it's not all about getting an A. Confidence building is an important ingredient— and outcome— of DGBL, fostered learning. Getting a chance to win against an opponent, one's own top score record, or just the game itself builds confidence and encourages further engagement. Overwhelmingly supportive research-based evidence attests to the motivational value of DGBL.

Activity - Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers implement this adaptive curriculum that provides intervention and enrichment in all content areas for grades 1-6 in a variety of ways to provide differentiated learning opportunities for students, standards-based assessments, and other options available.	Academic Support Program	08/21/2017	05/24/2018	\$0	No Funding Required	General Education & Collaborative Teachers

(shared) Strategy 4:

Differentiated Instruction - Students will be given differentiated and tiered instruction based on the varying learning styles and academic needs. A variety of components will be used to provide this: student engagement strategies, teacher reflection on learning, tier II time included in daily schedules, tier III schedule by interventionist, walk to intervention, Academy of Reading & Math, Stride Academy, differentiated activities in Tier I, use of formative assessment to drive instruction and intervention, use of developmentally appropriate objectives in PreK-1 (with plan to expand through 3rd), use of developmentally appropriate assessment tool for these grade bands.

Category: Develop/Implement Learning Supports

Research Cited: Lawrence-Brown (2004) confirms that differentiated instruction can enable students with a wide range of abilities—from gifted students to those with mild or even severe disabilities—to receive an appropriate education in inclusive classrooms.

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Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated Instruction will be used daily by all teachers at NBES. (Strategy description section discusses the variety of methods that this is achieved) This will be supported and monitored through our professional development opportunities to include job-embedded PD (ie. common planning, PLCs)	Academic Support Program	08/11/2017	05/24/2018	\$0	No Funding Required	Administration , Instructional Coach(es), All Educators

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in the application of their knowledge & strategies in Mathematics by 05/24/2018 as measured by SCANTRON Performance Series Mathematics Assessment.

(shared) Strategy 1:

Job-Embedded Professional Development - Common Planning - All K-6 general education and special education teachers will participate in ongoing campus-based professional development (common planning) facilitated by the instructional coach. These rounds provide opportunities for best practice development, collaborative standards-based planning, data analysis, and reflection time.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional development is defined as “ the process of improving staff skills and competencies needed to produce outstanding educational results for students” (Hassel, 1999). As Thomas Guskey (2000, p.4) states, “One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development.”Professional development is key to meeting today’s educational demands.

The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bemby, 1998; Rivers, 1999; Sanders & Rivers, 1996). (http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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This planning time provides opportunities such as best practice development, collaborative standards-based planning, formative assessment, data analysis, and reflection time.	Professional Learning	08/28/2017	05/24/2018	\$0	No Funding Required	General and Collaborative Teachers; County & School-Based Instructional Coaches; Administration
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(shared) Strategy 2:

Digital Differentiated Curriculum - Teachers implement an adaptive curriculum that provides intervention and enrichment in all content areas for grades 1-6. in a variety of ways to provide differentiated learning opportunities for students, standards-based assessments, and other options available.

Category: Develop/Implement Learning Supports

Research Cited: Quality Digital Game-Based Learning (DGBL) should provide foundational skill sequencing and instantaneous, targeted feedback to students on academic mastery. It should also be agnostically accessible by students — on computers or tablets. DGBL provides learning mechanisms that separate "getting marks" from

A personalized and internalized sense of accomplishment (e.g., earning high scores, medals, and badges, and for honest effort to reinforce the notion that just trying matters; it's not all about getting an A. Confidence building is an important ingredient— and outcome— of DGBL, fostered learning. Getting a chance to win against an opponent, one's own top score record, or just the game itself builds confidence and encourages further engagement. Overwhelmingly supportive research-based evidence attests to the motivational value of DGBL.

Activity - Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers implement this adaptive curriculum that provides intervention and enrichment in all content areas for grades 1-6 in a variety of ways to provide differentiated learning opportunities for students, standards-based assessments, and other options available.	Academic Support Program	08/21/2017	05/24/2018	\$0	No Funding Required	General Education & Collaborative Teachers

Strategy 3:

Vertical Alignment Math PLCs - Vertical Alignment Math PLTs will be facilitated by a teacher leader in order to strengthen all participating Math teachers in their understanding of and instruction on the Math Content and Practice Standards.

Category: Develop/Implement Professional Learning and Support

Research Cited: Lee, Smith, and Croninger (1995), in a report on one of the extensive restructuring studies conducted by the Center on Organization and Restructuring of Schools (see Newmann, above), shared findings on 11,000 students enrolled in 820 secondary schools across the nation. In the schools that were characterized by professional learning communities, the staff had worked together and changed their classroom pedagogy. As a result, they engaged students in high intellectual learning tasks, and students achieved greater academic gains in math, science, history and reading than students in traditionally organized schools. In addition, the achievement gaps between students from different backgrounds were smaller in these schools, students learned more, and, in the smaller high schools, learning was distributed more equitably. <http://www.sedl.org/pubs/change34/5.html>

Activity - Vertically Aligned Math PLTs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Educators will collaborate in order to deepen their understanding of the CCSS Math Content Standards and Practice Standards, to increase the amount of best practice "tools" in their toolboxes, and monitor for success of implemented instructional and assessment strategies.	Professional Learning	08/07/2017	05/24/2018	\$0	No Funding Required	Administrator and Math PLC participants

(shared) Strategy 4:

Differentiated Instruction - Students will be given differentiated and tiered instruction based on the varying learning styles and academic needs. A variety of components will be used to provide this: student engagement strategies, teacher reflection on learning, tier II time included in daily schedules, tier III schedule by interventionist, walk to intervention, Academy of Reading & Math, Stride Academy, differentiated activities in Tier I, use of formative assessment to drive instruction and intervention, use of developmentally appropriate objectives in PreK-1 (with plan to expand through 3rd), use of developmentally appropriate assessment tool for these grade bands.

Category: Develop/Implement Learning Supports

Research Cited: Lawrence-Brown (2004) confirms that differentiated instruction can enable students with a wide range of abilities—from gifted students to those with mild or even severe disabilities—to receive an appropriate education in inclusive classrooms.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated Instruction will be used daily by all teachers at NBES. (Strategy description section discusses the variety of methods that this is achieved) This will be supported and monitored through our professional development opportunities to include job-embedded PD (ie. common planning, PLCs)	Academic Support Program	08/11/2017	05/24/2018	\$0	No Funding Required	Administration, Instructional Coach(es), All Educators

Measurable Objective 3:

A total of 7 English Learners students will increase student growth (or maintain current 6.0) in their speaking in English Language Arts by 05/24/2018 as measured by as evidenced by the ACCESS 2.0.

Strategy 1:

Utilization of ELL Resources - Teachers of EL students will reference the WIDA English Language Proficiency (ELP) Standards and the Can Do Descriptors when planning for instruction, practice, and assessment.

Category: Develop/Implement Learning Supports

Research Cited: The WIDA ELP Standards along with their strands of model performance indicators—which represent social, instructional and academic language—have been augmented by TESOL as the national model. By developing the ELP standards, the WIDA Consortium has responded to demands to link language learning with state academic content standards and to address educators’ needs in three different areas: 1). Pedagogy, 2). Assessment, and 3). Educational policy. The development of WIDA’s ELP standards has been in response to recent educational change brought about through theory, research and legislation. (https://www.wida.us/standards/resource_guide_web.pdf)

Activity - ELP Standards & Can Do Descriptors Exploration & Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELP Standards & Can Do Descriptors will be explored and used by teachers during common planning times. Teachers of EL students will reference the WIDA English Language Proficiency (ELP) Standards and the Can Do Descriptors when planning for instruction, practice, and assessment.	Professional Learning	08/11/2017	05/24/2018	\$0	No Funding Required	General Education and Collaborative Teachers, Counselor, Instructional Coach

Strategy 2:

ELL PD - Teachers will attend professional development to increase their understanding and implementation of strategies that are needed in order to provide instruction and assessment to the EL population.

Category: Develop/Implement Professional Learning and Support

Research Cited: The WIDA ELP Standards along with their strands of model performance indicators—which represent social, instructional and academic language—have been augmented by TESOL as the national model. By developing the ELP standards, the WIDA Consortium has responded to demands to link language learning with state academic content standards and to address educators' needs in three different areas: 1). Pedagogy, 2). Assessment, and 3). Educational policy. The development of WIDA's ELP standards has been in response to recent educational change brought about through theory, research and legislation. (https://www.wida.us/standards/resource_guide_web.pdf)

Activity - Samuel PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of teachers will attend this PD and then turn it around to all NBES teachers. Teachers will use strategies and resources provided in order to provide appropriate instruction and assessment for EL students.	Professional Learning	10/01/2017	05/24/2018	\$0	No Funding Required	Administrator, Counselor, General Education & Collaborative Teachers

(shared) Strategy 3:

Differentiated Instruction - Students will be given differentiated and tiered instruction based on the varying learning styles and academic needs. A variety of components will be used to provide this: student engagement strategies, teacher reflection on learning, tier II time included in daily schedules, tier III schedule by interventionist, walk to intervention, Academy of Reading & Math, Stride Academy, differentiated activities in Tier I, use of formative assessment to drive instruction and intervention, use of developmentally appropriate objectives in PreK-1 (with plan to expand through 3rd), use of developmentally appropriate assessment tool for these grade bands. Category: Develop/Implement Learning Supports

Research Cited: Lawrence-Brown (2004) confirms that differentiated instruction can enable students with a wide range of abilities—from gifted students to those with mild or even severe disabilities—to receive an appropriate education in inclusive classrooms.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated Instruction will be used daily by all teachers at NBES. (Strategy description section discusses the variety of methods that this is achieved) This will be supported and monitored through our professional development opportunities to include job-embedded PD (ie. common planning, PLCs)	Academic Support Program	08/11/2017	05/24/2018	\$0	No Funding Required	Administration, Instructional Coach(es), All Educators

Measurable Objective 4:

85% of Kindergarten and First grade students will complete a portfolio or performance showing evidence of growth based on developmentally appropriate objectives in Practical Living by 05/24/2018 as measured by developmentally appropriate PreK-3rd Grade Teaching Strategies Assessment.

Strategy 1:

AL PreK-3rd Grade Integrated Approach to Early Learning Program - Throughout the year, grantees will participate in ongoing observation and joint planning sessions, provide increased opportunities for teachers to share best practices, and organize collaborative professional development meetings across all grade levels. The program will emphasize effective teaching, instructional coherence, and meaningful learning opportunities as keys to improving student success. Schools participating in the program will gain access to early childhood education specialists who will help pre-k to third grade teachers implement evidence-based instructional practices.

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

Research Cited: The support structure is modeled after Alabama’s nationally-recognized First Class Pre-K program and other successful leadership, instruction and assessment strategies currently being implemented in Alabama’s schools. The pilot program, based on research from Harvard University, the University of Washington and others, creates a structure for aligning and coordinating academic standards, instructional practices, professional development and developmentally appropriate classroom assessments from Pre-K to the third grade. <http://www.alabamaneews.net/2017/07/10/governor-ivey-announces-pre-k-third-grade-pilot-schools/>

Activity - Pre-K-1st Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the year, grantees will participate in ongoing observation and joint planning sessions, provide increased opportunities for teachers to share best practices, and organize collaborative professional development meetings across all grade levels. The program will emphasize effective teaching, instructional coherence, and meaningful learning opportunities as keys to improving student success.	Professional Learning	08/07/2017	05/24/2018	\$0	No Funding Required	Administrator and Educators

Activity - Inquiry-Based Cross-Curricular Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The integration of daily teaching and learning moments into larger, project-based investigations so that children are more deeply engaged, and educators can focus on personalizing instruction to align with student interests, strengths, and areas of improvement. Children have the opportunity to develop critical process skills like communicating and representing ideas, organizing information, solving problems, and making connections between learning experiences.	Other - Developmentally Appropriate Learning Opportunities	08/11/2017	05/24/2018	\$0	No Funding Required	Administration, P-3 Coaches, and Educators
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Measurable Objective 5:

A 2% increase of Fifth grade students will demonstrate a proficiency in the application of their knowledge and strategies in Science by 05/24/2018 as measured by SCANTRON Performance Series Science Assessment.

Strategy 1:

AMSTI PD & Implementation - All teachers are AMSTI trained. Teachers will use the AMSTI provided kits to teach students the CCRS Science Standards using the 5 E Strategies.

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

Research Cited: The Alabama Math, Science, and Technology Initiative (AMSTI) program provided by the Alabama State Department of Education seeks to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or post-secondary studies (college and career ready). <http://www.alsde.edu/sec/amsti/Pages/home.aspx>

Activity - AMSTI PD & Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers receive PD and are provided the AMSTI Kits for Science instruction. Students are involved in various hands-on investigations in which they are required to problem solve and use higher order thinking skills during these learning experiences.	Other - PD & Implementation	08/11/2017	05/24/2018	\$0	No Funding Required	All Science Teachers

Goal 2: (2017/2018 Teacher Effectiveness & Retention Goal) New Brockton Elementary School will continue to attract, recruit, and retain highly effective educators.

Measurable Objective 1:

collaborate to orient new teachers to Coffee County and NBES expectations for professionalism and growth of all students by 05/24/2018 as measured by a decrease in our 9.4% turnover rate and successful orientation of new teachers in the 2017/2018 school year.

Strategy 1:

Teaching and Learning - Professional Learning will include the following topics: data analysis, pacing guides, tiered instruction, and formative assessment.

Category: Develop/Implement Professional Learning and Support

Research Cited: The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bembry, 1998; Rivers, 1999; Sanders & Rivers, 1996). (http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)

Activity - Tiers of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning will be provided to address tiered instruction.	Professional Learning	08/07/2017	05/24/2018	\$0	No Funding Required	All Educators

Activity - Analysis of summative assessment data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summative Assessment data will be analyzed.	Professional Learning	09/01/2017	05/24/2018	\$0	No Funding Required	All Educators

Activity - CCS Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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CCS Pacing Guides will be analyzed and notes about resources used and revision suggestions throughout school year.	Professional Learning	08/07/2017	05/24/2018	\$0	No Funding Required	All Educators
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Strategy 2:

Implementation of the AL Teacher Mentoring Program & CCS Mentoring Program - Mentoring activities will take place between mentors and new teachers.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bembry, 1998; Rivers, 1999; Sanders & Rivers, 1996). (http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)

Activity - Principal Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Orient new teachers, provide instructional support, create professional culture, assign mentors to new teachers	Recruitment and Retention	08/07/2017	05/24/2018	\$0	No Funding Required	Administrator

Activity - Evidence of Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentors and mentees participate in surveys and mentors keep mentor logs	Recruitment and Retention	08/07/2017	05/24/2018	\$0	No Funding Required	Mentors and Mentees

Strategy 3:

Understanding School Culture & Routines - Prepare teachers to provide a safe, productive environment for students by learning about NBES' culture and routines

Category: Develop/Implement Professional Learning and Support

Research Cited: The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most

important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bembry, 1998; Rivers, 1999; Sanders & Rivers, 1996). (http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)

Activity - School Policy and Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Overview of faculty guidelines and expectations	Professional Learning	08/07/2017	09/01/2017	\$0	No Funding Required	Administrator

Goal 3: (2017/2018 Culture & Climate Goal) NBES will have a positive school climate and culture that fosters community involvement and youth development/learning necessary for a productive, contributing & satisfying life.

Measurable Objective 1:

collaborate to enhance rapport among students, parents, and community stakeholders by 05/24/2018 as measured by visitor sign-in sheets and Title I & Climate/Culture Surveys.

Strategy 1:

Family Engagement Opportunities - Students' families will be given multiple opportunities to be involved in their child's school through a variety of ways such as school visits, volunteering, and input about our school.

Category: Other - Family Engagement

Research Cited: According to the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002), "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more."

(<http://www.nea.org/tools/17360.htm>)

The results of meta-analysis on parent involvement and student achievement completed by William H. Jeynes with the Harvard Family Research Project indicate that parental involvement is associated with higher student achievement outcomes. For the overall population of students, on average, the achievement scores of children with highly involved parents was higher than children with less involved parents.

(<http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis>)

Activity - PreK Orientation/K Jump Start	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before the new school year begins, all Kindergarten parents are invited to a general assembly where they meet all faculty and staff members that will work with their child during the school day. General information is also provided regarding school policies and procedures. The parents then go to their child's classroom where their child's teacher explains the Kindergarten curriculum and classroom expectations, policies, and procedures. At the very beginning of the school year, our PreK Department has a Parent Orientation to acclimate parents to what the year will hold for their child.	Parent Involvement	08/07/2017	09/15/2017	\$0	No Funding Required	Administrator, School Staff, PreK and K Teachers

Activity - NBES Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I/ACIP Meeting held during this time with a Title I informational brochure being sent home; school/community meet and greet; student and family meet teacher and visit classroom; HOPE Survey distributed inquiring about parent volunteer interests; NB Youth Sports Association holds registration for fall sports; NBCLC holds registration for after school program; variety of parent informational materials provided to include the School-Parent-Student Partnerships for Academic Success Compact	Community Engagement	08/10/2017	08/10/2017	\$0	No Funding Required	All Educators

Activity - Lunch on the Grounds with Grandparents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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This is held in September to honor grandparents by having them come in and have a picnic lunch with their grandchild/grandchildren.	Community Engagement	09/22/2017	09/29/2017	\$0	No Funding Required	Administrator, School Staff, Cafeteria Workers, PreK-6 Teachers
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Activity - Fall AdvancED Parent Climate and Culture Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This survey is administered in order to get stakeholder feedback that is used in our comprehensive needs assessment.	Parent Involvement	09/01/2017	09/29/2017	\$0	No Funding Required	All Educators

Activity - Lights on After School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An event held in October when parents are encouraged to come into our school and talk with their child's teacher, pick up their report card, and participate in the Book Fair. A questionnaire is sent home after this night to gain input from parents about effectiveness of the night.	Parent Involvement	10/04/2017	10/20/2017	\$0	No Funding Required	All Educators

Activity - Holiday Parent Luncheons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided the opportunity to eat holiday lunch with their child.	Parent Involvement	11/01/2017	05/24/2018	\$0	No Funding Required	All Educators and Lunch Room Staff

Activity - Spring Title I Community Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I survey is administered in order to get additional stakeholder feedback that is used in our comprehensive needs assessment.	Parent Involvement	04/02/2018	05/24/2018	\$0	No Funding Required	All Educators

Measurable Objective 2:

increase student growth in attendance by 05/24/2018 as measured by a 2% growth in student attendance from the beginning of the year attendance report to the end of the year attendance report.

Strategy 1:

Attendance Incentive Plan - The BLT developed an attendance incentive plan that rewards students for consistency in school attendance. The principal will track absences, send attendance letters, and attendance meeting requests are sent home to parents/guardians. Students with perfect attendance are rewarded monthly with each month's incentive being new and exciting.

Category: Develop/Implement Student and School Culture Program

Research Cited: A 2011 California study connected early attendance with third-grade reading proficiency, which is considered a key indicator of future academic success. Applied Survey Research found that 64% of the students with good attendance in Kindergarten and first grade scored proficient on the state's third grade language arts test. That compares to 41% of the students who were chronically absent one of those years. For students chronically absent in both kindergarten and first grade, only 17% scored proficient. In fact, Ready's study showed that low-income kids who attended regularly appeared to benefit from the instruction more than the higher income peers. (www.attendanceworks.org).

Activity - Monthly Attendance Incentive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with perfect attendance will participate in a monthly incentive to encourage them to continue to make School attendance a high priority for them.	Other - Attendance Improvement Plan	08/14/2017	05/24/2018	\$0	No Funding Required	Administrator, School Staff

Measurable Objective 3:

collaborate to provide a safe and happy school climate and culture by 05/24/2018 as measured by a 2% growth in average % of positive feelings while at school on the Climate/Culture Student Survey, Jumpstart Sign-in Sheets, and 6th Grade Transition Day Agenda.

Strategy 1:

REACH Program - The REACH Program will be implemented with our 5th and 6th grade students. This program will allow them to have adult mentors to talk to about a

variety of issues relevant to them.

Category: Develop/Implement Student and School Culture Program

Research Cited: A 2009 study of the U.S. Department of Education's Student Mentoring Program reported statistically significant improvements for mentored youth compared to controls on a number of outcome measures, including perceived scholastic efficacy, truancy, and absenteeism. However, after correcting for potential capitalization on chance due to testing of effects for numerous outcomes, the authors concluded that there were no impacts on any of the student outcomes measured, either academic or social-emotional outcome.

Activity - REACH Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
REACH facilitators will complete REACH activities with the 5th and 6th grade students and provide training to their mentors.	Other - Student Mentoring	08/11/2017	05/24/2018	\$0	No Funding Required	REACH Facilitators, Mentor Teachers

Strategy 2:

K & 6th Transition Preparation & Support - Kindergarten students get a transition time to get acclimated to their surroundings, their teacher, other school personnel, and some of the expectations at school. 6th students go to the 7-12 campus for the same reason.

Category: Develop/Implement Student and School Culture Program

Research Cited: When it comes to closing the achievement gap in the early grades, students have a better chance of success later on when they make smooth transitions into school and when their schools have effective leadership. We also know that engaging in certain practices—backed by research—can help schools ease the transition for new kindergarten students and support their academic success through the early grades. One of these practices is involving families and communities in the transition to Kindergarten. According to the National Association of Elementary School Principals, strong connections between schools and families help stimulate a child's development. Examples include parents participating in classroom activities, and schools facilitating two-way communication with families and incorporating ideas and languages from a child's home culture. (<http://educationnorthwest.org/northwest-matters/six-ways-principals-can-support-transition-kindergarten>)

Research has found that the middle and high school "transition years" were a decisive turning point for many future dropouts. During the transition to middle school, academic performance and attendance declined somewhat for most students, but the deterioration was much steeper among future dropouts. The same thing happened later during the transition to high school. <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Keeping-kids-in-school-At-a-glance/Keeping-kids-in-school-Preventing-dropouts.html>

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Activity - K JumpStart	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten students will complete Jumpstart before their first day of Kindergarten. There is an agenda that includes them getting acclimated to their surroundings, their teacher, and other school personnel. They spend some time in their class getting to know their teacher and their expectations. This is also a valuable time for parents to learn about what is expected during their child's Kindergarten year.	Parent Involvement, Other - K Transition Support	08/07/2017	08/09/2017	\$0	No Funding Required	Administrator, Counselor, Media Specialist, Coach, K Teachers

Activity - 6th Grade Transition Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HS counselor and the 6th grade teachers collaborate to plan an afternoon in May for the 6th graders to visit the high school in order to take a tour. They also participate in an orientation that includes activities such as learning about the different periods their schedule will include and practicing opening lockers.	Other - 6th Transition Support	05/01/2018	05/24/2018	\$0	No Funding Required	Administrator, 6th Grade Teachers

Activity - PreK Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PreK students in our area are given the opportunity to participate in a daily PreK program funded by OSR. These students are provided developmentally appropriate & authentic learning opportunities.	Other - School Readiness	08/07/2017	05/24/2018	\$0	Other	Administrator, PreK Teacher, PreK Auxillary Teachers

Strategy 3:

Preparing for Safe Environment - Prepare teachers to provide a safe, productive environment for students

Category: Other - Students' Physical Safety

Research Cited: According to <https://safesupportivelearning.ed.gov/topic-research/safety/physical-safety>, in order for students to learn, they need to feel safe. It is essential that all students have the opportunity to attend schools that provide a safe environment where they can thrive and fully engage in their studies without the distraction and worry about physical safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates. Students who feel safe are more likely to stay in school and achieve academically. Students who are not fearful or worried about their safety feel more connected to their school and care more about their educational experience.

Activity - Epipen, Diabetes, & Blood Pathogen Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online, interactive training with a test at the end to determine proficiency	Other - Students' Physical Safety	08/07/2017	09/15/2017	\$0	No Funding Required	All Educators & Other Staff

Activity - Seizure Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Face-to-Face Seizure Training with the School Nurse	Other - Students' Physical Safety	08/07/2017	08/25/2017	\$0	No Funding Required	All Educators, Other Staff, Nurse

Activity - DHR Mandatory Reporter Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online training with a certificate awarded upon successful completion	Other - Students' Physical & Emotional Safety	08/07/2017	08/25/2017	\$0	No Funding Required	All Educators, All Other Staff

Strategy 4:

AdvancED Student Climate and Culture Survey - Our upper elementary students will be administered this survey in the fall and spring in order to identify their perception of our school and how they feel at school and when interacting with adults at school.

Category: Develop/Implement Student and School Culture Program

Research Cited: School climate has long been associated with student behaviors and attitudes. Researchers have suggested that students' perceptions and experiences of school influences the development of their self-esteem, self-perception, and health behaviors. In turn, these issues affect students' present and future health and well-being (Garralda, 1992). Due to the fact that school plays an instrumental role in a student's self-identity, the school can be either a risk factor or a

resource for the development of a student's health behaviors and general health.

Activity - Fall AdvancED Student Climate and Culture Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our upper elementary students will be administered this survey in the fall.	Other - Student Perception	09/01/2017	10/06/2017	\$0	No Funding Required	Administration and Educators

Activity - Spring AdvancED Student Climate and Culture Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our upper elementary students will be administered this survey in the Spring.	Other - Student Perception	04/02/2018	05/24/2018	\$0	No Funding Required	Administration and Educators

Goal 4: (2017/2018 Technology Goal) NBES will engage and empower learners through technology.

Measurable Objective 1:

collaborate to increase the use of emerging technologies by 05/24/2018 as measured by an increase in our parents' perception that we have adequate technology to meet their child's need measured by the Title I Community Survey given each Spring.

Strategy 1:

Technology Infusion - All teachers in K-6 will integrate available emerging technologies into their teaching in all content areas.

Category: Develop/Implement Learning Supports

Research Cited: At the heart of effective technology integration practices, digital technologies offer learners greater opportunities to be more actively involved in the learning experience. According to findings culled from five meta-analyses, blending technology with face-to-face teacher time generally produces better outcomes than

face-to-face or online learning alone (Cheung and Slavin, 2011; Cheung and Slavin, 2012; Tamim, Bernard, Borokhovski, Abrami, and Schmid, 2011; Means et al, 2009; Means et al., 2013). An analysis of effective technology use for at-risk students found that simply replacing teachers with computer-based instruction typically yields no learning benefits. Rather, blending technology with teachers to support interactive learning, exploration, and creation (instead of “drill and kill” techniques) leads to higher engagement and learning gains (Darling-Hammond, Zieleszinski, & Goldman, 2014) (<http://www.edutopia.org/technology-integration-research-learning-outcomes>)

Activity - Technology Infusion PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in a job-embedded PD session focusing on infusion technology to enhance student engagement. This will involve an informative piece, modeling, a planning session, and at least one side-by-side experience in their own classroom.	Professional Learning	10/16/2017	11/01/2017	\$0	No Funding Required	All Teachers

Activity - Increase in Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Devices will be easily accessible for students in all grade levels to allow active engagement in the learning process. In addition to the laptops and iPads in classrooms, 4 Chromebook Carts (30 devices each) will be shared among grade levels throughout each school day.	Technology	09/01/2017	05/24/2018	\$0	No Funding Required	All Educators

Strategy 2:

Digital Differentiated Curriculum - Teachers implement this in a variety of ways to provide differentiated learning opportunities for students, standards-based assessments, and other options available.

Category: Develop/Implement Learning Supports

Research Cited: Quality Digital Game-Based Learning (DGBL) should provide foundational skill sequencing and instantaneous, targeted feedback to students on academic mastery. It should also be agnostically accessible by students — on computers or tablets. DGBL provides learning mechanisms that separate "getting marks" from learning. A personalized and internalized sense of accomplishment (e.g., earning high scores, medals, and badges, and for honest effort to reinforce the notion that just trying matters; it's not all about getting an A. Confidence building is an important ingredient— and outcome— of DGBL, fostered learning. Getting a chance to win against an opponent, one's own top score record, or just the game itself builds confidence and encourages further engagement. Overwhelmingly supportive research-based evidence attests to the motivational value of DGBL.

Activity - Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This is an adaptive curriculum that provides intervention and enrichment in all content areas for grades 1-6.	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	All Educators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PreK Program	PreK students in our area are given the opportunity to participate in a daily PreK program funded by OSR. These students are provided developmentally appropriate & authentic learning opportunities.	Other - School Readiness	08/07/2017	05/24/2018	\$0	Administrator, PreK Teacher, PreK Auxillary Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Spring Title I Community Survey	A Title I survey is administered in order to get additional stakeholder feedback that is used in our comprehensive needs assessment.	Parent Involvement	04/02/2018	05/24/2018	\$0	All Educators
Common Planning	This planning time provides opportunities such as best practice development, collaborative standards-based planning, formative assessment, data analysis, and reflection time.	Professional Learning	08/28/2017	05/24/2018	\$0	General and Collaborative Teachers; County & School-Based Instructional Coaches; Administration
PreK Orientation/K Jump Start	Before the new school year begins, all Kindergarten parents are invited to a general assembly where they meet all faculty and staff members that will work with their child during the school day. General information is also provided regarding school policies and procedures. The parents then go to their child's classroom where their child's teacher explains the Kindergarten curriculum and classroom expectations, policies, and procedures. At the very beginning of the school year, our PreK Department has a Parent Orientation to acclimate parents to what the year will hold for their child.	Parent Involvement	08/07/2017	09/15/2017	\$0	Administrator, School Staff, PreK and K Teachers

ACIP

New Brockton Elementary School

Lunch on the Grounds with Grandparents	This is held in September to honor grandparents by having them come in and have a picnic lunch with their grandchild/grandchildren.	Community Engagement	09/22/2017	09/29/2017	\$0	Administrator, School Staff, Cafeteria Workers, PreK-6 Teachers
Inquiry-Based Cross-Curricular Learning Opportunities	The integration of daily teaching and learning moments into larger, project-based investigations so that children are more deeply engaged, and educators can focus on personalizing instruction to align with student interests, strengths, and areas of improvement. Children have the opportunity to develop critical process skills like communicating and representing ideas, organizing information, solving problems, and making connections between learning experiences.	Other - Developmentally Appropriate Learning Opportunities	08/11/2017	05/24/2018	\$0	Administration, P-3 Coaches, and Educators
K JumpStart	Kindergarten students will complete Jumpstart before their first day of Kindergarten. There is an agenda that includes them getting acclimated to their surroundings, their teacher, and other school personnel. They spend some time in their class getting to know their teacher and their expectations. This is also a valuable time for parents to learn about what is expected during their child's Kindergarten year.	Parent Involvement, Other - K Transition Support	08/07/2017	08/09/2017	\$0	Administrator, Counselor, Media Specialist, Coach, K Teachers
Monthly Attendance Incentive	Students with perfect attendance will participate in a monthly incentive to encourage them to continue to make School attendance a high priority for them.	Other - Attendance Improvement Plan	08/14/2017	05/24/2018	\$0	Administrator, School Staff
Increase in Technology	Devices will be easily accessible for students in all grade levels to allow active engagement in the learning process. In addition to the laptops and iPads in classrooms, 4 Chromebook Carts (30 devices each) will be shared among grade levels throughout each school day.	Technology	09/01/2017	05/24/2018	\$0	All Educators
Lights on After School	An event held in October when parents are encouraged to come into our school and talk with their child's teacher, pick up their report card, and participate in the Book Fair. A questionnaire is sent home after this night to gain input from parents about effectiveness of the night.	Parent Involvement	10/04/2017	10/20/2017	\$0	All Educators
Holiday Parent Luncheons	Parents will be provided the opportunity to eat holiday lunch with their child.	Parent Involvement	11/01/2017	05/24/2018	\$0	All Educators and Lunch Room Staff
Stride Academy	This is an adaptive curriculum that provides intervention and enrichment in all content areas for grades 1-6.	Academic Support Program	08/14/2017	05/24/2018	\$0	All Educators
DHR Mandatory Reporter Training	Online training with a certificate awarded upon successful completion	Other - Students' Physical & Emotional Safety	08/07/2017	08/25/2017	\$0	All Educators, All Other Staff

ACIP

New Brockton Elementary School

NBES Open House	Title I/ACIP Meeting held during this time with a Title I informational brochure being sent home; school/community meet and greet; student and family meet teacher and visit classroom; HOPE Survey distributed inquiring about parent volunteer interests; NB Youth Sports Association holds registration for fall sports; NBCLC holds registration for after school program; variety of parent informational materials provided to include the School-Parent-Student Partnerships for Academic Success Compact	Community Engagement	08/10/2017	08/10/2017	\$0	All Educators
Seizure Training	Face-to-Face Seizure Training with the School Nurse	Other - Students' Physical Safety	08/07/2017	08/25/2017	\$0	All Educators, Other Staff, Nurse
Vertically Aligned Math PLTs	Math Educators will collaborate in order to deepen their understanding of the CCSS Math Content Standards and Practice Standards, to increase the amount of best practice "tools" in their toolboxes, and monitor for success of implemented instructional and assessment strategies.	Professional Learning	08/07/2017	05/24/2018	\$0	Administrator and Math PLC participants
Analysis of summative assessment data	Summative Assessment data will be analyzed.	Professional Learning	09/01/2017	05/24/2018	\$0	All Educators
Differentiated Instruction	Differentiated Instruction will be used daily by all teachers at NBES. (Strategy description section discusses the variety of methods that this is achieved) This will be supported and monitored through our professional development opportunities to include job-embedded PD (ie. common planning, PLCs)	Academic Support Program	08/11/2017	05/24/2018	\$0	Administration, Instructional Coach(es), All Educators
Samuel PD	A committee of teachers will attend this PD and then turn it around to all NBES teachers. Teachers will use strategies and resources provided in order to provide appropriate instruction and assessment for EL students.	Professional Learning	10/01/2017	05/24/2018	\$0	Administrator, Counselor, General Education & Collaborative Teachers
Fall AdvancED Student Climate and Culture Survey	Our upper elementary students will be administered this survey in the fall.	Other - Student Perception	09/01/2017	10/06/2017	\$0	Administration and Educators
AMSTI PD & Implementation	Teachers receive PD and are provided the AMSTI Kits for Science instruction. Students are involved in various hands-on investigations in which they are required to problem solve and use higher order thinking skills during these learning experiences.	Other - PD & Implementation	08/11/2017	05/24/2018	\$0	All Science Teachers
Pre-K-1st Professional Development	Throughout the year, grantees will participate in ongoing observation and joint planning sessions, provide increased opportunities for teachers to share best practices, and organize collaborative professional development meetings across all grade levels. The program will emphasize effective teaching, instructional coherence, and meaningful learning opportunities as keys to improving student success.	Professional Learning	08/07/2017	05/24/2018	\$0	Administrator and Educators

ACIP

New Brockton Elementary School

Technology Infusion PD	Teachers will have the opportunity to participate in a job-embedded PD session focusing on infusion technology to enhance student engagement. This will involve an informative piece, modeling, a planning session, and at least one side-by-side experience in their own classroom.	Professional Learning	10/16/2017	11/01/2017	\$0	All Teachers
Stride Academy	Teachers implement this adaptive curriculum that provides intervention and enrichment in all content areas for grades 1-6 in a variety of ways to provide differentiated learning opportunities for students, standards-based assessments, and other options available.	Academic Support Program	08/21/2017	05/24/2018	\$0	General Education & Collaborative Teachers
School Policy and Procedures	Overview of faculty guidelines and expectations	Professional Learning	08/07/2017	09/01/2017	\$0	Administrator
CCS Pacing Guides	CCS Pacing Guides will be analyzed and notes about resources used and revision suggestions throughout school year.	Professional Learning	08/07/2017	05/24/2018	\$0	All Educators
Tiers of Instruction	Professional Learning will be provided to address tiered instruction.	Professional Learning	08/07/2017	05/24/2018	\$0	All Educators
ELP Standards & Can Do Descriptors Exploration & Implementation	ELP Standards & Can Do Descriptors will be explored and used by teachers during common planning times. Teachers of EL students will reference the WIDA English Language Proficiency (ELP) Standards and the Can Do Descriptors when planning for instruction, practice, and assessment.	Professional Learning	08/11/2017	05/24/2018	\$0	General Education and Collaborative Teachers, Counselor, Instructional Coach
Evidence of Implementation	Mentors and mentees participate in surveys and mentors keep mentor logs	Recruitment and Retention	08/07/2017	05/24/2018	\$0	Mentors and Mentees
6th Grade Transition Program	The HS counselor and the 6th grade teachers collaborate to plan an afternoon in May for the 6th graders to visit the high school in order to take a tour. They also participate in an orientation that includes activities such as learning about the different periods their schedule will include and practicing opening lockers.	Other - 6th Transition Support	05/01/2018	05/24/2018	\$0	Administrator, 6th Grade Teachers
REACH Activities	REACH facilitators will complete REACH activities with the 5th and 6th grade students and provide training to their mentors.	Other - Student Mentoring	08/11/2017	05/24/2018	\$0	REACH Facilitators, Mentor Teachers
Principal Activities	Orient new teachers, provide instructional support, create professional culture, assign mentors to new teachers	Recruitment and Retention	08/07/2017	05/24/2018	\$0	Administrator
Epipen, Diabetes, & Blood Pathogen Training	Online, interactive training with a test at the end to determine proficiency	Other - Students' Physical Safety	08/07/2017	09/15/2017	\$0	All Educators & Other Staff
Fall AdvancED Parent Climate and Culture Survey	This survey is administered in order to get stakeholder feedback that is used in our comprehensive needs assessment.	Parent Involvement	09/01/2017	09/29/2017	\$0	All Educators

ACIP

New Brockton Elementary School

Spring AdvancED Student Climate and Culture Survey	Our upper elementary students will be administered this survey in the Spring.	Other - Student Perception	04/02/2018	05/24/2018	\$0	Administration and Educators
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Sound Sensible/S.P.I.R.E Intervention	Sound Sensible/S.P.I.R.E., a multi-sensory systematic reading and language arts program designed for struggling readers will be implemented as a daily Tier II and Tier III intervention curriculum used with identified students. This will accelerate their growth.	Academic Support Program	09/01/2017	05/24/2018	\$1200	General Education Teachers, Collaborative Teachers, & Interventionist
Total					\$1200	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Spring 2017 Title I Community Survey Results attached Fall 2017 AdvancED Climate and Culture Survey Results attached	Title I Community Survey Spring 2017 Fall 2017 AdvancED Climate & Culture Survey Results

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

The school keeps parents informed of school activities & parents feel welcome in the school.
Parents are satisfied with the school's rules & regulations, amount of homework, curriculum, and parent/teacher communication.
Parent's feel their child's education is preparing them to be lifelong learners.

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

Based on the NBES Title1 Community Survey that was administered in the Spring of 2017 results showed that parents are informed of school activities and are made to feel welcome. Parents are also satisfied with our school rules and regulations, amount of homework, curriculum, and parent/teacher communication. Parents also feel that their child's education is preparing them to be lifelong learners.

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

Based on the 2017-2018 Advanced Ed Climate and Culture Parent Survey, parents perceive that interactions with our staff as respectful and helpful. Stakeholders also perceived their child increasing thinking skills and working with others during class. Positive reinforcement and communicating daily learning targets was another notable area of achievement based on the 2017-2018 Climate and Culture Parent Survey.

Areas in Need of Improvement

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

Parents expressed concern that the school's technology is adequate to meet their children's needs.

Parents expressed concern about being appropriately involved in the decision-making process of the school.

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

Based on the NBES Title 1 Community Survey that was administered in the Spring of 2017, parents expressed concerns that our school technology is adequate to meet their children's needs. Being appropriately involved in decision-making involving school processes was another area of concern.

What are the implications for these stakeholder perceptions?

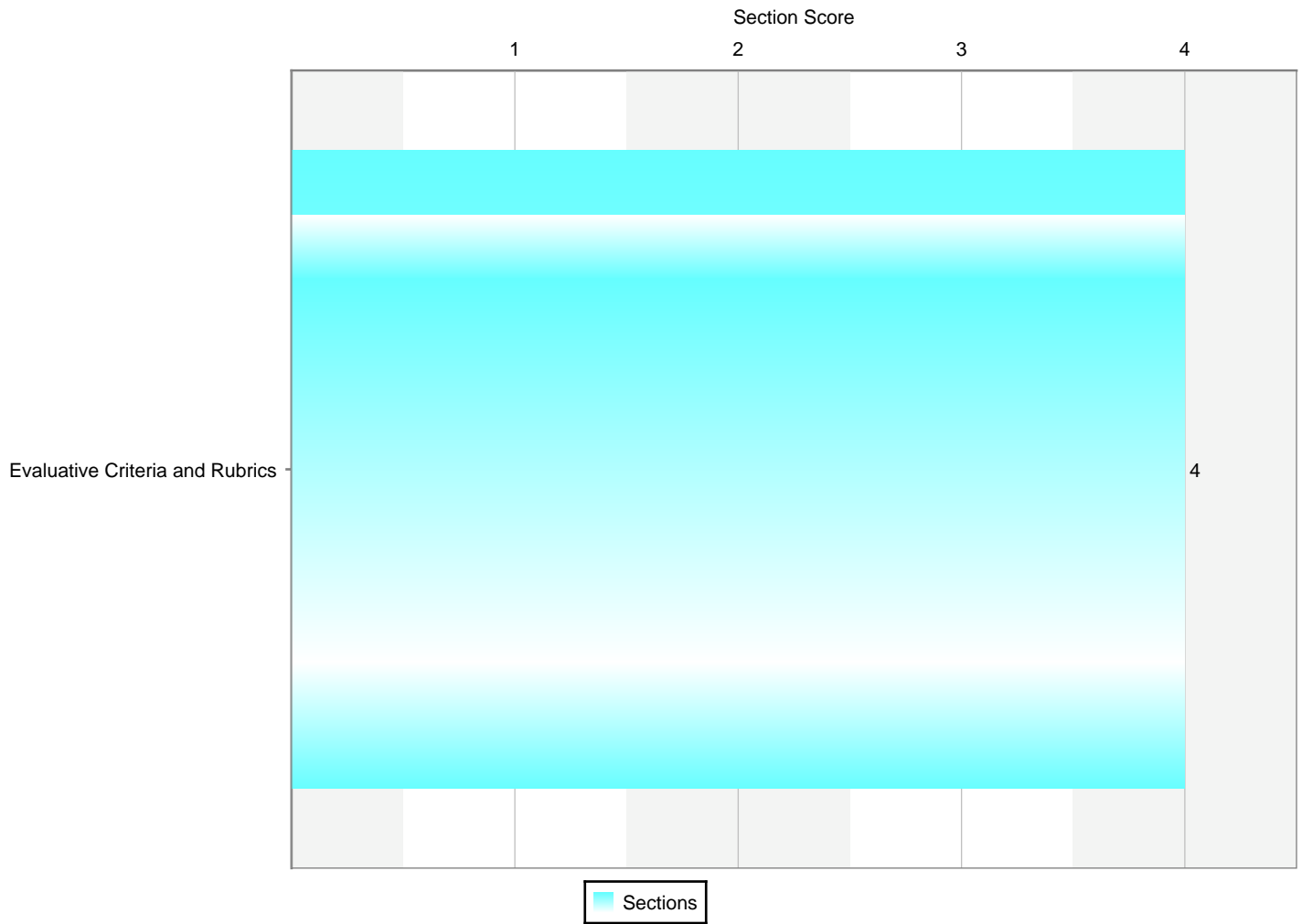
The implications of the stakeholder perceptions could result in a vote of no confidence with NBES' ability to teach students within a digital platform. If we do not properly communicate with our parents about important decisions regarding their children's education, they could view our school through a negative lens and perceive that their opinions and concerns are not important.

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

Based on the first years results of the Advanced Ed Climate and Culture Parent Survey, our stakeholders perceive that writing and having to complete worksheets are areas that need improvement.

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?

The NBES Title I Community Survey was completed in Spring 2017. This survey included statements related to parent involvement in school, reasonable school rules, curriculum, technology, grading, student behavior, challenging academic work, meaningful homework assignments, promotion of a drug-free environment, lifelong learning preparation, and the Parent Involvement Plan that was distributed to parents in Spring 2016. AdvancEd-generated surveys were completed by the staff and 3rd through 6th grade students in the Fall of 2016. The following Assist surveys were also given in Fall 2017: Climate & Culture Elementary School Student Survey (09/27/2017), Climate & Culture Teacher Survey (09/27/2017),

Climate & Culture Staff Survey (09/27/2017), and Parent Survey (09/27/2017). The data generated from all of these surveys was used to identify our school's strengths and weaknesses. School-wide data, including ACT Aspire and DIBELS Next, was also considered when developing the improvement plan. This data was analyzed to identify areas of strength and areas of concern.

BLT members also collected a variety of other evidence to include student and faculty/staff attendance, discipline reports, completed school program evaluations, updated community demographics, evaluated professional development successes/needs, evaluated effectiveness of transition services, looked at EL program progress, and the implementation of the RtI process.

What were the results of the comprehensive needs assessment?

CULTURE DATA ANALYSIS

Student Attendance - a need to continue efforts to increase student attendance

Discipline - significant decrease in discipline referrals

ACADEMIC ACHIEVEMENT

Reading

Strengths: When looking at the student growth percentiles, all grade levels' growth is within range of target. 3rd & 4th grade scored above the national average. 4th reading achievement shows continual increase in achievement. Weaknesses: Reading achievement, overall, is weaker than math achievement. 3rd, 4th, & 5th show no consistent increase in achievement.

Math

Strengths: When looking at the student growth percentiles, 3rd to 4th and 5th to 6th growth is within the range of target. 4th to 5th growth is significantly above target. 3rd, 4th, & 6th (exceeding & ready) scored above the national average. 5th was equivalent to the national average. The trend in math shows (other than this last year in 3rd) shows a yearly increase in achievement.

Science

Strengths: The trend in 5th science shows a yearly increase in achievement.

ACCESS 2.0

Strengths: Listening & Writing

Weaknesses: Speaking & Reading

AAA

No obvious strength nor weakness noted when considering reading vs. math; however, it was evident that the older our students are, the better their achievement.

What conclusions were drawn from the results?

NBES stakeholders' perception continues to be positive and our parents and students continue to have confidence in the teachers. Our school continues to pursue what is best for our students as evidenced by the results of our student surveys and our growth in achievement on the ACT Aspire. We do, however, need to increase our reading proficiency in all grade levels. We do need to continue to focus on formative assessment and continue our integration of technology into our curriculum in order to benefit our students. We must continue to focus on increasing student attendance.

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

NBES stakeholders' perception continues to be positive and our parents and students continue to have confidence in the teachers. Our school continues to pursue what is best for our students as evidenced by the results of our student surveys and our growth in achievement on the ACT Aspire. We do, however, need to increase our reading proficiency in all grade levels. We do need to continue to focus on formative assessment and continue our integration of technology into our curriculum in order to benefit our students. We must continue to focus on increasing student attendance.

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

Our school goals are connected to the comprehensive needs assessment because the goals were developed while referencing and considering the priority needs identified by while completing the assessment.

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

The academic goals are developed based on analysis of achievement scores on DIBELS Next, ACT Aspire, AAA, and ACCESS 2.0. The parent engagement goal was developed based on the Title I Community Survey. The safety goal is reviewed by administration. The attendance goal was developed based on analysis of attendance data.

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

The entire school population (including instructional achievement gaps, ELL students, students receiving Title I services, students considered in poverty, and our special education population) was analyzed.

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:

(2017/2018 CCSS Goal) New Brockton Elementary School general education and collaborative teachers will engage learners in strategic, data-driven instruction, practice, and assessment in all content areas.

Measurable Objective 1:

A total of 7 English Learners students will increase student growth (or maintain current 6.0) in their speaking in English Language Arts by 05/24/2018 as measured by as evidenced by the ACCESS 2.0.

Strategy1:

Utilization of ELL Resources - Teachers of EL students will reference the WIDA English Language Proficiency (ELP) Standards and the Can Do Descriptors when planning for instruction, practice, and assessment.

Category: Develop/Implement Learning Supports

Research Cited: The WIDA ELP Standards along with their strands of model performance indicators—which represent social, instructional and academic language—have been augmented by TESOL as the national model. By developing the ELP standards, the WIDA Consortium has responded to demands to link language learning with state academic content standards and to address educators' needs in three different areas: 1). Pedagogy, 2). Assessment, and 3). Educational policy. The development of WIDA's ELP standards has been in response to recent educational change brought about through theory, research and legislation.

(https://www.wida.us/standards/resource_guide_web.pdf)

Activity - ELP Standards & Can Do Descriptors Exploration & Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELP Standards & Can Do Descriptors will be explored and used by teachers during common planning times. Teachers of EL students will reference the WIDA English Language Proficiency (ELP) Standards and the Can Do Descriptors when planning for instruction, practice, and assessment.	Professional Learning	08/11/2017	05/24/2018	\$0 - No Funding Required	General Education and Collaborative Teachers, Counselor, Instructional Coach

Strategy2:

ELL PD - Teachers will attend professional development to increase their understanding and implementation of strategies that are needed in order to provide instruction and assessment to the EL population.

Category: Develop/Implement Professional Learning and Support

Research Cited: The WIDA ELP Standards along with their strands of model performance indicators—which represent social, instructional and academic language—have been augmented by TESOL as the national model. By developing the ELP standards, the WIDA Consortium has responded to demands to link language learning with state academic content standards and to address educators' needs in three different areas: 1). Pedagogy, 2). Assessment, and 3). Educational policy. The development of WIDA's ELP standards has been in response to recent educational change brought about through theory, research and legislation.

(https://www.wida.us/standards/resource_guide_web.pdf)

Activity - Samuel PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers will attend this PD and then turn it around to all NBES teachers. Teachers will use strategies and resources provided in order to provide appropriate instruction and assessment for EL students.	Professional Learning	10/01/2017	05/24/2018	\$0 - No Funding Required	Administrator, Counselor, General Education & Collaborative Teachers

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth in the overall placement indicator quartiles in Reading by 05/24/2018 as measured by Scantron Performance Series Assessment.

Strategy1:

Multisensory Intervention Program - Sound Sensible/S.P.I.R.E., a multi-sensory systematic reading and language arts program designed for struggling readers will be implemented as a daily Tier II and Tier III intervention curriculum used with identified students. This will accelerate their growth.

Category: Develop/Implement Learning Supports

Research Cited: When considering the development of reading abilities there are three themes. First, reading is a strategic process. Fluent readers employ a variety of strategies to understand text (Juel & Minden-Cupp, 2000) and teachers should provide young students with instruction and practice in using those strategies. Second, reading instruction should be differentiated (Spiro, 2001). Teachers should provide instruction that is varied and that results in students' ability to flexibly switch between different approaches when dealing with text. Third, the reader's ultimate goal is meaning construction, or the comprehension of text in light of prior knowledge and purpose. The S.P.I.R.E.® curriculum addresses all three themes. Strategies for successful reading are introduced through direct teacher-led instruction and practiced by students in monitored reading situations. Second, S.P.I.R.E. provides instruction at a variety of different levels, matching it to student needs. Finally, each lesson in S.P.I.R.E. draws students back to the core of what reading is all about, employing newly learned strategies in real reading situations in order to comprehend text.

Activity - Sound Sensible/S.P.I.R.E Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sound Sensible/S.P.I.R.E., a multi-sensory systematic reading and language arts program designed for struggling readers will be implemented as a daily Tier II and Tier III intervention curriculum used with identified students. This will accelerate their growth.	Academic Support Program	09/01/2017	05/24/2018	\$1200 - Title I Schoolwide	General Education Teachers, Collaborative Teachers, & Interventionist

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:
 (2017/2018 CCSS Goal) New Brockton Elementary School general education and collaborative teachers will engage learners in strategic, data-driven instruction, practice, and assessment in all content areas.

Measurable Objective 1:
 A 2% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth in the overall placement indicator quartiles in Reading by 05/24/2018 as measured by Scantron Performance Series Assessment.

Strategy1:
 Multisensory Intervention Program - Sound Sensible/S.P.I.R.E., a multi-sensory systematic reading and language arts program designed for struggling readers will be implemented as a daily Tier II and Tier III intervention curriculum used with identified students. This will accelerate their growth.

Category: Develop/Implement Learning Supports

Research Cited: When considering the development of reading abilities there are three themes. First, reading is a strategic process. Fluent readers employ a variety of strategies to understand text (Juel & Minden-Cupp, 2000) and teachers should provide young students with instruction and practice in using those strategies. Second, reading instruction should be differentiated (Spiro, 2001). Teachers should provide instruction that is varied and that results in students' ability to flexibly switch between different approaches when dealing with text. Third, the reader's ultimate goal is meaning construction, or the comprehension of text in light of prior knowledge and purpose. The S.P.I.R.E.® curriculum addresses all three themes. Strategies for successful reading are introduced through direct teacher-led instruction and practiced by students in monitored reading situations. Second, S.P.I.R.E. provides instruction at a variety of different levels, matching it to student needs. Finally, each lesson in S.P.I.R.E. draws students back to the core of what reading is all about, employing newly learned strategies in real reading situations in order to comprehend text.

Activity - Sound Sensible/S.P.I.R.E Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sound Sensible/S.P.I.R.E., a multi-sensory systematic reading and language arts program designed for struggling readers will be implemented as a daily Tier II and Tier III intervention curriculum used with identified students. This will accelerate their growth.	Academic Support Program	09/01/2017	05/24/2018	\$1200 - Title I Schoolwide	General Education Teachers, Collaborative Teachers, & Interventionist

Strategy2:
 Job-Embedded Professional Development - Common Planning - All K-6 general education and special education teachers will participate in SY 2017-2018

ongoing campus-based professional development (common planning) facilitated by the instructional coach. These rounds provide opportunities for best practice development, collaborative standards-based planning, data analysis, and reflection time.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional development is defined as “ the process of improving staff skills and competencies needed to produce outstanding educational results for students” (Hassel, 1999). As Thomas Guskey (2000, p.4) states, “One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development.”Professional development is key to meeting today’s educational demands.

The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bembry, 1998; Rivers, 1999; Sanders & Rivers, 1996). (http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These rounds provide opportunities such as best practice development, collaborative standards-based planning, data analysis, and reflection time.	Professional Learning	08/28/2017	05/24/2018	\$0 - No Funding Required	General and Collaborative Teachers; Instructional Coach; Administration

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth in the overall placement indicator quartiles in Mathematics by 05/24/2018 as measured by SCANTRON Performance Series Assessment.

Strategy1:

Job-Embedded Professional Development - Common Planning - All K-6 general education and special education teachers will participate in ongoing campus-based professional development (common planning) facilitated by the instructional coach. These rounds provide opportunities for best practice development, collaborative standards-based planning, data analysis, and reflection time.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional development is defined as “ the process of improving staff skills and competencies needed to produce outstanding educational results for students” (Hassel, 1999). As Thomas Guskey (2000, p.4) states, “One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development.”Professional development is key to meeting today’s educational demands.

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Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These rounds provide opportunities such as best practice development, collaborative standards-based planning, data analysis, and reflection time.	Professional Learning	08/28/2017	05/24/2018	\$0 - No Funding Required	General and Collaborative Teachers; Instructional Coach; Administration

Strategy2:

Digital Differentiated Curriculum - Teachers implement an adaptive curriculum that provides intervention and enrichment in all content areas for grades 1-6.

in a variety of ways to provide differentiated learning opportunities for students, standards-based assessments, and other options available.

Category: Develop/Implement Learning Supports

Research Cited: Quality Digital Game-Based Learning (DGBL) should provide foundational skill sequencing and instantaneous, targeted feedback to students on academic mastery. It should also be agnostically accessible by students — on computers or tablets. DGBL provides learning mechanisms that separate "getting marks" from

A personalized and internalized sense of accomplishment (e.g., earning high scores, medals, and badges, and for honest effort to reinforce the notion that just trying matters; it's not all about getting an A. Confidence building is an important ingredient— and outcome— of DGBL, fostered learning. Getting a chance to win against an opponent, one's own top score record, or just the game itself builds confidence and encourages further engagement. Overwhelmingly supportive research-based evidence attests to the motivational value of DGBL.

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers implement this adaptive curriculum that provides intervention and enrichment in all content areas for grades 1-6 in a variety of ways to provide differentiated learning opportunities for students, standards-based assessments, and other options available.	Academic Support Program	08/21/2017	05/24/2018	\$0 - No Funding Required	General Education & Collaborative Teachers

Measurable Objective 3:

A total of 7 English Learners students will increase student growth (or maintain current 6.0) in their speaking in English Language Arts by 05/24/2018 as measured by as evidenced by the ACCESS 2.0.

Strategy1:

Utilization of ELL Resources - Teachers of EL students will reference the WIDA English Language Proficiency (ELP) Standards and the Can Do Descriptors when planning for instruction, practice, and assessment.

Category: Develop/Implement Learning Supports

Research Cited: The WIDA ELP Standards along with their strands of model performance indicators—which represent social, instructional and academic language—have been augmented by TESOL as the national model. By developing the ELP standards, the WIDA Consortium has responded to demands to link language learning with state academic content standards and to address educators' needs in three different areas: 1). Pedagogy, 2). Assessment, and 3). Educational policy. The development of WIDA's ELP standards has been in response to recent educational change brought about through theory, research and legislation.

(https://www.wida.us/standards/resource_guide_web.pdf)

Activity - ELP Standards & Can Do Descriptors Exploration & Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELP Standards & Can Do Descriptors will be explored and used by teachers during common planning times. Teachers of EL students will reference the WIDA English Language Proficiency (ELP) Standards and the Can Do Descriptors when planning for instruction, practice, and assessment.	Professional Learning	08/11/2017	05/24/2018	\$0 - No Funding Required	General Education and Collaborative Teachers, Counselor, Instructional Coach

Strategy2:

ELL PD - Teachers will attend professional development to increase their understanding and implementation of strategies that are needed in order to provide instruction and assessment to the EL population.

Category: Develop/Implement Professional Learning and Support

Research Cited: The WIDA ELP Standards along with their strands of model performance indicators—which represent social, instructional and academic language—have been augmented by TESOL as the national model. By developing the ELP standards, the WIDA Consortium has responded to demands to link language learning with state academic content standards and to address educators' needs in three different areas: 1). Pedagogy, 2). Assessment, and 3). Educational policy. The development of WIDA's ELP standards has been in response to recent educational change brought about through theory, research and legislation.

(https://www.wida.us/standards/resource_guide_web.pdf)

Activity - Samuel PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers will attend this PD and then turn it around to all NBES teachers. Teachers will use strategies and resources provided in order to provide appropriate instruction and assessment for EL students.	Professional Learning	10/01/2017	05/24/2018	\$0 - No Funding Required	Administrator, Counselor, General Education & Collaborative Teachers

Goal 2:

(2017/2018 Highly Effective Educators Goal) New Brockton Elementary School will continue to attract, recruit, and retain highly effective educators.

Measurable Objective 1:

collaborate to ensure the positive impact of the Alabama Teacher Mentoring Program and the Coffee County Schools Mentoring Program by 05/24/2018 as measured by a decrease in our 9.4% turnover rate and successful orientation of new teachers in the 2017/2018 school year.

Strategy1:

Teaching and Learning - Professional Learning will include the following topics: data analysis, pacing guides, tiered instruction, and formative assessment.

Category: Develop/Implement Professional Learning and Support

Research Cited: The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bembry, 1998; Rivers, 1999; Sanders & Rivers, 1996). (http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)

Activity - Tiers of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in PD that supports the strengthening of all three tiers of instruction.	Academic Support Program	09/04/2017	05/24/2018	\$0 - No Funding Required	General Education and Collaborative Teachers, Instructional Coach

Goal 3:

(2017/2018 Teacher Effectiveness & Retention Goal) New Brockton Elementary School will continue to attract, recruit, and retain highly effective educators.

Measurable Objective 1:

collaborate to orient new teachers to Coffee County and NBES expectations for professionalism and growth of all students by 05/24/2018 as measured by a decrease in our 9.4% turnover rate and successful orientation of new teachers in the 2017/2018 school year.

Strategy1:

Teaching and Learning - Professional Learning will include the following topics: data analysis, pacing guides, tiered instruction, and formative assessment.

Category: Develop/Implement Professional Learning and Support

Research Cited: The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bembry, 1998; Rivers, 1999; Sanders & Rivers, 1996). (http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)

Activity - Tiers of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning will be provided to address tiered instruction.	Professional Learning	08/07/2017	05/24/2018	\$0 - No Funding Required	All Educators

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Activity - Analysis of summative assessment data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summative Assessment data will be analyzed.	Professional Learning	09/01/2017	05/24/2018	\$0 - No Funding Required	All Educators

Activity - CCS Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCS Pacing Guides will be analyzed and notes about resources used and revision suggestions throughout school year.	Professional Learning	08/07/2017	05/24/2018	\$0 - No Funding Required	All Educators

Goal 4:

(2017/2018 Culture & Climate Goal) NBES will have a positive school climate and culture that fosters community involvement and youth development/learning necessary for a productive, contributing & satisfying life.

Measurable Objective 1:

increase student growth in attendance by 05/24/2018 as measured by a 2% growth in student attendance from the beginning of the year attendance report to the end of the year attendance report.

Strategy1:

Attendance Incentive Plan - The BLT developed an attendance incentive plan that rewards students for consistency in school attendance. The principal will track absences, send attendance letters, and attendance meeting request are sent home to parents/guardians. Students with perfect attendance are rewarded monthly with each month's incentive being new and exciting.

Category: Develop/Implement Student and School Culture Program

Research Cited: A 2011 California study connected early attendance with third-grade reading proficiency, which is considered a key indicator of future academic success. Applied Survey Research found that 64% of the students with good attendance in Kindergarten and first grade scored proficient on the state's third grade language arts test. That compares to 41% of the students who were chronically absent one of those years. For students chronically absent in both kindergarten and first grade, only 17% scored proficient. In fact, Ready's study showed that low-income kids who attended regularly appeared to benefit from the instruction more than the higher income peers.

(www.attendanceworks.org).

Activity - Monthly Attendance Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with perfect attendance will participate in a monthly incentive to encourage them to continue to make School attendance a high priority for them.	Other - Attendance Improvement Plan	08/14/2017	05/24/2018	\$0 - No Funding Required	Administrator, School Staff

Goal 5:

(2017/2018 Technology Goal) NBES will engage and empower learners through technology.

Measurable Objective 1:

collaborate to increase the use of emerging technologies by 05/24/2018 as measured by an increase in our parents' perception that we have adequate technology to meet their child's need measured by the Title I Community Survey given each Spring.

Strategy1:

Technology Infusion - All teachers in K-6 will integrate available emerging technologies into their teaching in all content areas.

Category: Develop/Implement Learning Supports

Research Cited: At the heart of effective technology integration practices, digital technologies offer learners greater opportunities to be more actively involved in the learning experience. According to findings culled from five meta-analyses, blending technology with face-to-face teacher time generally produces better outcomes than face-to-face or online learning alone (Cheung and Slavin, 2011; Cheung and Slavin, 2012; Tamim, Bernard, Borokhovski, Abrami, and Schmid, 2011; Means et al, 2009; Means et al., 2013). An analysis of effective technology use for at-risk students found that simply replacing teachers with computer-based instruction typically yields no learning benefits. Rather, blending technology with teachers to support interactive learning, exploration, and creation (instead of "drill and kill" techniques) leads to higher engagement and learning gains (Darling-Hammond, Zieiezinski, & Goldman, 2014) (<http://www.edutopia.org/technology-integration-research-learning-outcomes>)

Activity - Technology Infusion PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to participate in a job-embedded PD session focusing on infusion technology to enhance student engagement. This will involve an informative piece, modeling, a planning session, and at least one side-by-side experience in their own classroom.	Professional Learning	10/16/2017	11/01/2017	\$0 - No Funding Required	All Teachers

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

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

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

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

(2017/2018 CCSS Goal) New Brockton Elementary School general education and collaborative teachers will engage learners in strategic, data-driven instruction, practice, and assessment in all content areas.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth in the overall placement indicator quartiles in Mathematics by 05/24/2018 as measured by SCANTRON Performance Series Assessment.

Strategy1:

Digital Differentiated Curriculum - Teachers implement an adaptive curriculum that provides intervention and enrichment in all content areas for grades 1-6.

in a variety of ways to provide differentiated learning opportunities for students, standards-based assessments, and other options available.

Category: Develop/Implement Learning Supports

Research Cited: Quality Digital Game-Based Learning (DGBL) should provide foundational skill sequencing and instantaneous, targeted feedback to students on academic mastery. It should also be agnostically accessible by students — on computers or tablets. DGBL provides learning mechanisms that separate "getting marks" from

A personalized and internalized sense of accomplishment (e.g., earning high scores, medals, and badges, and for honest effort to reinforce the notion that just trying matters; it's not all about getting an A. Confidence building is an important ingredient— and outcome— of DGBL,fostered learning. Getting a chance to win against an opponent, one's own top score record, or just the game itself builds confidence and encourages further engagement. Overwhelmingly supportive research-based evidence attests to the motivational value of DGBL.

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers implement this adaptive curriculum that provides intervention and enrichment in all content areas for grades 1-6 in a variety of ways to provide differentiated learning opportunities for students, standards-based assessments, and other options available.	Academic Support Program	08/21/2017	05/24/2018	\$0 - No Funding Required	General Education & Collaborative Teachers

Strategy2:

Job-Embedded Professional Development - Common Planning - All K-6 general education and special education teachers will participate in ongoing campus-based professional development (common planning) facilitated by the instructional coach. These rounds provide opportunities for best practice development, collaborative standards-based planning, data analysis, and reflection time.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional development is defined as “ the process of improving staff skills and competencies needed to produce outstanding educational results for students” (Hassel, 1999). As Thomas Guskey (2000, p.4) states, “One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development.”Professional development is key to meeting today's educational demands.

The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000;

Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bemby, 1998; Rivers, 1999; Sanders & Rivers, 1996). (http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These rounds provide opportunities such as best practice development, collaborative standards-based planning, data analysis, and reflection time.	Professional Learning	08/28/2017	05/24/2018	\$0 - No Funding Required	General and Collaborative Teachers; Instructional Coach; Administration

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth and Sixth grade students will increase student growth in the overall placement indicator quartiles in Reading by 05/24/2018 as measured by Scantron Performance Series Assessment.

Strategy1:

Job-Embedded Professional Development - Common Planning - All K-6 general education and special education teachers will participate in ongoing campus-based professional development (common planning) facilitated by the instructional coach. These rounds provide opportunities for best practice development, collaborative standards-based planning, data analysis, and reflection time.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional development is defined as “ the process of improving staff skills and competencies needed to produce outstanding educational results for students” (Hassel, 1999). As Thomas Guskey (2000, p.4) states, “One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development.”Professional development is key to meeting today’s educational demands.

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Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These rounds provide opportunities such as best practice development, collaborative standards-based planning, data analysis, and reflection time.	Professional Learning	08/28/2017	05/24/2018	\$0 - No Funding Required	General and Collaborative Teachers; Instructional Coach; Administration

Strategy2:

Multisensory Intervention Program - Sound Sensible/S.P.I.R.E., a multi-sensory systematic reading and language arts program designed for struggling readers will be implemented as a daily Tier II and Tier III intervention curriculum used with identified students. This will accelerate their growth.

Category: Develop/Implement Learning Supports

Research Cited: When considering the development of reading abilities there are three themes. First, reading is a strategic process. Fluent readers employ a variety of strategies to understand text (Juel & Minden-Cupp, 2000) and teachers should provide young students with instruction and practice in using those strategies. Second, reading instruction should be differentiated (Spiro, 2001). Teachers should provide instruction that is varied and that results in students' ability to flexibly switch between different approaches when dealing with text. Third, the reader's ultimate goal is meaning construction, or the comprehension of text in light of prior knowledge and purpose. The S.P.I.R.E.® curriculum addresses all three themes. Strategies for successful reading are introduced through direct teacher-led instruction and practiced by students in monitored reading situations. Second, S.P.I.R.E. provides instruction at a variety of different levels, matching it to student needs. Finally, each lesson in S.P.I.R.E. draws students back to the core of what reading is all about, employing newly learned strategies in real reading situations in order to comprehend text.

Activity - Sound Sensible/S.P.I.R.E Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sound Sensible/S.P.I.R.E., a multi-sensory systematic reading and language arts program designed for struggling readers will be implemented as a daily Tier II and Tier III intervention curriculum used with identified students. This will accelerate their growth.	Academic Support Program	09/01/2017	05/24/2018	\$1200 - Title I Schoolwide	General Education Teachers, Collaborative Teachers, & Interventionist

Measurable Objective 3:

A total of 7 English Learners students will increase student growth (or maintain current 6.0) in their speaking in English Language Arts by 05/24/2018 as measured by as evidenced by the ACCESS 2.0.

Strategy1:

Utilization of ELL Resources - Teachers of EL students will reference the WIDA English Language Proficiency (ELP) Standards and the Can Do Descriptors when planning for instruction, practice, and assessment.

Category: Develop/Implement Learning Supports

Research Cited: The WIDA ELP Standards along with their strands of model performance indicators—which represent social, instructional and academic language—have been augmented by TESOL as the national model. By developing the ELP standards, the WIDA Consortium has responded to demands to link language learning with state academic content standards and to address educators' needs in three different areas: 1). Pedagogy, 2). Assessment, and 3). Educational policy. The development of WIDA's ELP standards has been in response to recent educational change brought about through theory, research and legislation.

(https://www.wida.us/standards/resource_guide_web.pdf)

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Activity - ELP Standards & Can Do Descriptors Exploration & Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELP Standards & Can Do Descriptors will be explored and used by teachers during common planning times. Teachers of EL students will reference the WIDA English Language Proficiency (ELP) Standards and the Can Do Descriptors when planning for instruction, practice, and assessment.	Professional Learning	08/11/2017	05/24/2018	\$0 - No Funding Required	General Education and Collaborative Teachers, Counselor, Instructional Coach

Strategy2:

ELL PD - Teachers will attend professional development to increase their understanding and implementation of strategies that are needed in order to provide instruction and assessment to the EL population.

Category: Develop/Implement Professional Learning and Support

Research Cited: The WIDA ELP Standards along with their strands of model performance indicators—which represent social, instructional and academic language—have been augmented by TESOL as the national model. By developing the ELP standards, the WIDA Consortium has responded to demands to link language learning with state academic content standards and to address educators' needs in three different areas: 1). Pedagogy, 2). Assessment, and 3). Educational policy. The development of WIDA's ELP standards has been in response to recent educational change brought about through theory, research and legislation.

(https://www.wida.us/standards/resource_guide_web.pdf)

Activity - Samuel PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers will attend this PD and then turn it around to all NBES teachers. Teachers will use strategies and resources provided in order to provide appropriate instruction and assessment for EL students.	Professional Learning	10/01/2017	05/24/2018	\$0 - No Funding Required	Administrator, Counselor, General Education & Collaborative Teachers

Goal 2:

(2017/2018 Teacher Effectiveness & Retention Goal) New Brockton Elementary School will continue to attract, recruit, and retain highly effective educators.

Measurable Objective 1:

collaborate to orient new teachers to Coffee County and NBES expectations for professionalism and growth of all students by 05/24/2018 as measured by a decrease in our 9.4% turnover rate and successful orientation of new teachers in the 2017/2018 school year.

Strategy1:

Teaching and Learning - Professional Learning will include the following topics: data analysis, pacing guides, tiered instruction, and formative assessment.

Category: Develop/Implement Professional Learning and Support

Research Cited: The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin,

Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bemby, 1998; Rivers, 1999; Sanders & Rivers, 1996). (http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)

Activity - Tiers of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning will be provided to address tiered instruction.	Professional Learning	08/07/2017	05/24/2018	\$0 - No Funding Required	All Educators

Activity - Analysis of summative assessment data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summative Assessment data will be analyzed.	Professional Learning	09/01/2017	05/24/2018	\$0 - No Funding Required	All Educators

Activity - CCS Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCS Pacing Guides will be analyzed and notes about resources used and revision suggestions throughout school year.	Professional Learning	08/07/2017	05/24/2018	\$0 - No Funding Required	All Educators

Goal 3:

(2017/2018 Culture & Climate Goal) NBES will have a positive school climate and culture that fosters community involvement and youth development/learning necessary for a productive, contributing & satisfying life.

Measurable Objective 1:

increase student growth in attendance by 05/24/2018 as measured by a 2% growth in student attendance from the beginning of the year attendance report to the end of the year attendance report.

Strategy1:

Attendance Incentive Plan - The BLT developed an attendance incentive plan that rewards students for consistency in school attendance. The principal will track absences, send attendance letters, and attendance meeting request are sent home to parents/guardians. Students with perfect attendance are rewarded monthly with each month's incentive being new and exciting.

Category: Develop/Implement Student and School Culture Program

Research Cited: A 2011 California study connected early attendance with third-grade reading proficiency, which is considered a key indicator of future academic success. Applied Survey Research found that 64% of the students with good attendance in Kindergarten and first grade scored proficient on the state's third grade language arts test. That compares to 41% of the students who were chronically absent one of those years. For students chronically absent in both kindergarten and first grade, only 17% scored proficient. In fact, Ready's study showed that low-income kids who attended regularly appeared to benefit from the instruction more than the higher income peers.

(www.attendanceworks.org).

Activity - Monthly Attendance Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with perfect attendance will participate in a monthly incentive to encourage them to continue to make School attendance a high priority for them.	Other - Attendance Improvement Plan	08/14/2017	05/24/2018	\$0 - No Funding Required	Administrator, School Staff

Goal 4:

(2017/2018 Technology Goal) NBES will engage and empower learners through technology.

Measurable Objective 1:

collaborate to increase the use of emerging technologies by 05/24/2018 as measured by an increase in our parents' perception that we have adequate technology to meet their child's need measured by the Title I Community Survey given each Spring.

Strategy1:

Digital Differentiated Curriculum - Teachers implement this in a variety of ways to provide differentiated learning opportunities for students, standards-based assessments, and other options available.

Category: Develop/Implement Learning Supports

Research Cited: Quality Digital Game-Based Learning (DGBL) should provide foundational skill sequencing and instantaneous, targeted feedback to students on academic mastery. It should also be agnostically accessible by students — on computers or tablets. DGBL provides learning mechanisms that separate "getting marks" from learning. A personalized and internalized sense of accomplishment (e.g., earning high scores, medals, and badges, and for honest effort to reinforce the notion that just trying matters; it's not all about getting an A. Confidence building is an important ingredient— and outcome— of DGBL, fostered learning. Getting a chance to win against an opponent, one's own top score record, or just the game itself builds confidence and encourages further engagement. Overwhelmingly supportive research-based evidence attests to the motivational value of DGBL.

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is an adaptive curriculum that provides intervention and enrichment in all content areas for grades 1-6.	Academic Support Program	08/14/2017	05/24/2018	\$0 - No Funding Required	All Educators

Strategy2:

Technology Infusion - All teachers in K-6 will integrate available emerging technologies into their teaching in all content areas.

Category: Develop/Implement Learning Supports

Research Cited: At the heart of effective technology integration practices, digital technologies offer learners greater opportunities to be more actively involved in the learning experience. According to findings culled from five meta-analyses, blending technology with face-to-face teacher time generally produces better outcomes than face-to-face or online learning alone (Cheung and Slavin, 2011; Cheung and Slavin, 2012; Tamim, Bernard, Borokhovski, Abrami, and Schmid, 2011; Means et al, 2009; Means et al., 2013). An analysis of effective technology use for at-risk students found that simply replacing teachers with computer-based instruction typically yields no learning benefits. Rather, blending technology with teachers to support interactive learning, exploration, and creation (instead of "drill and kill" techniques) leads to

higher engagement and learning gains (Darling-Hammond, Zieleszinski, & Goldman, 2014) (<http://www.edutopia.org/technology-integration-research-learning-outcomes>)

Activity - Technology Infusion PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to participate in a job-embedded PD session focusing on infusion technology to enhance student engagement. This will involve an informative piece, modeling, a planning session, and at least one side-by-side experience in their own classroom.	Professional Learning	10/16/2017	11/01/2017	\$0 - No Funding Required	All Teachers

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

Goal 1:
 (2017/2018 CCSS Goal) New Brockton Elementary School general education and collaborative teachers will engage learners in strategic, data-driven instruction, practice, and assessment in all content areas.

Measurable Objective 1:
 A total of 7 English Learners students will increase student growth (or maintain current 6.0) in their speaking in English Language Arts by 05/24/2018 as measured by as evidenced by the ACCESS 2.0.

Strategy1:
 ELL PD - Teachers will attend professional development to increase their understanding and implementation of strategies that are needed in order to provide instruction and assessment to the EL population.

Category: Develop/Implement Professional Learning and Support
 Research Cited: The WIDA ELP Standards along with their strands of model performance indicators—which represent social, instructional and academic language—have been augmented by TESOL as the national model. By developing the ELP standards, the WIDA Consortium has responded to demands to link language learning with state academic content standards and to address educators’ needs in three different areas: 1). Pedagogy, 2). Assessment, and 3). Educational policy. The development of WIDA’s ELP standards has been in response to recent educational change brought about through theory, research and legislation.
 (https://www.wida.us/standards/resource_guide_web.pdf)

Activity - Samuel PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers will attend this PD and then turn it around to all NBES teachers. Teachers will use strategies and resources provided in order to provide appropriate instruction and assessment for EL students.	Professional Learning	10/01/2017	05/24/2018	\$0 - No Funding Required	Administrator, Counselor, General Education & Collaborative Teachers

Strategy2:

Utilization of ELL Resources - Teachers of EL students will reference the WIDA English Language Proficiency (ELP) Standards and the Can Do Descriptors when planning for instruction, practice, and assessment.

Category: Develop/Implement Learning Supports

Research Cited: The WIDA ELP Standards along with their strands of model performance indicators—which represent social, instructional and academic language—have been augmented by TESOL as the national model. By developing the ELP standards, the WIDA Consortium has responded to demands to link language learning with state academic content standards and to address educators' needs in three different areas: 1). Pedagogy, 2). Assessment, and 3). Educational policy. The development of WIDA's ELP standards has been in response to recent educational change brought about through theory, research and legislation.

(https://www.wida.us/standards/resource_guide_web.pdf)

Activity - ELP Standards & Can Do Descriptors Exploration & Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELP Standards & Can Do Descriptors will be explored and used by teachers during common planning times. Teachers of EL students will reference the WIDA English Language Proficiency (ELP) Standards and the Can Do Descriptors when planning for instruction, practice, and assessment.	Professional Learning	08/11/2017	05/24/2018	\$0 - No Funding Required	General Education and Collaborative Teachers, Counselor, Instructional Coach

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.

NBES provides translators as needed during EL meetings. We also translate as documents as requested.

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	Yes, all instructional paraprofessionals meet the NCLB requirements for being highly qualified.	

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

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

Thorough efforts are made during the filtering process to determine candidates that qualify for an interview. Coffee County works diligently to make sure that all teachers are highly qualified before they are hired and verifies highly qualified applicants by using mandates set forth in federal guidelines. Candidates for teaching positions go through a panel interview that requires them to answer questions from each of the administrative interview panel. Continual professional development is utilized to maintain a well trained staff in order to meet the academic needs of the students at NBES.

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?

Our school's teacher turnover rate is 9.4%.

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

NBES has 1 teacher with an AA degree, 13 teachers with a Bachelor's Degree, and 18 teachers with a Master's degree.

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).

For the most part, teachers at New Brockton Elementary School do not leave to seek employment in other schools or school systems. This is due to the quality of leadership set forth by our Central Office Administrative Team and the job satisfaction in working at New Brockton Elementary School, thus the turnover rate is low. 2 teachers resigned last year in order to work closer to their new home and 1 teacher resigned last year to move near her family.

Teachers who meet Alabama's standards for highly qualified status are recruited by the Coffee County School System. A pool of highly qualified applicants is developed through recruitment trips, website advertisement, attendance at job fairs on college and university campuses, and through the posting of available positions at individual schools throughout the system. The Coffee County School System also partners with Troy University to help support the teacher internship program which has helped to produce highly qualified teachers.

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.**

Data is reviewed in many ways to identify strengths and areas of concern. One of these ways is to look at each teacher's data and identify strengths and areas of concern. School-wide data is also analyzed to identify areas of strength and areas of concern. The professional development (school-wide, grade-level, or for an individual teacher) is determined based patterns identified in the areas of concern.

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

Sound Sensible/S.P.I.R.E. program for reading intervention

P-3 Teaching Strategies Gold PD

Technology Infusion PD

Chromebook Training

Literacy Professional Development based on summative and formative assessment

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

New or inexperienced teachers are assigned to a veteran teacher to help answer any questions, plan lessons, model lessons, and share classroom and teaching strategies and ideas. The veteran teacher is there to assist and support in any area needed. Collaborative planning with grade level teacher and instructional coach is scheduled twice a month for job-embedded professional development in order to provide opportunities to dig into standards, share ideas, discuss any issue, and brainstorm/share strategies, analyze student data, implement new instructional strategies.

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

On-going professional development will be provided through GOLD training, common planning, and collaborative meetings with a State of Alabama Early Education professional development consultant. Instruction/Best Practices and ARI Explicit Phonics/Intervention Model professional development is ongoing through communication among teachers, local-based and district-based instructional coaches. Teacher mentors will stay in contact with new teachers throughout the entire school year.

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:
(2017/2018 Culture & Climate Goal) NBES will have a positive school climate and culture that fosters community involvement and youth development/learning necessary for a productive, contributing & satisfying life.

Measurable Objective 1:
collaborate to provide a safe and happy school climate and culture by 05/24/2018 as measured by a 2% growth in average % of positive feelings while at school on the Climate/Culture Student Survey, Jumpstart Sign-in Sheets, and 6th Grade Transition Day Agenda.

Strategy1:
K & 6th Transition Preparation & Support - Kindergarten students get a transition time to get acclimated to their surroundings, their teacher, other school personnel, and some of the expectations at school. 6th students go to the 7-12 campus for the same reason.

Category: Develop/Implement Student and School Culture Program
Research Cited: When it comes to closing the achievement gap in the early grades, students have a better chance of success later on when they make smooth transitions into school and when their schools have effective leadership. We also know that engaging in certain practices—backed by research—can help schools ease the transition for new kindergarten students and support their academic success through the early grades. One of these practices is involving families and communities in the transition to Kindergarten. According to the National Association of Elementary School Principals, strong connections between schools and families help stimulate a child’s development. Examples include parents participating in classroom activities, and schools facilitating two-way communication with families and incorporating ideas and languages from a child’s home culture. (<http://educationnorthwest.org/northwest-matters/six-ways-principals-can-support-transition-kindergarten>)

Research has found that the middle and high school "transition years" were a decisive turning point for many future dropouts. During the transition to middle school, academic performance and attendance declined somewhat for most students, but the deterioration was much steeper among future dropouts. The same thing happened later during the transition to high school.

<http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Keeping-kids-in-school-At-a-glance/Keeping-kids-in-school-Preventing-dropouts.html>

Activity - PreK Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PreK students in our area are given the opportunity to participate in a daily PreK program funded by OSR. These students are provided developmentally appropriate & authentic learning opportunities.	Other - School Readiness	08/07/2017	05/24/2018	\$0 - Other	Administrator, PreK Teacher, PreK Auxillary Teachers

Activity - K JumpStart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students will complete Jumpstart before their first day of Kindergarten. There is an agenda that includes them getting acclimated to their surroundings, their teacher, and other school personnel. They spend some time in their class getting to know their teacher and their expectations. This is also a valuable time for parents to learn about what is expected during their child's Kindergarten year.	Other - K Transition Support Parent Involvement	08/07/2017	08/09/2017	\$0 - No Funding Required	Administrator, Counselor, Media Specialist, Coach, K Teachers

Activity - 6th Grade Transition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The HS counselor and the 6th grade teachers collaborate to plan an afternoon in May for the 6th graders to visit the high school in order to take a tour. They also participate in an orientation that includes activities such as learning about the different periods their schedule will include and practicing opening lockers.	Other - 6th Transition Support	05/01/2018	05/24/2018	\$0 - No Funding Required	Administrator, 6th Grade Teachers

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?

Coffee County provides a data specialist that disaggregates the data and facilitates an exploration of the data for teachers. The instructional coach and/or administrator also meets with teachers at the beginning of the school year to discuss student data from statewide academic assessments. Teachers are encouraged to take part in the decisions regarding the use of the results.

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

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

Students are placed in RTI (Tier II or Tier III) based on academic performance in reading and math.

504 plans are implemented for students that are experiencing difficulty due to a physical or mental impairment that limits a major life activity.

Students can be referred for special education evaluation after going through RTI or from a parent, teacher, physician, or other outside referral.

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?

Students that are struggling to master specific grade-level academic skills, are placed in RTI (Tier II or Tier III) for additional support and instruction. A variety of instructional strategies are used as well as computer programs (Academy of Reading and Math) to promote academic achievement and mastery. Classroom teachers provide Tier II instruction daily to reinforce skills that have not been successfully mastered.

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.

The school provides an after school program through the 21st Century Learning Center. This program provides homework help from certified teachers as well as skill reinforcement on a daily basis. STRIDE is a web-based computer program that reinforces reading and math skills that can also be utilized beyond the regular school day.

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.

Homeless & Migrant: Attendance and grades are monitored, extra assistance is provided when needed, we work with parents to remove barriers to school attendance, provided clothing and school supplies if needed as well as health services (dental, vision screenings). We also provide resources to families through United Way.

EL: NBES will conduct a needs assessment to determine the services and activities needed. The EL Team (including the administrator, instructional coach, EL coordinator (counselor), student's teacher, student's family and interpreter (if needed)) will collect and analyze data from a variety of sources and use the data to determine goals and strategies for the enrolled students. Training for faculty and staff will be provided. A certified teacher is contracted to provide EL-goal-based explicit instruction for our students during each school week. Teachers

will integrate the World-class Instructional Design and Assessment (WIDA) English Language Proficiency standards when working with EL students.

Economically Disadvantaged: As a Title I school, much of our funds go to enhance the education of all children on our campus. NBES will provide resources through United Way programs, provide clothing and school supplies if needed, give extra assistance in the classroom to the student as well as various health screenings. If the family qualifies, the student can receive a free or reduced lunch.

Special Education: Students receiving special education services have their needs met through their IEPs. If at any time during the year those needs change, the IEP team will meet to address those needs.

Neglected / Delinquent: School officials work with community-based organizations to provide appropriate services to meet the needs of all students.

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 Education Program

The State of Alabama funds basic teacher units based on student enrollment.

Title I (Federal Funding)

This money is used to supplement our local funding. Title I monies are utilized to fund our educational needs that are required to meet our educational and parent involvement goals. Title I monies are utilized to purchase technology for our building.

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)?

Child Nutrition Program: Provides the Free/Reduced Lunch Program

Jumpstart Program: Allows our Kindergarten students and parents to become acclimated to our school before all other students start school.

Pre-K Program: Allows students to enter school at an earlier age to engage their cognitive developmental stages that will build a strong foundation and prepare them for a more rigorous curriculum in Kindergarten.

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

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

NBES Building Leadership Team meets quarterly to discuss academic and parent engagement progress. Any amendments needed to the strategies/activities or the budget will be discussed at this time. The results of this meeting will be communicated to the faculty via assigned team member and parent representatives will also help spread the information.

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?

Coffee County School System hires a data specialist to organize & analyze state assessment data. The specialist then meets with administrators and teachers to discuss the data. Also, teachers, instructional coach, and the administrator meet by grade level in order to disaggregate and analyze the assessment data. Grade level data is also analyzed. Individual student needs are also determined throughout a few other sessions. The growth of the identified bottom 25% of each grade from last school year is determined and discussed.

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?

Professional development and data are both discussed in a student-centered aspect. Students who are furthest from achieving the standards are monitored for achievement and/or changes needed to their academic plan. Decisions, based on the data meetings, are made to provide timely academic support. The growth of the identified bottom 25% of each grade from last school year is determined and discussed.

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?

Meetings of the Building Leadership Team (BLT) are scheduled to discuss student performance data, parent input data, student input data, teacher input data, attendance records, and discipline records. The team discusses the implications of this data and makes decisions for needed changes in the strategies/activities and/or budget.

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.	22.17

Provide the number of classroom teachers.

22.17

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1506211.0

Total

1,506,211.00

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	106231.0

Total

106,231.00

Assistant Principal

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

Provide the number of Assistant Principals.

0.00

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.	0.5

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	39233.0

Total

39,233.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	76671.0

Total

76,671.00

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.

0.00

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.

0.00

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Technology.	5218.0

Total

5,218.00

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1913.0

Total

1,913.00

EL Teachers

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

Provide the number of EL Teachers.

0.00

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	10399.0

Total

10,399.00

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	751.0

Total

751.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	107332.28

Provide a brief explanation and breakdown of expenses.

1 Guidance Counselor (.50 FTE) - 39233.00
 1 Reading Coach (.20 FTE) - 14730.00
 4 Classroom Teachers (.65 FTE)- 41887.00
 Equipment Maintenance Agreements - 1704.00
 Instructional Supplies - 1025.00
 Technology - 6900.00
 Library Atrium - 500.00
 PD - 200.00
 Parental Involvement - 1153.28

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

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.

NA

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.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

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.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

NA

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))

New Brockton Elementary holds an annual Title I Stakeholder Meeting during the annual Beginning of the School Year Open House. Parents are given information regarding what Title I funds are, how it is determined if a school receives Title I funds, and how the funds are used to enhance our students' learning and increase student achievement.

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))

We have PTO Meetings that are scheduled throughout the school year. We have "Lights on Afterschool." This night is set aside one night in October and allows parents to come visit their child's classroom and talk with their child's teacher. Parents will pick up their children's report cards this night. Teachers send home notes before this night to set up a specific time to speak to their parents individually. Teachers also encourage parents to contact them with questions or concerns and often schedule parent teacher conferences before school, during planning time, and after school. Teachers and administrators are always available to contact through email correspondence or phone calls. Parent representatives are on the ACIP/Title I Committee and encouraged to voice their opinions and concerns and participate in the development and approval of the budget. A Title I/Stakeholder Survey, used to develop school-wide goals, is also sent home in the Spring of each school year in order to solicit feedback from parents about the strengths and areas of concern in our school. Funds for parental involvement are used to provide supplies to produce monthly calendars that go home, weekly calendars that are sent home by each teacher, informational handouts with tips on how to help their child/children at home, and signs that are displayed in the community to announce school-wide upcoming events.

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))

At our annual Open House parents are able to talk with their child's teacher about the curriculum, assessment, classroom expectations, and any programs used in the classroom to increase student achievement. Parents are notified of special events or dates about Title I Programs through monthly calendars, flyers sent home in weekly folders, School Cast messages, school website, and when deemed needed through displaying of signs. We also send home weekly folders that allow parents to see academic assessments and send standardized assessment reports home. We make all information that goes home in multi-language if requested.

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))

Parents are given a copy of the School-Parent-Student Partnerships for Academic Success Compact at our Open House/Annual Title I Parent Meeting held at the beginning of each school year. The compact is explained to the parents, and they are asked to sign the compacts signifying their commitment to working in a partnership with the school and their child to ensure their children are successful in school. The compacts are discussed with teachers at the first faculty meeting of the school year. Each teacher is given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers sign the compact and file them in his/her classroom for use during parent/teacher or student/teacher conferences. This compact is reviewed annually by the Building Leadership/Title I/ACIP Team to determine if any amendments need to be made. Any questions, concerns, or suggestions any NBES parents, teachers, or students may have regarding the compact are welcomed and addressed at any time throughout the school year.

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

Parents of NBES may contact teachers or administration regarding the ACIP at any time. The ACIP/Title I parent representatives are encouraged to express any opinions or concerns regarding the ACIP during meetings. A Title I Survey is also distributed to parents in the Spring of each school year and the results are discussed in Title I/ACIP meetings and used to develop the next year's ACIP.

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)

New Brockton Elementary sends home a Coffee County Parents and Teachers United in Helping Our Pupils Excel (HOPE) Time/Talent Survey asking if there is a special area in which they would like to volunteer (ie. talent/hobby to share, chaperone field trips, read to the class, help the class parties, assist teacher with bulletin boards) through the school year. This survey is sent home at the Open House night at the beginning of the school year. Title I requirements are reviewed at the annual Title I meeting held on Open House night. We host an annual "Lights on Afterschool" each October that allows parents to come into the school and pick up report cards and schedule conferences with their child's teacher. Our Annual Book Fair is also open for the parents to shop. Weekly folders go home with students containing announcements and graded work for their child. State assessment home reports go home in these weekly folders when it is received by the

school. Our parents are given the opportunity to have an INOW Parent Portal account which allows them to view the teacher's lesson plans and their student's current grades at any time.

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)

New Brockton Elementary School sends home a Coffee County Parents and Teachers United in Helping Our Pupils Excel (HOPE) "Sessions for Parents" Interest Inventory asking if there is a special area in which they would like to receive training for adults. We have parents on our textbook committees and ACIP/Title I Committee. We send home monthly calendars with tips on how to help their child at home with featured subjects. Materials are discussed and shared during parent/teacher conferences that will aid the parent in helping their child with academics at home. Jumpstart is an opportunity provided for all Kindergarten students to attend one day from 8:00-12:00 with their new teacher. Jumpstart involves a parent meeting with the administrator and then a visit to the their child's classroom that includes an introduction to "Kindergarten Life" by their child's teacher to include the Kindergarten curriculum. In October, we have an event called Lights on Afterschool. At this event, the school is open to parents from 3:00-7:00. This is a time in which they may set up conferences, participate in the Book Fair, and pick up their child's report card.

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)

New Brockton Elementary School sends home a Coffee County Parents and Teachers United in Helping Our Pupils Excel (HOPE) Time/Talent Survey asking if there is a special area in which they would like to volunteer (ie. talent/hobby to share, chaperone field trips, read to the class, help with class parties, assist teacher with bulletin boards) throughout the school year. We also encourage parent involvement by having a school website that allows parents to see a variety of school-wide current events and teacher/classroom information. Parents may contact faculty and staff via email through this website. The school stays in contact with PTO Officers and encourages teachers to attend PTO meetings. Monthly calendars are sent home with information pertinent to parent involvement in the school. Upcoming events are posted on the site, as well as through flyers sent home in weekly folders, School Cast announcements via the telephone, and several

teachers utilize the Remind101 texting notification system.

Each classroom has a "homeroom mom" to help coordinate events, classroom parties, and activities with other parents and the teacher. This assignment helps to promote communication between parents and teachers.

There are a variety of scheduled events on our campus that are centered around parent/family involvement. Grandparents are invited into the school for "Celebrate Grandparents." Grandparents are given the opportunity to come and have a picnic lunch with their grandchild in the Fall. Parents are invited to come watch SGA speeches and enjoy the Homecoming Pep Rally and/or parade with their children in the Fall. They are also invited to an annual Book Fair, Christmas parties, and an end of year program for Kindergarten and Sixth Grade students. Parents are also welcomed into the school and classrooms during the Annual Open House, Lights on After School, and grade level parent and grandparent lunch days.

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)

New Brockton Elementary School offers opportunities for families to share in decision making process concerning textbooks, Title I Program, Continuous Improvement Plan, and the school Parent/Family Involvement Policy. Parents are surveyed to determine interest in opportunities to participate in professional development activities, technology training, and/or various workshops. Parent concerns are treated with respect and our school collaborates with them to develop solutions to their concerns. These opportunities are discussed at the annual Title I/ACIP Parent meeting held at the beginning of each school year. Parents are also surveyed in the Spring of each school year to determine the areas of the school that they approve of and areas of weaknesses. These survey results are used to determine success of the current school year ACIP and when developing the ACIP for the following year. Responsible parenting is promoted and supported. New Brockton Elementary School fosters the value of parents as a child's first and most important teacher. To promote the importance of positive relationships between parent and child, free parenting booklets are available. The school makes available a PTO Corner which offers informational material.

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)

Weekly folders will go home with students containing announcements and graded work for their child. We also send home monthly

ACIP

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calendars with tips on how to help their child at home. New Brockton Elementary School sends home a Coffee County Parents and Teacher United in Helping Our Pupils Excel (HOPE) Time/Talent Survey and Sessions for Parent Inventory. PTO meetings are held throughout the school year. Teachers encourage parents to contact them the questions or concerns and often schedule parent teacher conferences before school, during planning, and after school. Teachers and administrators are always available to contact through email correspondence or phone calls. Parent representatives are also on the Title I/ACIP Committee. We notify parents of special events or dates about Title I programs through teachers' weekly folders, the school website, School Cast announcements, and/or signs. We make all information that goes home in multi-language if requested.

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))

New Brockton Elementary School coordinates with New Brockton High School's Spanish teacher and/or Media Specialist when a translator is needed to assist with a language barrier. We make all information that goes home in multi-language if requested. Parents with disabilities can easily access our campus in the same ways that our students with disabilities access it (i.e. handicap ramps, bathrooms, width of doors, handicap parking).