



ACIP

New Bethel Elementary School

Colbert County Board of Education

Mr. Tom H Windsor, Principal
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Tuscumbia, AL 35674

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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?

New Bethel Elementary is a Title I school located in a rural community in Northwest Colbert County, Alabama. Mr. Tom Windsor serves as principal. The school houses grades Pre-K through sixth. Enrollment is currently at 125 students with 61.8% of the population qualifying for free and reduced lunches. Of the 125 students 93.6% are Caucasian, 1% are black, 3% are multi-race, and 2.4% are Hispanic.

For the past several years, K-2 students have participated in the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Kindergarten students have consistently ended the school year with a reading benchmark of 90% or higher in phoneme segmentation. First grade students have scored 90% or higher in oral reading fluency for the past five years.

The 2016 ACT ASPIRE results show a 3% increase in math and an 11% decrease in reading for grades 4-6. The 2015-2016 goal was to increase math scores. New Bethel met and exceeded that goal, but had a significant drop in reading standards. This current information will be in the 2016-2017 goal for reading. On a positive note, third through sixth grade met and exceeded the National Average in Math. Math ASPIRE scores show that 55.5% were college and career ready. Reading ASPIRE scores show that 26% were college and career ready. According to the previous years Aspire results(40.6% of students were College and Career Ready) math scores improved by 11.7% in the 2015-2016 school year. In reading, (21.5 % were College and Career Ready) scores improved by 5.5 % for the 2015-2016 school year.

New Bethel employs 17 faculty members and 1 administrator. Of the 17 faculty members, we have 1 part-time media specialist, 1 part-time counselor, 1 part-time physical education teacher, 1 part-time special education teacher, 1 part-time speech teacher, 1 part-time English Spanish Language teacher, 1 Gifted Teacher, 1 part-time music teacher, 1 school nurse, 7 classroom teachers, and 1 instructional coach. New Bethel has 83% of it's faculty who have earned a Master's Degree or higher. However, all faculty member are highly qualified. Professional development has been conducted for math textbook training, reading textbook implementation, technology training, and Alabama Math and Science Initiative Training (AMSTI). Professional Development allows teachers to continue to further their education and knowledge.

An immense challenge for New Bethel is declining enrollment. Limited population of the rural area is a factor. Student population has decreased from 136 students from the 2015-2016 school year, to 125 students for the 2016-2017 school year. However, there has been a Pre-K program implemented with 18 students enrolled. Classrooms include 1 teacher unit per grade level.

Due to the school's rural location, class sizes remain relatively small. This enables teachers to provide more one-on-one instruction. Most of the students come from low socio-economic backgrounds. However, New Bethel has a high level of parental involvement and support. Parents read to our lower grade levels at different times throughout the year. In grades K and 1st, parent volunteers assist with small groups practicing letter naming and sight words. Our PTO is very active and they donate funding to each classroom yearly based on the Fall Festival fundraiser they orchestrate. Students and parents feel a sense of security. The staff collaborates on a daily basis about student learning and implements action plans based on current data. Collaboration begins in a monthly data meeting to establish goals and small groups for Tier II and Tier III instruction. Teachers and the instructional coach begin intervention with these students. They communicate daily during teacher planning times to check for progress.

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.

New Bethel Elementary is committed to the academic excellence of every student by providing opportunities for successful completion of high education standards, in a safe supportive environment. This mission will be accomplished through cooperative involvement of parents, teachers and community.

Vision

New Bethel Elementary exists to prepare students to apply what they have learned, problem solve, and make wise choices so that they ultimately become successful, productive citizens.

Mission

New Bethel Elementary is committed to the academic excellence of every student by providing opportunities for successful completion of high education standards, in a safe, supportive environment. This mission will be accomplished through cooperative involvement of parents, teachers and community.

Core Beliefs

New Bethel Elementary believes all students should have the ability to learn.

New Bethel Elementary believes student learning is supported by a safe and secure learning environment.

New Bethel Elementary believes supportive learning environments, along with challenging opportunities, are crucial elements to learning.

New Bethel Elementary believes individual needs of each student should be recognized and met.

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.

Students in grades 4-6 participate in the local 4-H program. 4-H empowers youth to reach their full potential, working and learning in partnership with caring adults. Students learn to work with adults in providing positive change in our society. Furthermore, this program provides opportunities for students to participate in poster contests, budgeting programs, and health related issues. New Bethel has won or placed at all 4-H contests county wide.

Students in grades 4-6 participate in a school geography and spelling bees. The winners of the classroom bees then participate in the school-wide bee. The winners of the school bees, then participate in the county-wide bees. Students from New Bethel win or place at the county-wide bees each year.

Through Title I funding New Bethel will be hosting an author/speaker once per semester for the 2016/2017 school year. These speakers encourage reading, anti-bullying, and doing your best to follow your career dreams.

For many years, parental involvement has always been an asset to the teachers and students of New Bethel Elementary. Parents are active in academic awareness, school activities, and faculty support. Our goal is to maintain this established relationship and include all new incoming parents. Our staff will, as always, welcome and embrace the families of new students.

ASPIRE math assessments in grades 3-6 resulted in strong gains. Math goals were met according to the 2015-2016 ACIP plan.

Although gains were made in 4th-6th grade reading scores from the previous year, reading is still our area of weakness. Our goal in the 2016-2017 ACIP will be reading comprehension.

Additional Information

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

New Bethel Elementary exists to prepare students to apply what they have learned, problem solve, and make wise choices so that they ultimately become successful, productive citizens.

The school celebrated its 100th anniversary in 2015. Multiple generations have attended New Bethel. They have left a legacy of honors, awards, and stories that continue to provide traditional values. New Bethel Elementary is one of the few schools remaining in the district with this rich historical background. On August 30, a centennial tea was held at the school for the community and former students. Past educational tools, sports uniforms, awarded trophies, and other dated articles were displayed for guest to view. A celebratory reception was held in the school library. Invitations were sent to state representatives and former and current school board members. Announcements were made at local churches along with a newspaper publication in the Times Daily to notify other stakeholders. New and former community members brought old photos, memories, and dated memorabilia to share. The day was success.

Although 100 years old, New Bethel has been continuously updated and maintained. Through a state grant, a Pre K program was added to the 2015-2016 school year which houses eighteen 4 and 5 year olds along with two early childhood teachers. The classroom was updated through funding to meet state level requirements. All other NBES classrooms are equipped with several computers, Elmo's, and LCD projectors with screens. Prior to the 2012-2013 school year, the computer lab was updated with all new computers. In addition, a grant was obtained to equip the school with an iPad cart of thirty tablets which are used weekly by different classes.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The school principal determines the parents who are involved in the planning of the CIP. Parents are informed the following ways: school website, teacher website, school Facebook page, school system all-call, Remind 101 app, DOJO app, and weekly newsletter.

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

Mr. Tom Windsor- Principal
Mr. Kendrick Burns- Counselor
Mrs. Tiffany Gregory- Facilitator/Second Grade Teacher
Mrs. Marisa Wingo- Instructional Partner
Mrs. Laney Wroten-Teacher
Mrs. Jenny Brooks- Parent
Mr. Jace Kimbrough- Parent
Mrs. Julie Daniel- Parent
Mrs. Sandy Thompson- Federal Programs Director
Ms. Ashley Harris - ELL Teacher

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 final plan is available on the school website for community awareness and parent access. The ACIP team conducts a faculty meeting to discuss and approve the final plan. The team will meet monthly to discuss and amend the plan as needed. Monthly faculty meetings will be conducted to collaborate on changes needed to meet the goals.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See Attachment	Student Aspire Document

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

Fourth through Sixth grades made significant gains in Math for the 2015-2016 school year. All three grade levels, met and exceed the National Average Math.

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

Third, Fourth, Fifth, and Sixth grade met and exceeded the national average in math.

Which area(s) indicate the overall highest performance?

ASPIRE math is the overall highest performance for grades 3-6.

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

Math skills continue to slowly increase for all grade levels, while reading improved for all grades fourth through sixth.

Between which subgroups is the achievement gap closing?

ASPIRE reveals that the achievement gap in math is beginning to close in grades fourth through sixth based on 2015-2016 test results. ASPIRE also reveals that the achievement gap is closing in reading in grades fourth through sixth.

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

ASPIRE reveals a strength in math is being developed in all grade levels. Grades fourth through sixth are strengthening in reading.

Areas in Need of Improvement

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

Even though scores are still lower than the national average, grades fourth through sixth are showing signs of an upward trend in the area of reading .

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

According to ACT Aspire, there is an apparent need for reading comprehension gains in 3rd grade.

Which area(s) indicate the overall lowest performance?

The overall lowest performance was in the area of reading comprehension for 3rd grade.

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

ASPIRE reveals a decreasing performance in reading comprehension.

Between which subgroups is the achievement gap becoming greater?

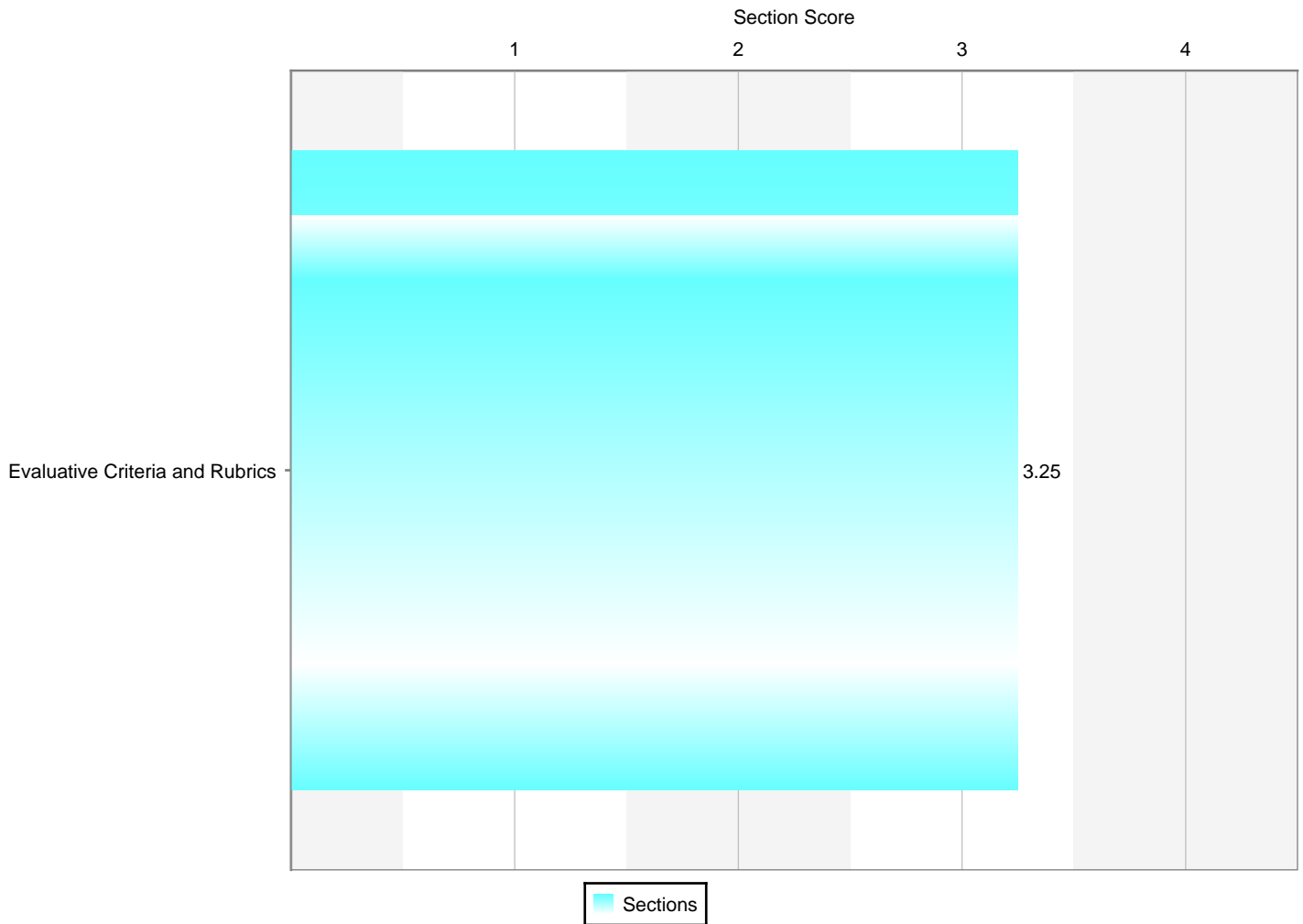
ASPIRE results reveal an achievement gap in reading comprehension for grades 3-6.

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

ASPIRE data does not reveal a consistency in third grade reading comprehension. Global Performance Series data reveals an increase in reading comprehension and ASPIRE displays a decrease.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		ACIP Team Members

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		Discrimination file

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		non-discrimination information

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parent Involvement Program

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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		Parent Compact2 Parent Compact1

2016-2017 Goals and Plans

Overview

Plan Name

2016-2017 Goals and Plans

Plan Description

2016-2017 Oct.

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	All educators and students will obtain the necessary tools to access a comprehensive viable infrastructure when and where they need it	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	English Language Arts/Reading Comprehension 2016-2017	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	New Bethel Elementary School will increase its average daily attendance by 1% as measured by the ADM 9-Month report.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$11546
4	Through Professional Development teachers will be able to implement knowledge and skills to students throughout the Reading Program	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All educators and students will obtain the necessary tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will collaborate to learn more and be trained properly on technology advances in Career & Technical by 05/26/2017 as measured by technology survey 2016..

Strategy 1:

Tech Training - Teachers or librarian will teach students new advancements in technology using IPADS, Smart Boards, Chrome Notebooks and equipment in the computer lab.

Category: Other - Tech Training

Research Cited: Common Core Standards and Technology 2020

Activity - Typing Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During weekly computer time grades 3-6 will work on computer typing skills through lessons taught by the Librarian. Grades K-2 will also work on computer skills using the ABC YA website.	Technology	08/04/2016	05/26/2017	\$0	No Funding Required	Librarian

Goal 2: English Language Arts/Reading Comprehension 2016-2017

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in reading comprehension and fluency in Reading by 05/26/2017 as measured by ACT ASPIRE..

Strategy 1:

Tier II and Tier III Intervention - Teachers will identify specific strategies based on Global results, and teacher assessments.

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

Research Cited: Global Assessment, teacher assessment.

Activity - Reteaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will utilize small reading groups based on student instructional levels. Small group instruction will focus on weekly skills based on the McGraw Hill Wonders Reading Program. Tier II Instruction will be used for students who are not mastering daily skills and concepts. Tier III will be utilized through the reading specialists for those students who continue to struggle with missed concepts.	Academic Support Program	08/15/2016	05/26/2017	\$0	Title I Part A	Instructional Partner, Teacher.
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Goal 3: New Bethel Elementary School will increase its average daily attendance by 1% as measured by the ADM 9-Month report.

Measurable Objective 1:

1% of All Students will demonstrate a behavior Increase Attendance in Practical Living by 05/26/2017 as measured by State Department ADM 9 Month Report.

Strategy 1:

Colbert Attendance and Truancy Officer - A social worker employed by the Colbert County School District will increase the awareness of the correlation of student achievement and positive attendance patterns.

Category: Other - Attendance

Research Cited: www.attendanceworks.org

Activity - Early Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early intervention program parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year, to be proactive with attendance.	Other - Attendance	09/01/2016	05/26/2017	\$11546	Title I Part D	Social Worker, Counselors, Principals, Attendance Secretary

Goal 4: Through Professional Development teachers will be able to implement knowledge and skills to students throughout the Reading Program

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of knowledge, skills, and attitudes in Reading that is necessary for school and future careers. in Reading by 05/26/2017 as measured by Student projects, rubrics and assessment scores..

Strategy 1:

Teacher/ Professional Development - provide more professional development to prepare and support teachers and leaders. All teachers have recently participated in

ACIP

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grade level Wonders textbook training. K-5 participated in AMSTI Summer training. New teachers in New Bethel School will participate in the Fall AMSTI training.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform Technology 2020 Sec B Num 6

Activity - Teacher/ Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher professional development will be provided face to face, and through monthly data meetings	Academic Support Program, Other - Professional Learning	08/15/2016	05/26/2017	\$0	Title I School Improvement (ISI)	Principal, teacher, instructional partner, and outside sources

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reteaching	Teachers will utilize small reading groups based on student instructional levels. Small group instruction will focus on weekly skills based on the McGraw Hill Wonders Reading Program. Tier II Instruction will be used for students who are not mastering daily skills and concepts. Tier III will be utilized through the reading specialists for those students who continue to struggle with missed concepts.	Academic Support Program	08/15/2016	05/26/2017	\$0	Instructional Partner, Teacher.
Total					\$0	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher/ Professional Development	Teacher professional development will be provided face to face, and through monthly data meetings	Academic Support Program, Other - Professional Learning	08/15/2016	05/26/2017	\$0	Principal, teacher, instructional partner, and outside sources
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Typing Club	During weekly computer time grades 3-6 will work on computer typing skills through lessons taught by the Librarian. Grades K-2 will also work on computer skills using the ABC YA website.	Technology	08/04/2016	05/26/2017	\$0	Librarian
Total					\$0	

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

New Bethel Elementary School

Early Intervention Program	Early intervention program parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year, to be proactive with attendance.	Other - Attendance	09/01/2016	05/26/2017	\$11546	Social Worker, Counselors, Principals, Attendance Secretary
					Total	\$11546

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	Our school established specific dates and times to allow students, parents, and staff to complete the on-line survey. This survey was open to anyone that wanted to participate. We accommodated working parents by allowing access at home or work to complete the survey. The instructional coach monitored the lab as parents took the survey to assist in computer issues. We exceeded the 20% guideline of parent surveys that was recommended by AdvancED. 100% of the students and faculty completed the survey.	Stakeholder Feedback Data

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 highest ranked area was in the student questionnaire. The students gave "In my school my teachers want me to do my best work" a score of 5.0.

Staff- Our school is focused on student success. The rating was 4.78.

Parent- Our school provides a safe learning environment. The rating was 4.84.

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

The following areas show an increasing trend in stakeholder satisfaction or approval:

Parent Survey-Indicator 1.1 shows an increase in our school's purpose statement is clearly focused on student success. It increased from a 4.45 to a 4.65.

Staff Survey- Indicator 3.7 shows that all teachers in our school use different types of assessments to modify instruction and to revise the curriculum. It increased from 3.85 to a 4.47.

Student Survey-Indicator 4.1 the school maintains facilities, services, and equipment to provide a safe, clean and healthy environment for all students and staff. It increased from a 4.47 to a 4.70.

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

We only use survey responses to determine this information. Therefore, we do not possess any other reporting sources.

Areas in Need of Improvement

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

Staff

3.82-In our school informal process is in place to support new staff members in their professional practice. (3.82)

Students

My principal and teacher ask me what I think about school. (3.75)

Parents

Our school provides opportunities for students to participate in activities that interest them. (3.55)

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

The following areas indicate the overall lowest level of satisfaction:

Staff-Indicator 2.3 the leadership and staff foster a culture consistent with the school's purpose and direction. The score decreased from 4.62 to 4.47.

Parent-Indicator 2.4 our school shares the responsibility for student learning with it's stakeholders. The score decreased from a 4.5 to a 4.35.

Student-Indicator 3.6 Teachers implement the school's instructional process in support of student learning. The score decreased from 4.85 to 4.72.

What are the implications for these stakeholder perceptions?

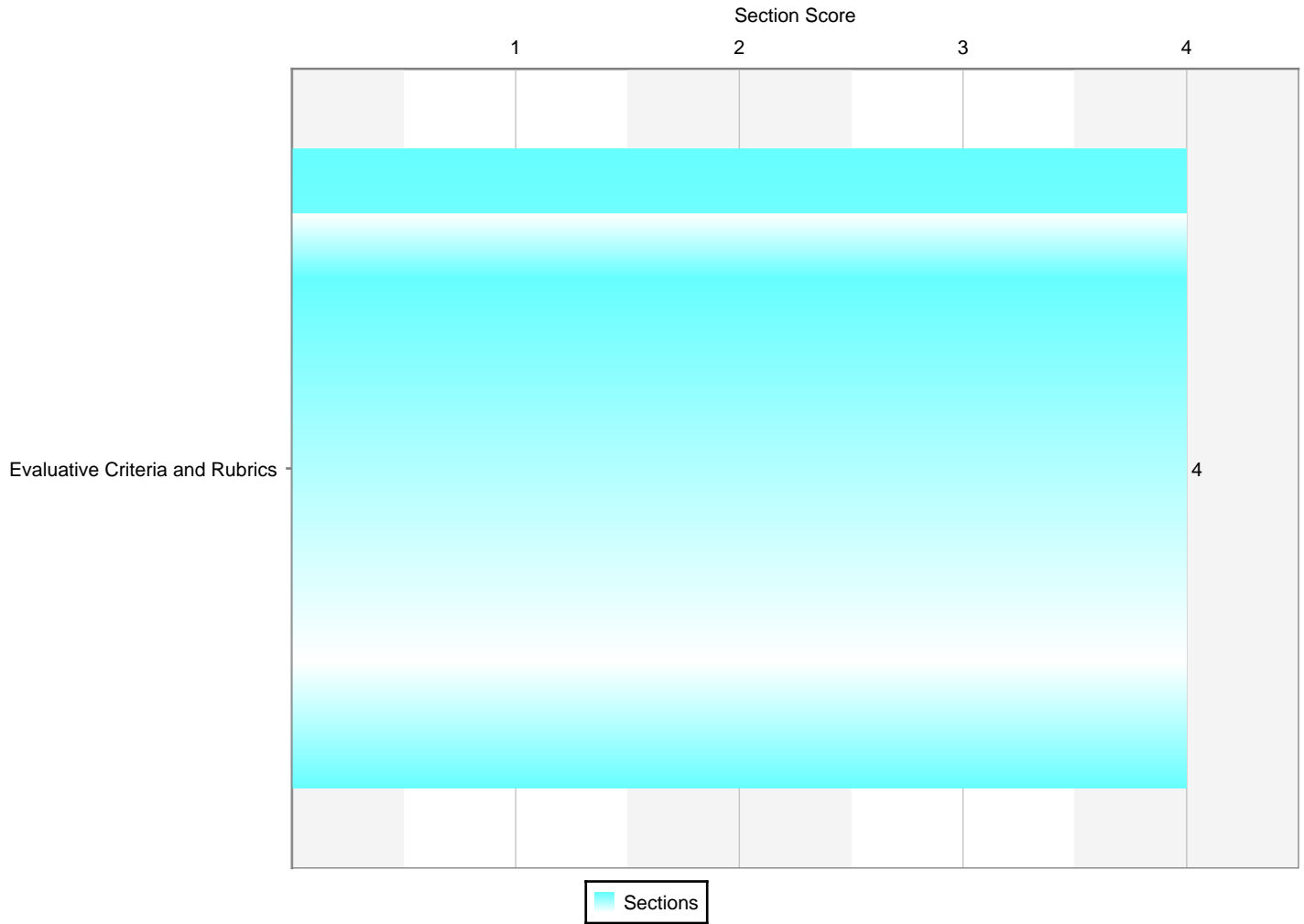
Stakeholders perceive that there is a lack of extracurricular activities available for students.

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

We currently only use AdvancedEd surveys for our stakeholder feedback. Therefore, there is no other data to compare to.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

During several data meetings, teachers reviewed and discussed the previous year's test scores for DIBELS and ASPIRE. Strengths and weaknesses were charted and suggestions for improvements were made. 2016-2017 goals were established for NBES based on identified weaknesses. These goals were discussed with parents during the first PTO/Parent Orientation/ annual Title I meeting of the year on Tuesday, August 16, 2016. Parents have agreed to help the faculty meet the NBES goals by volunteering time at school to help implement the ACIP. Parents have been empowered to express concerns are taken seriously.

Parent surveys were also conducted utilizing the school computer lab and through links e-mailed to them at home or on the job. A letter was sent home asking parents to come before school or at a convenient time during the day as well as after school, to complete the survey. Our media specialist and instructional coach monitored the lab to ensure that parents were assisted with technology issues. 20% of parent stakeholders completed the survey.

Student surveys were conducted for grades 3-6 during their computer/library time utilizing the computer lab. The media specialists assisted them by providing the link and helping with technology concerns. 40% of the student body completed the survey.

Teacher surveys were conducted during planning times or convenient time frames. The ACIP team sent the link to each teacher via e-mail and teachers took the survey at their convenience. 100% of teachers completed the survey.

2. What were the results of the comprehensive needs assessment?

The ACIP team met to examine the test and survey data from the previous school year, including, but not limited to ASPIRE, DIBELS, and Global Performance Series reading and math. Scores were compared to determine areas of strengths and weaknesses and were used to establish goals for 2016-2017.

Staff surveys revealed an area of strength in the statement of the school's purpose concerning student success. These surveys also revealed a weakness in peer mentoring support for new teachers.

Student surveys revealed an area of strength in and understanding that students are expected to do their best work. These surveys also revealed a weakness in communication between staff and students.

Parent surveys revealed an area of strength in providing a safe learning environment. Parents showed concerns in the lack of opportunities of the school providing extracurricular activities to students.

3. What conclusions were drawn from the results?

Our ASPIRE test results revealed a strong weakness in the area of reading comprehension for grades 3-6. The teachers feel that the textbook information provided for reading is not aligned with common core standards. Therefore, students were not properly prepared for SY 2016-2017

ASPIRE testing. However, our school has adopted a new reading curriculum for grades k-6. Wonders series is common core aligned, which we expect to see gains in Global and ACT Aspire Reading scores.

Our ASPIRE test results revealed a gain in math scores for grades 3-6. This is a result of updated, common core aligned textbooks.

Surveys revealed an overall weakness in allowing students to participate in activities that interest them.

Communication between students and staff was also a weakness.

Surveys revealed an overall strength in student success, a safe environment, and adjusting learning based on student need.

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

Our ASPIRE test results revealed a strong weakness in the area of reading comprehension for grades 3-6. However, our school has adopted a new reading curriculum for grades k-6. The Wonders Series is common core aligned so we expect to see gains in Global and ACT ASPIRE reading scores.

Our ASPIRE test results revealed a gain in math scores for grades 3-6. This is a result of updated, common core aligned textbooks.

Surveys revealed an overall weakness in allowing students to participate in activities that interest them.

Communication between students and staff was also a weakness.

Surveys revealed an overall strength in student success, a safe environment, and adjusting learning based on student needs.

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

Goals are determined and set based on priority needs in specific subject areas. A lack of common core reading curriculum was identified in grades 3-6. Therefore, teachers supplemented with novel studies aligned with common core standards.

Grades 4-6 have increased extracurricular activities by encouraging students to participate in 4-H. The high school band and cheerleaders have become more involved by including NBES in pep rallies, dress up days, spirit sales, and cheer and flag camp. The high school FFA officers come once a year to speak to students about the program.

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

More than one goal was determined in a variety of areas including math, technology, attendance and professional development. Each subject area has specific, explicit goals, strategies, and activities that will be implemented throughout the school year.

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

The overall goal is based on the strongest need for the school as a whole, which is reading. Special recognition will be given to children through a school-wide incentive program called Bethel Bucks. Each student will be awarded a Bethel Buck based on Performance Series test gains. Classroom recognition from teachers will also be given.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of knowledge, skills, and attitudes necessary for school and careers in Reading by 05/26/2017 as measured by student projects and rubrics.

Strategy1:

Teacher/Professional Development - provide more professional development to prepare and support teachers and leaders. K-2 will participate in grade level Wonders textbook training.

Category:

Research Cited: Transform Technology 2020 Sec B Num 6

Activity - Teacher and Leader Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and leader professional development will be provided face-to-face	Professional Learning	08/04/2016	05/26/2017	\$500 - Title I School Improvement (ISI)	Principal, teacher, reading coach and outside sources

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of knowledge, skills, and attitudes necessary for school and careers in Reading by 05/26/2017 as measured by student projects and rubrics.

ACIP

New Bethel Elementary School

Strategy1:

Teacher/Professional Development - provide more professional development to prepare and support teachers and leaders. K-2 will participate in grade level Wonders textbook training.

Category:

Research Cited: Transform Technology 2020 Sec B Num 6

Activity - Teacher and Leader Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and leader professional development will be provided face-to-face	Professional Learning	08/04/2016	05/26/2017	\$500 - Title I School Improvement (ISI)	Principal, teacher, reading coach and outside sources

Goal 2:

All educators and students will obtain the necessary tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will collaborate to learn more and be trained properly on technology advances in Career & Technical by 05/26/2017 as measured by technology survey 2016..

Strategy1:

Tech Training - Teachers or librarian will teach students new advancements in technology using IPADS, Smart Boards, Chrome Notebooks and equipment in the computer lab.

Category: Other - Tech Training

Research Cited: Common Core Standards and Technology 2020

Activity - Typing Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During weekly computer time grades 3-6 will work on computer typing skills through lessons taught by the Librarian. Grades K-2 will also work on computer skills using the ABC YA website.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Librarian

Goal 3:

New Bethel Elementary School will increase its average daily attendance by 1% as measured by the ADM 9-Month report.

Measurable Objective 1:

1% of All Students will demonstrate a behavior Increase Attendance in Practical Living by 05/26/2017 as measured by State Department ADM 9 Month Report.

Strategy1:

Colbert Attendance and Truancy Officer - A social worker employed by the Colbert County School District will increase the awareness of the SY 2016-2017

correlation of student achievement and positive attendance patterns.

Category: Other - Attendance

Research Cited: www.attendanceworks.org

Activity - Early Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Early intervention program parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year, to be proactive with attendance.	Other - Attendance	09/01/2016	05/26/2017	\$11546 - Title I Part D	Social Worker, Counselors, Principals, Attendance Secretary

Goal 4:

Through Professional Development teachers will be able to implement knowledge and skills to students throughout the Reading Program

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of knowledge, skills, and attitudes in Reading that is necessary for school and future careers. in Reading by 05/26/2017 as measured by Student projects, rubrics and assessment scores..

Strategy1:

Teacher/ Professional Development - provide more professional development to prepare and support teachers and leaders. All teachers have recently participated in grade level Wonders textbook training. K-5 participated in AMSTI Summer training. New teachers in New Bethel School will participate in the Fall AMSTI training.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform Technology 2020 Sec B Num 6

Activity - Teacher/ Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher professional development will be provided face to face, and through monthly data meetings	Academic Support Program Other - Professional Learning	08/15/2016	05/26/2017	\$0 - Title I School Improvement (ISI)	Principal, teacher, instructional partner, and outside sources

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White,

ACIP

New Bethel Elementary School

Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of knowledge, skills, and attitudes necessary for school and careers in Reading by 05/26/2017 as measured by student projects and rubrics.

Strategy1:

Teacher/Professional Development - provide more professional development to prepare and support teachers and leaders. K-2 will participate in grade level Wonders textbook training.

Category:

Research Cited: Transform Technology 2020 Sec B Num 6

Activity - Teacher and Leader Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and leader professional development will be provided face-to-face	Professional Learning	08/04/2016	05/26/2017	\$500 - Title I School Improvement (ISI)	Principal, teacher, reading coach and outside sources

Goal 2:

All educators and students will obtain the necessary tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will collaborate to learn more and be trained properly on technology advances in Career & Technical by 05/26/2017 as measured by technology survey 2016..

Strategy1:

Tech Training - Teachers or librarian will teach students new advancements in technology using IPADS, Smart Boards, Chrome Notebooks and equipment in the computer lab.

Category: Other - Tech Training

Research Cited: Common Core Standards and Technology 2020

Activity - Typing Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During weekly computer time grades 3-6 will work on computer typing skills through lessons taught by the Librarian. Grades K-2 will also work on computer skills using the ABC mouse website.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Librarian

Goal 3:

Engage and Empower the Learner through Technology

Measurable Objective 1:

39% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically SY 2016-2017

Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in using the keyboard for typing stories, research papers, or other types of writing effectively. in Career & Technical by 05/26/2017 as measured by Student examples, rubrics, and transform 2020..

Strategy1:

Power Point and Technology Presentations - 1. Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category:

Research Cited: Transform Technology 2020 Results

Activity - Powerpoint	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab to create a power point style book report pertaining to the ASPIRE novels read in 4th, 5th, and 6th grades.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Teacher and librarian.

Activity - Research Papers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 4-6th grade will research information using a search engine pertaining to the ASPIRE selected novels read in 4th, 5th, and 6th grades.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Librarian and teacher

Measurable Objective 2:

39% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to Where by students use contemporary tools and digital resources in creative ways and manage/assess their own learning. in Reading by 05/26/2017 as measured by Student Examples, Rubrics and Transform 2020 Survey.

Strategy1:

Power Point and Technology Presentations - 1. Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category:

Research Cited: Transform Technology 2020 Results

ACIP

New Bethel Elementary School

Activity - Research Papers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 4-6th grade will research information using a search engine pertaining to the ASPIRE selected novels read in 4th, 5th, and 6th grades.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Librarian and teacher

Activity - Powerpoint	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab to create a power point style book report pertaining to the ASPIRE novels read in 4th, 5th, and 6th grades.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Teacher and librarian.

Goal 4:

Attendance Goal

Measurable Objective 1:

1% of All Students will demonstrate a behavior Increase Attendance in Practical Living by 05/26/2017 as measured by State Department ADM 9 Month Report.

Strategy1:

Colbert Attendance and Truancy Officer - A social worker employed by the Colbert County School District will increase the awareness of the correlation of student achievement and positive attendance patterns.

Category: Other - Attendance

Research Cited: www.attendanceworks.org

Activity - Early Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Early intervention program parents will receive calls, letters, and home visits when their child is absent. Attendance programs will be held throughout the year, to be proactive with attendance.	Other - Attendance	09/01/2016	05/26/2017	\$1154664 - Title I Part D	Social Worker, Counselors, Principals, Attendance Secretary

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races,

ACIP

New Bethel Elementary School

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of knowledge, skills, and attitudes necessary for school and careers in Reading by 05/26/2017 as measured by student projects and rubrics.

Strategy1:

Teacher/Professional Development - provide more professional development to prepare and support teachers and leaders. K-2 will participate in grade level Wonders textbook training.

Category:

Research Cited: Transform Technology 2020 Sec B Num 6

Activity - Teacher and Leader Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and leader professional development will be provided face-to-face	Professional Learning	08/04/2016	05/26/2017	\$500 - Title I School Improvement (ISI)	Principal, teacher, reading coach and outside sources

Goal 2:

All educators and students will obtain the necessary tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will collaborate to learn more and be trained properly on technology advances in Career & Technical by 05/26/2017 as measured by technology survey 2016..

Strategy1:

Tech Training - Teachers or librarian will teach students new advancements in technology using IPADS, Smart Boards, Chrome Notebooks and equipment in the computer lab.

Category: Other - Tech Training

Research Cited: Common Core Standards and Technology 2020

Activity - Typing Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During weekly computer time grades 3-6 will work on computer typing skills through lessons taught by the Librarian. Grades K-2 will also work on computer skills using the ABC mouse website.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Librarian

Goal 3:

Engage and Empower the Learner through Technology

Measurable Objective 1:

39% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian

or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in using the keyboard for typing stories, research papers, or other types of writing effectively. in Career & Technical by 05/26/2017 as measured by Student examples, rubrics, and transform 2020..

Strategy1:

Power Point and Technology Presentations - 1. Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category:

Research Cited: Transform Technology 2020 Results

Activity - Research Papers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 4-6th grade will research information using a search engine pertaining to the ASPIRE selected novels read in 4th, 5th, and 6th grades.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Librarian and teacher

Activity - Powerpoint	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab to create a power point style book report pertaining to the ASPIRE novels read in 4th, 5th, and 6th grades.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Teacher and librarian.

Measurable Objective 2:

39% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to Where by students use contemporary tools and digital resources in creative ways and manage/assess their own learning. in Reading by 05/26/2017 as measured by Student Examples, Rubrics and Transform 2020 Survey.

Strategy1:

Power Point and Technology Presentations - 1. Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category:

Research Cited: Transform Technology 2020 Results

Activity - Research Papers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 4-6th grade will research information using a search engine pertaining to the ASPIRE selected novels read in 4th, 5th, and 6th grades.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Librarian and teacher

Activity - Powerpoint	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab to create a power point style book report pertaining to the ASPIRE novels read in 4th, 5th, and 6th grades.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Teacher and librarian.

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

To improve students understanding numbers, operations and geometry.

Measurable Objective 1:

80% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency in numbers, operation, and geometry in Mathematics by 05/27/2016 as measured by ASPIRE test results.

Strategy1:

Tier II and III Instruction - Students will practice math facts daily and geometry skills through whole group instruction from My Math, daily data and McGraw Hill math. Students who do not master the standard will participate in a small group lesson implementing the action step with explicit lessons retaught by the teacher or instructional partner.

Category:

Research Cited: Global Data and ASPIRE test results

Activity - "I do, we do, you do."	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the instructional method "I Do, We Do, You Do" Common Core standards concerning basic math and geometry skills will be taught by the teacher modeling, whole group practice, and individual practice to monitor individual students' understanding.	Academic Support Program	09/07/2015	05/27/2016	\$0 - State Funds	LEA

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

Goal 1:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

ACIP

New Bethel Elementary School

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of knowledge, skills, and attitudes necessary for school and careers in Reading by 05/26/2017 as measured by student projects and rubrics.

Strategy1:

Teacher/Professional Development - provide more professional development to prepare and support teachers and leaders. K-2 will participate in grade level Wonders textbook training.

Category:

Research Cited: Transform Technology 2020 Sec B Num 6

Activity - Teacher and Leader Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and leader professional development will be provided face-to-face	Professional Learning	08/04/2016	05/26/2017	\$500 - Title I School Improvement (ISI)	Principal, teacher, reading coach and outside sources

Goal 2:

Reading Comprehension

Measurable Objective 1:

A 80% increase of Second grade students will demonstrate a proficiency in reading and reading comprehension in Reading by 05/26/2017 as measured by Global Testing and Weekly Wonders Testing.

Strategy1:

Tier II and Tier III Strategy - Teachers will identify specific strategies based on DIBLES data test results, and Global results.

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

Research Cited: DIBELS, Global Assessment

Activity - Reteaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once weaknesses are identified, teachers will locate Alex resources, or Wonders Approaching Level lessons to use during small group settings. Missed standards will then be retaught.	Academic Support Program	08/15/2016	05/26/2017	\$0 - Title I Part A	Instructional Partner, Teacher

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

SY 2016-2017

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Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of knowledge, skills, and attitudes necessary for school and careers in Reading by 05/26/2017 as measured by student projects and rubrics.

Strategy1:

Teacher/Professional Development - provide more professional development to prepare and support teachers and leaders. K-2 will participate in grade level Wonders textbook training.

Category:

Research Cited: Transform Technology 2020 Sec B Num 6

Activity - Teacher and Leader Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and leader professional development will be provided face-to-face	Professional Learning	08/04/2016	05/26/2017	\$500 - Title I School Improvement (ISI)	Principal, teacher, reading coach and outside sources

Goal 2:

All educators and students will obtain the necessary tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will collaborate to learn more and be trained properly on technology advances in Career & Technical by 05/26/2017 as measured by technology survey 2016..

Strategy1:

Tech Training - Teachers or librarian will teach students new advancements in technology using IPADS, Smart Boards, Chrome Notebooks and equipment in the computer lab.

Category: Other - Tech Training

Research Cited: Common Core Standards and Technology 2020

Activity - Typing Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During weekly computer time grades 3-6 will work on computer typing skills through lessons taught by the Librarian. Grades K-2 will also work on computer skills using the ABC mouse website.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Librarian

Goal 3:

Engage and Empower the Learner through Technology

Measurable Objective 1:

39% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to Where by students use contemporary tools and digital resources in creative ways and manage/assess their own learning. in Reading by 05/26/2017 as measured by Student Examples, Rubrics and Transform 2020 Survey.

Strategy1:

Power Point and Technology Presentations - 1. Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category:

Research Cited: Transform Technology 2020 Results

Activity - Research Papers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 4-6th grade will research information using a search engine pertaining to the ASPIRE selected novels read in 4th, 5th, and 6th grades.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Librarian and teacher

Activity - Powerpoint	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab to create a power point style book report pertaining to the ASPIRE novels read in 4th, 5th, and 6th grades.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Teacher and librarian.

Measurable Objective 2:

39% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in using the keyboard for typing stories, research papers, or other types of writing effectively. in Career & Technical by 05/26/2017 as measured by Student examples, rubrics, and transform 2020..

Strategy1:

Power Point and Technology Presentations - 1. Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category:

Research Cited: Transform Technology 2020 Results

Activity - Research Papers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 4-6th grade will research information using a search engine pertaining to the ASPIRE selected novels read in 4th, 5th, and 6th grades.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Librarian and teacher

Activity - Powerpoint	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the computer lab to create a power point style book report pertaining to the ASPIRE novels read in 4th, 5th, and 6th grades.	Technology	08/04/2016	05/26/2017	\$0 - No Funding Required	Teacher and librarian.

Component 3: Instruction by Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers 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		

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

Job postings reflect the need for highly qualified teachers in the appropriate areas. Only HQ teachers are interviewed and hired when possible. The superintendent with the support of the school board hire and retain HQ teachers.

Component 4: Strategies to Attract Qualified Teachers

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

For the 2016=2017 school year, we have a new Pre-K teacher and aide. Due to retirement and transfers, a new 1st, 3rd, librarian, and 4th grade teacher were hired.

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

The Educate AL teacher report for the 2016-2017 school year shows that most NBES teachers are working at the applying level.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

There is not a high turnover rate. Steps have been taken to ensure zoned students are registered in the correct district. We are now allowing students who reside in the city limits to attend our school, if desired.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

All classroom teachers attended summer crossover training for the new updated science standards. Grades 3-6 attended Wonders reading training at the end of the 2015 school year. Mr. Windsor and Mrs. Wingo attended Eleot tool training for the 2016-2017 school year.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

AMSTI Crossover training

Wonders 3-6 training

Eleot tool training

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

Mrs. Wingo is attending training on Sept. 27 for the Alabama Mentoring Program.

4. Describe how this professional development is "sustained and ongoing."

The district establishes a time line for professional development and school administrators to ensure that teachers are provided ample opportunities to attend sessions as needed.

Component 6: Transition Strategies

1. 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.

Math textbooks are aligned to transition students from one grade to the next by following the same format each year, but increasing the rigor as the grade levels progress. The Sixth grade math textbooks have a different, more advanced format to prepare students to travel to the middle school setting.

Sixth grade students take a trip to visit the high school for College and Career day to see and begin planning the academic course they wish to take. They also tour the school and talk with current middle school students, high school students, teachers and the counselor to familiarize themselves with the school and staff.

Sixth grade students are assigned lockers so that they will be prepared to house their supplies and transition to different classes throughout the day.

Students leaving Kindergarten are provided sight words cards and a list to practice during the summer before entering the first grade.

Students in second through fourth grade are issued math facts cards to practice during the summer.

All students are encouraged to participate in the summer reading programs at the local public libraries. Each student is presented a challenge list of certain book genres to complete by August of the next school year.

Component 7: Teacher Participation in Making Assessment Decisions

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

Regular, ongoing monthly data meetings are conducted to monitor progress concerning common core standards for grades K-6. At the end of the 2015-2016 school year, the staff analyzed the missed standards. In August, each grade spent one week reviewing missed standards from the previous school year. Groups are maintained and adjusted according to ongoing data throughout the year.

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

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

Teacher's view Global data and design a plan with the instructional partner to advance those students to the next level. This may be done through small group, enrichment, Tier II and Tier III enrichment.

2. 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?

Small groups are immediately put in place. The teacher and instructional partner use all available resources to assist the students in mastering the standard.

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

PACE is provided for enrichment and learning. Tier II and Tier III instruction is provided for struggling students.

4. 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.

Our district currently does not have the funding available for after school programs to assist in academic skills.

5. 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.

The district provides weekly ELL services through an ELL teacher. Students in need of speech therapy are serviced twice a week through a speech teacher. Special Education services are serviced on a daily basis through the special education teacher according to their IEP. Economically disadvantaged, neglected, delinquent, and homeless students are provided funding for school needs when necessary through government assistance. They receive free and reduced meals. Sydney Safeplace food services, and any other financial assistance that might be deemed appropriate.

6. 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.

The district provides weekly ELL services through an ELL teacher. Students in need of speech therapy are serviced twice a week through a speech teacher. Special Education services are serviced on a daily basis through the special education teacher according to their IEP. Economically disadvantaged, neglected, delinquent, and homeless students are provided funding for school needs when necessary through government assistance. They receive free and reduced meals. Sydney Safeplace food services, and any other financial assistance that might be deemed appropriate.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

PACE has developed an allotted time for weekly integrated sessions with gifted students in grades three through five. A computer schedule has been established for a weekly technology session with the librarian. Math and reading intervention programs have been bought with the series and are used when needed for tier II and Tier III instruction.

2. 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.

PACE is a program used for the enrichment of gifted children. This program is funded by the state. The Wonders intervention program will be used to instruct tier III students. This program was purchased using local textbooks monies. Title I funding is allocated for the expenditures of resources or materials needed to achieve school wide goals. This funding is federal.

3. 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, vocational and technical education, and job training.

Economically disadvantaged, neglected/delinquent, and homeless students are provided funding for school needs when necessary through government assistance. They receive free and reduced meals, Sydney Safeplace food services, and any other financial assistance that might be deemed appropriate.

Component 10: Evaluation

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

On the first Friday of each month, the each ACIP team in the district meets at the County Office to evaluate and revise the ACIP based on school needs and changes. A faculty meeting is held within a week to discuss any changes that were made, so that all faculty members stay informed

2. 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?

The ASPIRE results will be used to determine strengths and weaknesses in grades 3-6. DIBELS and Global results will be used to determine strengths and weaknesses in grades K-2.

3. 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?

Nine weeks Achievement Series are available to provide an evaluation of struggling students of needed. K-6 have access to unit assessments with the Wonders reading series to further assess student progress.

4. 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?

Weekly assessments and other progress monitoring is reviewed during monthly data meetings to determine next steps.

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

The goals of Professional Development, Reading and Technology will remain for the 2016-2017 school year because progress is still being made, but mastery has not been established.

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

The math goal was deleted because we exceeded the goal and national average. An attendance goal was added district wide, because research shows that consistent attendance helps to produce more productive students.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	7.93	9.93	396,963.44
Administrator Units	1.00	1.0	79,386.78
Assistant Principal	0.00	0.0	0.00
Counselor	0.50	0.5	28,225.76
Librarian	0.50	0.5	24,977.39
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0.0	1,682.00
Professional Development	0.00	0.0	633.00
State ELL Funds	0.00	0.0	0.00
Instructional Supplies	0.00	0.0	4,026.00
Library Enhancement	0.00	0	211.00
Totals			536,105.37

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	65960.79

Provide a brief explanation and breakdown of expenses.

Personnel: \$25,397.96

Supplies: \$40,562.83

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	770.7

Provide a brief explanation and a breakdown of expenses.

Substitutes: \$685.20

Travel: \$85.50

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	36683.82

Provide a brief explanation and breakdown of expenses

Personnel: 35,383.82

Supplies: 1,300.00

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

1. 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.

During parent orientation on August 16, 2016, a Title I meeting was conducted with the parent population. The program requirements were discussed and parents were informed of their rights as stakeholders.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

Parents are encouraged to participate in parent teacher conferences throughout their year at their convenience. A Parent Night orientation is given in August for parents to attend in order to obtain information about the upcoming school year and classroom requirements. Teachers maintain

daily communication by using DOJO, Remind 101 apps, and daily folders. Weekly calendars, and "ALL CALLS" are sent home to inform parents of upcoming academic and extracurricular activities that will be conducted at school.

Parents are carefully selected in August for yearly participation in the Title I program. They are selected based on their availability and level of interest in the school's progress.

Funding for parental involvement is allocated for communication notebooks or folders. Math and reading flashcards to assist with basic skills at home are also purchased with these funds. Alabama history and 5th grade USA informational magazines are purchased to be used in place of outdated textbooks as well as incorporating nonfiction text in the classroom.

3. 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.

Parents are informed of academic and extracurricular activities pertaining to their grade level and the school through letters sent home daily in folders and "ALL CALLS."

DOJO and Remind 101 apps. The ELL teacher provides weekly instruction and translates information to the parents as needed. ELL meetings are conducted with the parent, ELL teacher, and classroom teacher on a regular basis to discuss current curriculum practices, tests results from Global, ASPIRE, and DIBELS, and student goals for academic awareness.

4. 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).

The parent compact is issued with the registration packets in August. It is reviewed by the Title I parents, teachers, and the administrator prior to the beginning of the new school year. Teachers are required to keep these on file and readily available at all times. If a student breaks the compact, parents, teachers and the student review the information as a reminder of expected academic and behavioral achievement.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

The Continuous Improvement Plan is uploaded and maintained on the school website. Parents have open opportunities to submit comments through e-mails or verbal communication with the ACIP team as needed. Due to the size of New Bethel Elementary, constant communication is available. The plan is updated monthly based on recommendations and amendments.

6a. 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 NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

The superintendent conducts community meetings 3 times per school year concerning district plans. Each school also conducts a yearly Title I meeting. Parents are able to access their child's grades through INOW, progress reports, report cards, and teacher conferences. A parent advocate maintains a school Facebook page to keep parents informed of events that are happening throughout the school year.

6b. 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 NCLB Section 1118, 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 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)

Due to lack of funding, no materials or training are currently in place.

6c. 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 NCLB Section 1118, 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)

Teachers throughout the school communicate using DOJO messaging, Remind 101, and school-wide call outs, letters, Daily folders, Communication Binders. A parent advocate, and school representative maintains the school Facebook page.

6d. 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 NCLB Section 1118, 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)

Due to lack of funding, our district does not offer a parent resource center.

6e. 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 NCLB Section 1118, 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)

Teachers throughout the school communicate using DOJO messaging, Remind 101, and school-wide call outs, letters, daily folders, and communication binders. A parent advocate, and school faculty member maintains the school Facebook page.

The ELL teacher is responsible for communication with non English speaking parents.

6f. 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 NCLB Section 1118, 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)

Parents are encourage to be involved with numerous activities throughout the school year such as: Fall Festival, field trips, classroom parties, school programs, parent teacher conferences, field day, parent luncheons and fundraisers.

Any parent requests are also considered after reviewing parent surveys at the end of each school year.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Parents with limited English proficiency receive communication from the district ELL teacher when necessary. The school is wheel chair accessible for handicap parents. We strive to meet all of the above needs.