



ACIP

George W. Long Elementary School

Dale County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

George W. Long Elementary School is located in Skipperville, Alabama, which is a rural community in Dale County, Alabama. The school serves as a focal point of our student's social engagement because they are widely dispersed throughout a region devoted predominately to farming and rural residential homes. Dale County, Alabama has approximately 50,000 residents, with 38% residing outside an incorporated or chartered town or city. (U. S. Census Bureau estimates the 2013 Dale County population at 49,884 with 24.4% of these persons under 18 years old. Census.gov data last revised March 27, 2014.) School demographics by ethnicity are 9% African American, 86% white, 1% American Indian, -1% Pacific Islander, and 3% Hispanic. Forty-two percent of students qualify for free/reduced lunch. G. W. Long Elementary was built in 1963 and initially accredited in 1978 and underwent a major update to add urgently needed classroom space and refresh the existing facility in 2010. The faculty of G. W. Long Elementary consists of twenty-nine certified teachers, all of which meet highly qualified status in accordance with No Child Left Behind, a part-time guidance counselor, and five support staff. This faculty provides our students with a learning environment anchored in well-established teaching practices, effective teaching strategies, and technology solutions that support excellent academic outcomes. Instruction is based on the most current Alabama College and Career Ready Standards using a variety of curriculum resources including, but not limited to, curriculum adopted by the Dale County Board of Education. Our school shares a campus with George W. Long High School. We serve approximately 463 students in grades kindergarten through six. Eleven buses deliver fifty percent of our students to and from school; the remaining are driven in private automobiles. There are currently four sections of grades K, 1, 4 and three sections of grades 2, 3, 5, 6 . The student body is 49% male students and 51% female.

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.

The mission of George W. Long Elementary School is to develop self-motivated, responsible students who have a positive self-esteem and are ready to meet the challenges of junior high school and society as lifelong learners. We will accomplish this by providing a dedicated, knowledgeable, and child-centered professional staff. Our mission will be achieved by teaching an appropriate, well-balanced curriculum in a safe environment.

Our Staff Believes:

All children can learn.

All children deserve a safe learning environment.

All children should be treated fairly.

All children should perform to the best of their ability.

All children should have an equal opportunity to develop to his/her full potential.

Everyone should be treated with respect.

Positive self-esteem is essential.

Education is a shared responsibility of educators, parents, students, and community.

All children need opportunities for creative expression and enrichment.

Self-discipline is vital.

Regular attendance is necessary for learning.

Everyone should exhibit acceptable social behavior.

Everyone should display competency in implementing the mission of the school.

SCHOOL CODE

We the students of George W. Long Elementary School, Pledge to:

Conduct ourselves in a way to uphold the honor of the school.

Support and promote school activities.

Learn all we can from the opportunity to attend school.

Obey the rules of the school.

Respect other students from both our school and other schools.

Respect school property and facilities.

Be courteous and respectful to all visitors at G. W. Long Elementary.

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.

G.W. Long Elementary (LES) has celebrated notable achievements in the last four years. Students at LES have consistently met and exceeded the statewide assessment scores. In 2009 Dale County elementary schools, including LES, were awarded the Carol M. White Physical Education (PEP) grant. The grant was awarded over a three year period to initiate, expand, and enhance physical education and nutrition programs with the expectation that students will develop an appreciation for lifelong, healthy nutrition and physical education habits, and make progress toward meeting state standards for physical education. With these funds, the playground at LES was updated and materials were purchased for an action based learning lab. This lab includes interactive stations that help students develop prerequisite skills for academic success. In addition LES is improving parent communication. LES, along with other schools in the Dale County system, have implemented the Remind app to improve communication with all stakeholders. G.W. Long Elementary also uses the school website to communicate with all stakeholders. Grade levels have implemented the use of the Remind app to keep parents informed of classroom and school events. As of January 2019, construction was completed on a new elementary gymnasium. Long Elementary School achieved a grade of A on our school report card for the 2017-2018 school year.

Additional Information

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

G. W. Long Elementary School is the heart of the small community called Skipperville, Alabama. The community is composed of the elementary and high School, a church, post office, and convenience store. Because of the close proximity to the high school on the same campus, high school school students are allowed to serve as "Buddy Readers" for elementary classrooms and also help as tutors. High school students also mentor students through agriculture with farm day activities and helping with the outdoor classroom.

Community involvement is very important to G.W.Long Elementary. The school holds an annual food drive at Thanksgiving and the food is donated to a local food bank. Students at G.W. Long Elementary have also participated in helping to raise funds for pediatric cancer research through Alex's Lemonade Stand Foundation. The surrounding community with the help of the students and staff at G. W. Long Elementary raised \$10,000. Students and staff also participate annually in the Dale County Relay for Life event sponsored by the American Cancer Society.

Because of the rural area, extracurricular activities for students are limited. G.W. Long Elementary provides students with educational extracurricular activities. Students in grades 4-6 participate in 4-H. 4-H is a national youth development program of the nation's Cooperative Extension System and the United States Department of Agriculture (USDA). Members of 4-H participate in a variety of activities to help develop skills necessary to become productive citizens. G. W. Long Elementary actively seeks to provide support for students in becoming the best they can be through various character development programs. Project Wisdom is a daily character building reminder for students. The school staff coordinates with the Dale County Drug Free Coalition to sponsor an anti-bullying campaign as well as the annual Red Ribbon Week. Activities include special speakers through community resources such as the Ozark Boys and Girls Club, dress up days, and themed reminders for the week. Positive Behavior Support is implemented throughout the school. This system is a major advance in school-wide discipline with an emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. The school implements and has high expectations for student behaviors in all areas including the classroom and non-classroom settings (such as hallways, restrooms). Our BE Responsible, Be Respectful, and Be Resourceful posters are posted throughout the school to remind students of behaviors that are expected. Students are rewarded with Buzz tickets for exemplifying and exceeding high expectations for behavior. G.W. Long Elementary has many teachers that have participated in Alabama Math, Science, and Technology Initiative (AMSTI) training and use this hands-on approach interactive approach to learning within the classroom. Technology is used in all classrooms to enhance instruction and learning.

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.

Long Elementary formed a Building Leadership Team (BLT) made up of administrators, teachers, and parents, and students. Members for the team were selected based on experience and knowledge of the school to ensure all stakeholders were represented. All parents were encouraged to complete the parent survey through the school website, parent meetings, and fliers were sent home. All teachers were encouraged to complete the survey and Grade 4-6 students completed the survey as an activity in the school computer lab.

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

The Building Leadership Team is made up of representatives from all facets of the learning community including administrators, grade level leaders, a special area teacher, and a parents/community representative.

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 improvement plan was communicated to all stakeholders through face to face meetings, published on the school website, and a quarterly newsletter is published to inform stakeholders of the progress of the plan.

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		Long Elementary Data Document.pdf

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is 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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

86% of third-grade students scored proficient in Math.

56% of fourth-grade students scored proficient in Math.

73% of sixth-grade students scored proficient in Math.

52% of third-grade students scored proficient in Reading.

60% of fourth-grade students scored proficient in Reading.

61% of sixth-grade students scored proficient in Reading.

58% of fifth-grade students scored proficient in Science.

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

Third-grade student reading data shows a positive trend in performance.

Third-grade student math data shows a positive trend in performance.

Which area(s) indicate the overall highest performance?

Third and sixth grade math data indicates the overall highest performance.

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

Male students showed an increase in performance from a Scaled Score of 2576 to 2713.

Female students showed an increase in performance from a Scaled Score of 2610 to 2755.

Black students showed an increase in performance from a Scaled Score of 2372 to 2496.

White students showed an increase in performance from a Scaled Score of 2609 to 2753.

Black male showed an increase in performance from a Scaled Score of 2333 to 2441.

Black female showed an increase in performance from a Scaled Score of 2440 to 2594.

White male students showed an increase in performance from a Scaled Score of 2602 to 2744.

White female students showed an increase in performance from a Scaled Score of

Between which subgroups is the achievement gap closing?

The achievement gap between male and female students is closing.

Female students scored 42 points higher in reading than males.

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

The above data findings are consistent with other data sources.

Areas in Need of Improvement

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

Fifth-grade reading is below the expected levels of performance.

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

Fifth-grade reading shows a negative trend in performance.

Which area(s) indicate the overall lowest performance?

Fifth-grade reading indicates the overall lowest performance.

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

N/A

Between which subgroups is the achievement gap becoming greater?

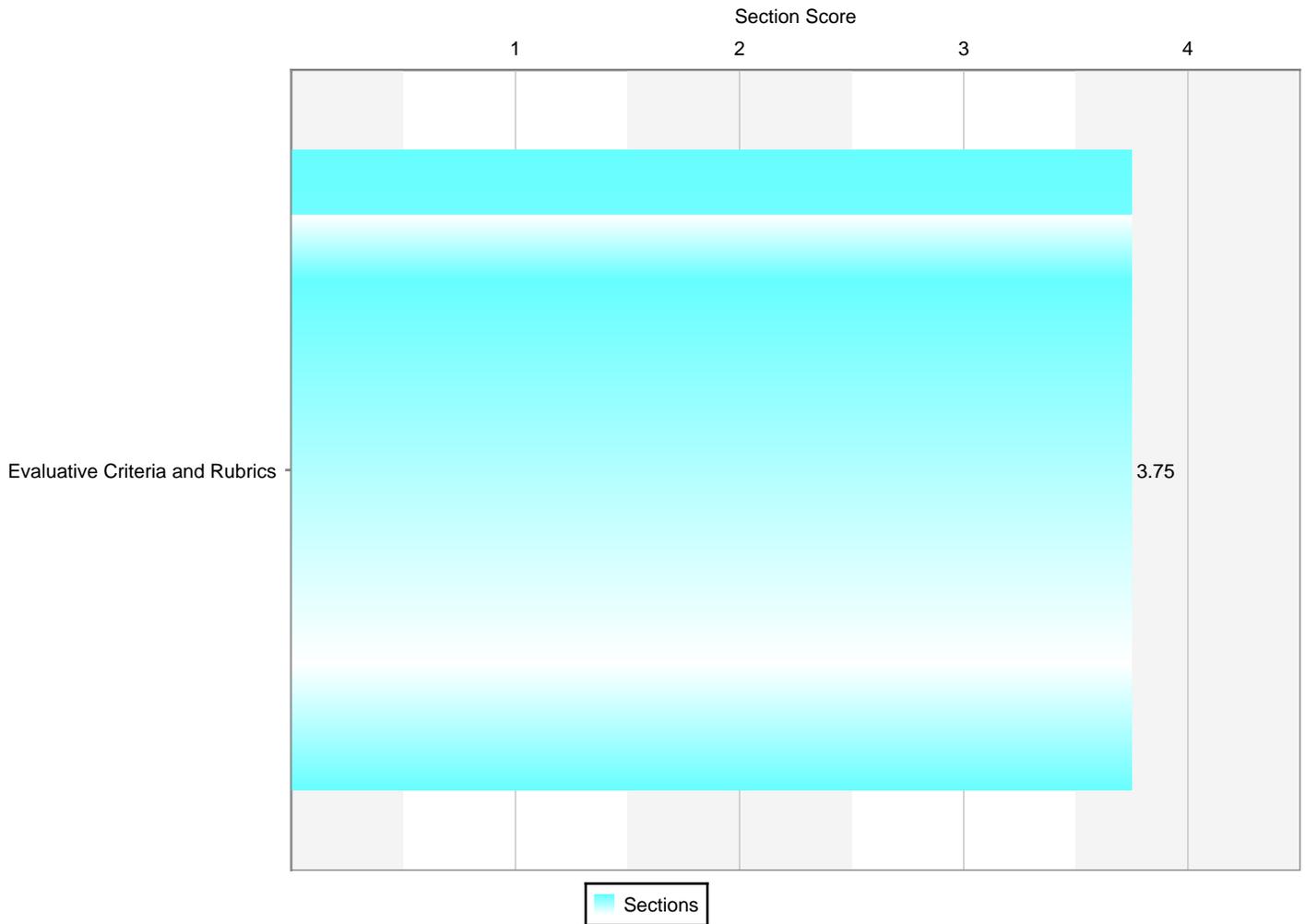
N/A

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

The above reported findings are consistent with findings from other data sources.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Ben Baker Superintendent, Dale County Schools 202 S. HWY 123 Suite E Ozark, AL 334-774-2355	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		LEA Parent Involvement Plan

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

ACIP 2018-2019

Overview

Plan Name

ACIP 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at G.W. Long Elementary will become proficient readers.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$70000
2	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$7500
3	Third grade students will demonstrate proficiency in Reading.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$15500
4	Engage parents in a variety of ways that are meaningful and innovative	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
5	Plans will be implemented to ease the transition for students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at G.W. Long Elementary will become proficient readers.

Measurable Objective 1:

80% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in the understanding of Alabama College and Career Readiness Standards in English Language Arts by 04/30/2019 as measured by statewide assessment scores, Stride Academy Progress Monitoring Assessments, and classroom assessments.

(shared) Strategy 1:

Professional Development - Teachers will participate in grade level/data meetings to collaboratively review relevant data and develop best practice lessons in reading to include all Alabama College and Career Readiness ELA standards.

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

Research Cited: Alabama Reading Initiative, Reading Street program, CCRS ELA Course of Study

Activity - Alabama Reading Initiative Module Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System wide reading team will provide professional development in retooling the Alabama Reading Initiative Foundation for Learning modules.	Professional Learning	05/10/2018	04/30/2019	\$0	No Funding Required	Grade 3-6 teachers, Instructional Coach, Administrators

Strategy 2:

Tier III Intervention - Implement an intervention program for students in need of Tier III intervention.

Category: Align Fiscal Resources

Research Cited: Reponse to Intervention model

Activity - After School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LES will implement an after school tutorial for students identified as at risk by the problem solving team.	Academic Support Program	08/10/2018	04/30/2019	\$35000	Title I Schoolwide	TBA

Activity - Tier III Reading Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A reading specialist will implement a direct instruction Tier III (SPIRE) for students identified as at risk by the school problem solving team.	Academic Support Program	08/10/2018	04/30/2019	\$35000	Title I Schoolwide	Principal, Instructional Reading Coach, Reading Specialist

Measurable Objective 2:

80% of Kindergarten, First and Second grade students will demonstrate a proficiency in CCRS standards in English Language Arts by 04/30/2019 as measured by DIBELS and statewide assessments..

(shared) Strategy 1:

Professional Development - Teachers will participate in grade level/data meetings to collaboratively review relevant data and develop best practice lessons in reading to include all Alabama College and Career Readiness ELA standards.

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

Research Cited: Alabama Reading Initiative, Reading Street program, CCRS ELA Course of Study

Activity - Alabama Reading Initiative Module Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System wide reading team will provide professional development in retooling the Alabama Reading Initiative Foundation for Learning modules.	Professional Learning	05/10/2018	04/30/2019	\$0	No Funding Required	Grade 3-6 teachers, Instructional Coach, Administrators

Goal 2: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

85% 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 showing knowledge of how to access the internet, digital learning resources, and online tools, assessments, and data at school in Career & Technical by 04/30/2019 as measured by survey results from teachers, parents, and students..

Strategy 1:

Communication Services - All employees of LES have access to an email system for communication purposes. All employees and students have access to the LES website that is maintained by SchoolInSites. Upcoming events, resource links, survey links, INOW parent portal, INOW teacher portal, calendars, and other links can be found on the website. LES also has use of the SchoolCast system that principals and other designated employees have access to communicate with students and parents via phone, email, and/or text.

Category:

Activity - INOW parent and Teacher Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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INOW Home Portal link on the LES website provides parents and teachers with availability to access grades, lesson plans, attendance, assignments, and upcoming events.	Parent Involvement	08/10/2018	04/30/2019	\$0	Other	Classroom Teachers, Special Area Teachers, Administration
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Activity - Wireless Access Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to increase the number of wireless access points at LES	Technology	08/10/2018	04/30/2019	\$7500	Other	District Technology Coordinator and assistant

Activity - Multimedia Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All employees at LES have access to email both at and away from school via a web-based application that allows composing, sending and storing email messages. Administrators, teachers, and parents also have access to the REMIND: Safe Classroom Communication application that allows parents and administrators to communicate anonymously with parents and students.	Technology	08/10/2018	04/30/2019	\$0	No Funding Required	Administrator s, Teachers, Technology Coordinator

Goal 3: Third grade students will demonstrate proficiency in Reading.**Measurable Objective 1:**

demonstrate a proficiency in Reading by 04/30/2019 as measured by the number of students scoring in levels 3 and 4 on the Scantron ELA Performance Series Assessment.

Strategy 1:

Focused Instruction - An intervention plan will be implemented to address the needs of all third grade students.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Alabama Reading Initiative, CCRS aligned intervention program, SPIRE

Activity - SPIRE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SPIRE groups will consist of focus students who have been identified using various screening indicators.	Academic Support Program	08/10/2018	04/30/2019	\$3500	Title I Schoolwide	Reading coach, classroom teachers, administration

Strategy 2:

Performance Coach - Students will be engaged in targeted lessons that are aligned with CCRS standards daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative, ELA CCRS

Activity - Engage NY ELA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage NY reading curriculum will be used in all third grade classrooms for core instruction.	Direct Instruction	08/10/2018	04/30/2019	\$12000	Title I Schoolwide	classroom teachers, reading coach, administrators

Goal 4: Engage parents in a variety of ways that are meaningful and innovative

Measurable Objective 1:

collaborate to address the needs of parents who may have schedules that prohibit attendance at traditional school functions by 05/24/2019 as measured by increased opportunities for parent engagement.

Strategy 1:

Establish a calendar of events of parent engagement opportunities - Establish a calendar of events of parent engagement opportunities

Category: Implement Community Based Support and Intervention System

Activity - PTO meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Typical PTO meetings where parents interact with teachers and administration also attend school functions	Parent Involvement	08/10/2018	04/30/2019	\$0	No Funding Required	Principal and staff

Activity - Clean up days and service projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clean up days and service projects outside the regular school week on weekends to allow participation	Parent Involvement	08/10/2018	04/30/2019	\$0	No Funding Required	Principal, school club sponsors

Activity - Home visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific home visits to address specific needs or concerns for school or at the request of the parents	Parent Involvement	08/10/2018	04/30/2019	\$0	No Funding Required	Principal, counselor, school staff

Activity - Special assemblies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

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Muffins for Moms and Donuts for Dads, special academic recognition outside of regular PTO meeting times	Parent Involvement	08/10/2018	04/30/2019	\$0	No Funding Required	Principal, school staff, counselor, and PTO officers
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Goal 5: Plans will be implemented to ease the transition for students**Measurable Objective 1:**

A total of 100 All Students will demonstrate a proficiency transitioning in Reading by 08/10/2018 as measured by academic growth.

Strategy 1:

Transitioning - Students will receive support by school personnel to ease them into a transition to the next grade level.

Category: Develop/Implement Student and School Culture Program

Activity - Jump Start	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Half day school opportunity offered to all registered Kindergarten students.	Academic Support Program	07/23/2018	07/25/2018	\$0	District Funding	Kindergarten teachers and Reading Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Engage NY ELA	Engage NY reading curriculum will be used in all third grade classrooms for core instruction.	Direct Instruction	08/10/2018	04/30/2019	\$12000	classroom teachers, reading coach, administrators
Tier III Reading Specialist	A reading specialist will implement a direct instruction Tier III (SPIRE) for students identified as at risk by the school problem solving team.	Academic Support Program	08/10/2018	04/30/2019	\$35000	Principal, Instructional Reading Coach, Reading Specialist
After School Program	LES will implement an after school tutorial for students identified as at risk by the problem solving team.	Academic Support Program	08/10/2018	04/30/2019	\$35000	TBA
SPIRE	SPIRE groups will consist of focus students who have been identified using various screening indicators.	Academic Support Program	08/10/2018	04/30/2019	\$3500	Reading coach, classroom teachers, administration
Total					\$85500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Home visits	Specific home visits to address specific needs or concerns for school or at the request of the parents	Parent Involvement	08/10/2018	04/30/2019	\$0	Principal, counselor, school staff
Special assemblies	Muffins for Moms and Donuts for Dads, special academic recognition outside of regular PTO meeting times	Parent Involvement	08/10/2018	04/30/2019	\$0	Principal, school staff, counselor, and PTO officers

ACIP

George W. Long Elementary School

Multimedia Integration	All employees at LES have access to email both at and away from school via a web-based application that allows composing, sending and storing email messages. Administrators, teachers, and parents also have access to the REMIND: Safe Classroom Communication application that allows parents and administrators to communicate anonymously with parents and students.	Technology	08/10/2018	04/30/2019	\$0	Administrator s, Teachers, Technology Coordinator
Alabama Reading Initiative Module Training	System wide reading team will provide professional development in retooling the Alabama Reading Initiative Foundation for Learning modules.	Professional Learning	05/10/2018	04/30/2019	\$0	Grade 3-6 teachers, Instructional Coach, Adminstrators
PTO meetings	Typical PTO meetings where parents interact with teachers and administration also attend school functions	Parent Involvement	08/10/2018	04/30/2019	\$0	Principal and staff
Clean up days and service projects	Clean up days and service projects outside the regular school week on weekends to allow participation	Parent Involvement	08/10/2018	04/30/2019	\$0	Principal, school club sponsors
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Jump Start	Half day school opportunity offered to all registered Kindergarten students.	Academic Support Program	07/23/2018	07/25/2018	\$0	Kindergarten teachers and Reading Specialist
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wireless Access Points	Continue to increase the number of wireless access points at LES	Technology	08/10/2018	04/30/2019	\$7500	District Technology Coordinator and assistant
INOW parent and Teacher Portal	INOW Home Portal link on the LES website provides parents and teachers with availability to access grades, lesson plans, attendance, assignments, and upcoming events.	Parent Involvement	08/10/2018	04/30/2019	\$0	Classroom Teachers, Special Area Teachers, Administration
Total					\$7500	

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		Stakeholder Feedback Data Document

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?

Standard 1 was the highest overall scored standard for faculty, students, and parents. Reviewing the survey information by standards shows that on the parent survey (4.15 average score) and the student survey (4.88 average score) Standard 1, Purpose and Direction had the highest level of satisfaction. Reviewing survey information by the indicator report shows that parents are highly satisfied with the school's facilities, services, and equipment. Parents rated this indicator with an overall score of 4.44.

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

Parents scored Standard 3 (3.75) as the highest standard indicating an increase in stakeholder satisfaction dealing with teaching and assessing for learning.

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

Information from PTO, Title I annual meetings, and teacher notes concerning conferencing indicate parents are satisfied with teaching and learning. Findings from the AdvancEd 2017-2018 Self Assessment are consistent with the staff stakeholder survey feedback.

Areas in Need of Improvement

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

Staff scored Standard 3 Indicator 3.7 (Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.) with a score of 2.8.

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

Standard 2 was the overall lowest scored standard by faculty.

What are the implications for these stakeholder perceptions?

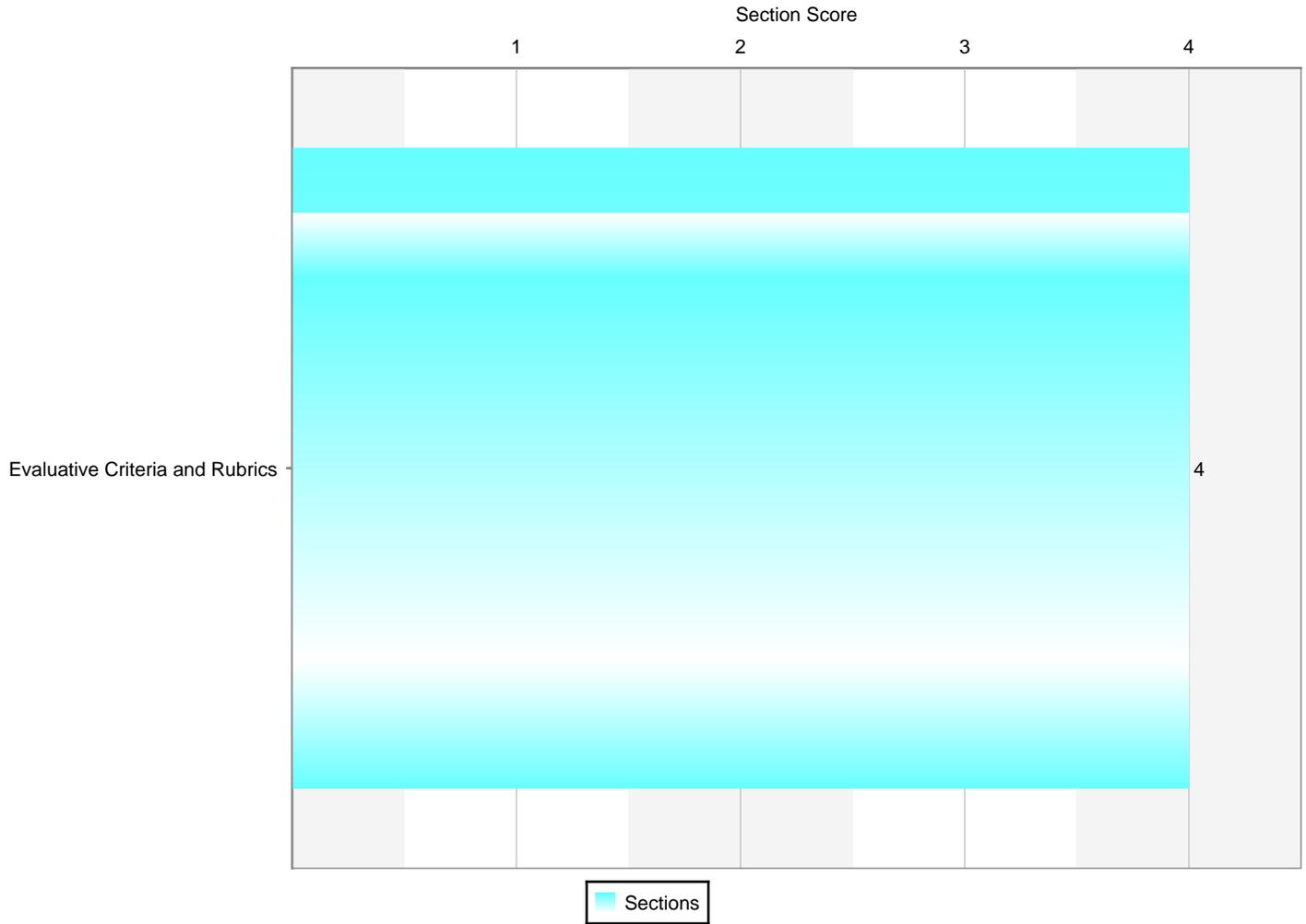
Long Elementary School will continue to improve communications among all stakeholders. Daily information will be sent to teachers via email and weekly meetings will be held to continue to keep faculty and staff involved and informed about school happenings. Long Elementary School will continue to improve parent communications about learning support services that are available in helping meet the needs of students through the school website, social media sites such as Pinterest and the Remind app, parent newsletters with targeted resources, PTO meetings, Open House activities, and other opportunities to share with parents the resources available for meeting the needs of the students.

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

Conversations held during PTO, parent/teacher conferences, etc. indicate parents need more resources for helping students.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

We met in grade level data meetings. Data was collected and analyzed on an ongoing basis from a variety of sources to include Scantron, STRIDE, DIBELS, Lexia, Moby Max, and STAR.

In grades 3-6 we were able to use disaggregated data from Scantron Performance Series Reading and Math assessments to determine needs of students as a whole and in subgroups.

DIBELS is used in grades K-2. This data was also used to determine needs.

What were the results of the comprehensive needs assessment?

The results from the comprehensive needs assessment indicated that our fifth-grade reading was our greatest area of need.

What conclusions were drawn from the results?

We concluded from the Comprehensive Needs Assessment that our school improvement goals should reflect an emphasis on weaknesses in our literacy and math standards. Fifth-grade reading is an area of weakness.

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

The BLT concluded areas of focus should be an increase in quality assignments and assessments in reading, math, and writing to include direct planning based on Webb's Depth of Knowledge.

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

The BLT meets to discuss the areas of weakness identified in the needs assessment. Goals are then written to address the weaknesses.

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

The comprehensive needs assessment evaluation included data from multiple data sources to include Scantron, DIBELS, STAR, STRIDE,
SY 2018-2019

Lexia and Moby Max. Therefore, we were able to determine areas of need.

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

After careful review, goals were determined based on the needs identified. Special populations are provided with individual IEP's to ensure that individual goals are being met. Students are assessed and scores are used to assign tiered instruction. Accommodations are made on a case by case basis.

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

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

Goal 1:

Plans will be implemented to ease the transition for students

Measurable Objective 1:

A total of 100 All Students will demonstrate a proficiency transitioning in Reading by 08/10/2018 as measured by academic growth.

Strategy1:

Transitioning - Students will receive support by school personnel to ease them into a transition to the next grade level.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Jump Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Half day school opportunity offered to all registered Kindergarten students.	Academic Support Program	08/06/2018	08/10/2018	\$0 - District Funding	Kindergarten teachers and Reading Specialist

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

Goal 1:

Third grade students will show an increase in Mathematics achievement.

Measurable Objective 1:

80% of Kindergarten, First and Second grade students will demonstrate a proficiency on statewide assessments in Mathematics by 05/24/2019 as measured by Stride Academy Progress Monitoring Assessments, and classroom assessments. .

Strategy1:

Extra Help - Students will be screened for the need for extra help using classroom assessments, standardized tests, Stride PMAs, and Moby

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George W. Long Elementary School

Max.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALCOSMath, Engage NY

Activity - Focused Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify areas of focus for identified students and use scheduled intervention time to deliver focused instruction for students.	Academic Support Program	08/07/2017	05/21/2018	\$0 - No Funding Required	Classroom teachers, administration, instructional coach

Strategy2:

Collaborative Communities - Math team will provide professional development during monthly grade level/data meetings to facilitate rigor and engagement in math instruction.

Category:

Research Cited: Envisions, DIBELS math, Stride Academy, Engage NY

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaboratively plan lessons to incorporate Alabama College and Career Readiness Standards in Mathematics across the curriculum.	Academic Support Program	08/07/2017	05/21/2018	\$0 - No Funding Required	K-2 teachers, Instructional Coach, administrators

Strategy3:

Monitor and Evaluate Achievement Improvement - Teachers and leadership team will determine if strategies implemented have increased students proficiency in math.

Category:

Research Cited: Envisions, Math Course of Study, Engage NY

Activity - Monitor and Evaluate Achievement Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will use lesson plans, walk through notes, and relevant data to determine the implementation level of various strategies as well as the impact on student achievement.	Academic Support Program	08/07/2017	05/21/2018	\$0 - No Funding Required	K-6 teachers, Instructional Coach, administrators

Strategy4:

Implementation of Best Practices Instructional Strategies - Teachers will implement best practice strategies to design engaging math lessons for students based on areas of focus identified at data meetings.

Category:

Research Cited: Envisions, Stride Academy Progress Monitoring Assessments, classroom assessments, Engage NY

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George W. Long Elementary School

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use strategies discussed in common planning to plan engaging lessons focused on areas of study identified in monthly data meetings.	Academic Support Program	08/07/2017	05/21/2018	\$0 - No Funding Required	K-2 teachers, Instructional Coach, administrators

Measurable Objective 2:

80% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in Mathematics in Mathematics by 05/21/2018 as measured by ACT Aspire assessment, Stride Academy Progress Monitoring Assessments, and classroom assessments.

Strategy1:

Implementation of Best Practices Instructional Strategies - Teachers will implement best practice strategies to design engaging math lessons for students based on areas of focus identified at data meetings.

Category:

Research Cited: Envisions, Stride Academy Progress Monitoring Assessments, classroom assessments, Engage NY

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use strategies discussed in common planning to plan engaging lessons focused on areas of study identified in monthly data meetings.	Academic Support Program	08/07/2017	05/21/2018	\$0 - No Funding Required	K-2 teachers, Instructional Coach, administrators

Strategy2:

Collaborative Communities - Math team will provide professional development during monthly grade level/data meetings to facilitate rigor and engagement in math instruction.

Category:

Research Cited: Envisions, DIBELS math, Stride Academy, Engage NY

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaboratively plan lessons to incorporate Alabama College and Career Readiness Standards in Mathematics across the curriculum.	Academic Support Program	08/07/2017	05/21/2018	\$0 - No Funding Required	K-2 teachers, Instructional Coach, administrators

Goal 2:

Third grade students will demonstrate proficiency in Reading.

Measurable Objective 1:

demonstrate a proficiency in Reading by 05/24/2019 as measured by the number of students scoring in levels 3 and 4 on the Scantron ELA Performance Series Assessment.

Strategy1:

SY 2018-2019

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George W. Long Elementary School

Performance Coach - Students will be engaged in targeted lessons that are aligned with CCRS standards daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative, ELA CCRS

Activity - Engage NY ELA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage NY reading curriculum will be used in all third grade classrooms for core instruction.	Direct Instruction	08/06/2018	05/24/2019	\$12000 - Title I Schoolwide	classroom teachers, reading coach, administrators

Strategy2:

Focused Instruction - An intervention plan will be implemented to address the needs of all third grade students.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Alabama Reading Initiative, CCRS aligned intervention program, SPIRE

Activity - SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPIRE groups will consist of focus students who have been identified using various screening indicators.	Academic Support Program	08/06/2018	05/24/2019	\$3500 - Title I Schoolwide	Reading coach, classroom teachers, administration

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

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

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

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

Goal 1:

Third grade students will show an increase in Mathematics achievement.

Measurable Objective 1:

80% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in Mathematics in Mathematics by 05/21/2018 as measured by ACT Aspire assessment, Stride Academy Progress Monitoring Assessments, and classroom assessments.

Strategy1:

Implementation of Best Practices Instructional Strategies - Teachers will implement best practice strategies to design engaging math lessons for students based on areas of focus identified at data meetings.

Category:

Research Cited: Envisions, Stride Academy Progress Monitoring Assessments, classroom assessments, Engage NY

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use strategies discussed in common planning to plan engaging lessons focused on areas of study identified in monthly data meetings.	Academic Support Program	08/07/2017	05/21/2018	\$0 - No Funding Required	K-2 teachers, Instructional Coach, administrators

Strategy2:

Collaborative Communities - Math team will provide professional development during monthly grade level/data meetings to facilitate rigor and engagement in math instruction.

Category:

Research Cited: Envisions, DIBELS math, Stride Academy, Engage NY

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaboratively plan lessons to incorporate Alabama College and Career Readiness Standards in Mathematics across the curriculum.	Academic Support Program	08/07/2017	05/21/2018	\$0 - No Funding Required	K-2 teachers, Instructional Coach, administrators

Measurable Objective 2:

80% of Kindergarten, First and Second grade students will demonstrate a proficiency on statewide assessments in Mathematics by 05/24/2019 as measured by Stride Academy Progress Monitoring Assessments, and classroom assessments. .

Strategy1:

Monitor and Evaluate Achievement Improvement - Teachers and leadership team will determine if strategies implemented have increased students proficiency in math.

Category:

Research Cited: Envisions, Math Course of Study, Engage NY

Activity - Monitor and Evaluate Achievement Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will use lesson plans, walk through notes, and relevant data to determine the implementation level of various strategies as well as the impact on student achievement.	Academic Support Program	08/07/2017	05/21/2018	\$0 - No Funding Required	K-6 teachers, Instructional Coach, administrators

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George W. Long Elementary School

Strategy2:

Implementation of Best Practices Instructional Strategies - Teachers will implement best practice strategies to design engaging math lessons for students based on areas of focus identified at data meetings.

Category:

Research Cited: Envisions, Stride Academy Progress Monitoring Assessments, classroom assessments, Engage NY

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use strategies discussed in common planning to plan engaging lessons focused on areas of study identified in monthly data meetings.	Academic Support Program	08/07/2017	05/21/2018	\$0 - No Funding Required	K-2 teachers, Instructional Coach, administrators

Strategy3:

Extra Help - Students will be screened for the need for extra help using classroom assessments, standardized tests, Stride PMAs, and Moby Max.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALCOSMath, Engage NY

Activity - Focused Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify areas of focus for identified students and use scheduled intervention time to deliver focused instruction for students.	Academic Support Program	08/07/2017	05/21/2018	\$0 - No Funding Required	Classroom teachers, administration, instructional coach

Strategy4:

Collaborative Communities - Math team will provide professional development during monthly grade level/data meetings to facilitate rigor and engagement in math instruction.

Category:

Research Cited: Envisions, DIBELS math, Stride Academy, Engage NY

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaboratively plan lessons to incorporate Alabama College and Career Readiness Standards in Mathematics across the curriculum.	Academic Support Program	08/07/2017	05/21/2018	\$0 - No Funding Required	K-2 teachers, Instructional Coach, administrators

Goal 2:

Identified English Language Learners will receive appropriate accommodations and best practice instruction

Measurable Objective 1:

100% of English Learners students will increase student growth in the Spring 2018 performance series reading assessment in Reading by 05/18/2018 as measured by increased growth in student scaled score.

Strategy1:

Scaffolded academic vocabulary instruction - Small group instruction that is based on student needs

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

Research Cited:

Activity - ARI vocabulary module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction in small group	Direct Instruction	08/11/2017	05/18/2018	\$0 - No Funding Required	Classroom teacher , reading specialist

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

Identified English Language Learners will receive appropriate accommodations and best practice instruction

Measurable Objective 1:

100% of English Learners students will increase student growth in the Spring 2018 performance series reading assessment in Reading by 05/18/2018 as measured by increased growth in student scaled score.

Strategy1:

Scaffolded academic vocabulary instruction - Small group instruction that is based on student needs

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

Research Cited:

Activity - ARI vocabulary module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction in small group	Direct Instruction	08/11/2017	05/18/2018	\$0 - No Funding Required	Classroom teacher , reading specialist

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

We are able to determine the needs of our parents through the use of the Home Language Survey. We are able to provide academic achievement results and interpretation of results to parents in English and Spanish. If there is a need other than this, we will be able to use a translator to deliver the achievement results.

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

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

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

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

The Dale County Board of Education requires that teachers meet highly qualified status. They ensure that the proper documentation is in place before employment. Teachers use common planning time and scheduled weekly professional development to collaborate and plan lessons using the Alabama College and Career Readiness Standards and subject pacing guides to plan lessons. The teachers are required to submit weekly lesson plans as documentation. Teachers meet regularly with the instructional coach to coordinate plans. They also attend professional development concerning areas of instruction.

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

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

The turnover rate for this year was 6%. Two non-tenured teachers were non-renewed. Two teachers were hired to fill the vacant positions.

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

Ninty percent of certified teachers have 5 or more years of teaching experience.

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

There is not a high turnover rate at G. W. Long Elementary.

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

Professional development activities are based on the needs assessment results. Professional development is sometimes provided at the district level. Instructional Reading coaches provide Alabama Reading Initiative (ARI) professional development to teachers and the ongoing support necessary at the LEA. Opportunities for professional development also include job-embedded activities for improving the use of technology for instruction and student use and more training for College and Career Readiness Standards in reading and math.

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

Some professional development is provided by district personnel. Instructional Coaches also provide PD throughout the year. Opportunities are available through the Southeast Regional Inservice Center and via various webinars and websites. Administrators, teachers, and staff are also able to attend appropriate conferences and or workshops. Faculty members participate in grade level meetings as well as vertical planning meetings.

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

New and inexperienced teachers are partnered with an experienced teacher to provide mentoring support for a minimum of one year. These teachers meet on a regular basis to include grade level planning meetings.

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

Job embedded professional development is provided by the staff instructional coach. Regularly scheduled grade level and data meetings provide ongoing professional development. Coaches also provide support to individual teachers using the Coaching Cycle to improve instructional practice.

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

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

Goal 1:

Plans will be implemented to ease the transition for students

Measurable Objective 1:

A total of 100 All Students will demonstrate a proficiency transitioning in Reading by 08/10/2018 as measured by academic growth.

Strategy1:

Transitioning - Students will receive support by school personnel to ease them into a transition to the next grade level.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Jump Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Half day school opportunity offered to all registered Kindergarten students.	Academic Support Program	08/06/2018	08/10/2018	\$0 - District Funding	Kindergarten teachers and Reading Specialist

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

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

Results of various forms of assessment are shared at required monthly data meetings. Faculty meetings are also utilized to share statewide assessment results and discuss implications of results. Results from all available assessments are used to guide tiered instruction, make accommodations, and help teachers identify who is not meeting benchmarks.

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

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

Test scores are reviewed and students are identified during data meetings. Students who are experiencing difficulties may be assigned tiered instruction and/or be assigned fro additional instruction during intervention time.

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?

Teachers will provide differentiated instruction to accommodate the needs of all students. Students who are experiencing difficulty mastering academic standards will begin receiving extra help during Tier II intervention in the classroom and additional Tier III Intervention if needed.

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.

Teacher use a variety of instructional strategies and scaffolding to provide differentiated instruction.

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.

Each student is given a home language survey to identify EL students. The EL team meets regularly to discuss accommodations needed for individual students. Each student also receives a free and reduced lunch form at the beginning of the year to allow for participation in the CNP program.

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

N/A

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

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

The Dale County Board of Education manages the funds for federal, state, and local programs.

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

The Dale County Board of Education manages the funds for federal, state, and local programs

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

G. W. Long Elementary will follow a regular schedule to review and revise the continuous improvement plan. The plan is implemented at the beginning of the school year and will be reviewed at intervals throughout the year. The Building Leadership Team (BLT) will meet with the stakeholders in the fall (Sept/October) to review goals, strategies, and activities to ensure that the identified goals are being addressed. A BLT winter review (January/February) will review lesson plans and walk through information to ensure that identified goals, strategies, and activities are being utilized in the classroom. Teachers will be informed of progress during faculty meetings, grade level meetings, and/or school website, and parent messages. A BLT will evaluate evidence to determine effectiveness of the continuous improvement plan.

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?

School wide goals are written to address areas of focus and sustain areas of achievement on statewide annual assessments.

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?

All assessments given are analyzed to help identify students in need of support. Scantron Performance data for grades 3-5 will be used to determine strengths and weaknesses. DIBELS results for grades Kindergarten through second grade will be used to determine students who are at benchmark, strategic, and in need of intensive support. Classroom formative data is a resource to determine if achievement is occurring, especially students in need of support.

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

The BLT members are reviewed each year. Members are selected, chosen, or recruited based upon input they may contribute to the team. Revisions of plan may occur at any of the intervals when plan is reviewed and concerns are identified. If a concern or need arises, the BLT will meet and necessary changes will occur.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	29.31

Provide the number of classroom teachers.

29.31

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1513146.31

Total

1,513,146.31

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	82300.55

Total

82,300.55

Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total

0.00

Counselor

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

Provide the number of Counselors.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	30655.93

Total

30,655.93

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56177.0

Total

56,177.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	9543.0

Total

9,543.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2863.0

Total

2,863.00

EL Teachers

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

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	3906.0

Total

3,906.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	17052.0

Total

17,052.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3058.0

Total

3,058.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	83940.37

Provide a brief explanation and breakdown of expenses.

Salaries and Benefits- \$32,822.98

Parental Involvement - \$849.58

Other- \$50,267.81

Title II

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

Provide a brief explanation and a breakdown of expenses.

Distributed by Central Office

Title III

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

Provide a brief explanation and a breakdown of expenses.

Distributed by Central Office

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

Distributed by Central Office

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.

Distributed by Central Office

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

Provide a brief explanation and breakdown of expenses.

Distributed by Central Office

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

Meetings to inform parents of Title I requirements, the 1% set-aside and the rights of the parents involved are held in the month of September. At this time two meetings have been held. One meeting was in the morning and the other was held in the afternoon to accommodate for different stakeholder schedules. The meetings were advertised via the monthly school calendar and REMIND notices were sent by the principal and grade-level teachers.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

The parent meetings are scheduled at two different times, one meeting is in the morning and the other is held after school. An Open House is also held in the fall when parents meet teachers. Parents are informed of the opportunities to be involved in school wide decisions at this meeting and through participation in school committees.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

The school uses a variety of methods to communicate with parents. Communication methods include the use of PTO, parent/teacher conferences, school website, social media sites, classroom and school-wide REMIND notices, and weekly communications in student work folders. A translator is provided at the parent's request and forms, notes, etc. are translated into the parent's native language as needed. Student grades are available through the INow parent portal. A secure login and password are issued to parents each fall as another way to track student achievement. Progress reports are sent home every 4.5 weeks and report cards each 9 weeks.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

reviewed and signed by students and parents. A copy is kept in the school office for review at any time.

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

A copy of the improvement plan is kept in the principal's office and made public on the school website. Parents can communicate using email through the school website, phone, or send written communications. Conferences can also be scheduled with administrators and/or teachers.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

The administrators and counselors will work with parents to provide materials and training necessary to improve each child's academic achievement. The school also provides training and tips for student academic success through the school website, social media, and newsletters to parents. We will continue to work with teachers through faculty and grade level meetings to stress the importance of parental involvement. Administrators will work with teachers in faculty and grade level meetings to seek ways and methods to involve parents.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

The administrators, counselor and teachers will work with parents to provide materials and training necessary to improve each child's academic achievement. The school also provides training and tips for student academic success through the school website, social media, and newsletters to parents.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Efforts are made to ensure that any communication sent to parents is clear and easily understood. Documents are prepared in Spanish and similar arrangements may be made for other languages as the need arises.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

The school will schedule and conduct parent conferences in a timely manner. Administrators and the counselor are available for conferences and offer assistance and suggestions to parents when needed. The school nurse provides care plans and meets with parents when there are health concerns. The instructional coach assists with parent workshop and information sessions when necessary.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Documents are prepared in Spanish and the school will make similar arrangements for other languages as the need arises.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent

practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

The campus is handicapped accessible. We provide a language translator when needed. If needed, a sign language interpreter for a hearing impaired parent would be provided.