



ACIP

Midland City 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?

Midland City Elementary School is located in the rural town of Midland City, Alabama in the southern part of Dale County. According to the US Census Bureau, the town has a total area of 6 square miles; all of it land. Midland City is home to the Dothan Regional Airport.

According to the 2017 Suburban Stats, Dale County has a total population of 50,251 with a racial makeup of 74% White/Caucasian and 26% non-white while Midland City has a population of 2,344 people with very similar racial make-up. The total number of households for Midland City, Alabama is 944 with only 355 of those homes consisting of a husband, wife, and their own children. The estimated median household income for Midland City residents in 2016 was \$27,149; up from \$20,000 in 2011.

Midland City Elementary presently has 404 students enrolled in grades K-4. This is an increase from last year. Our students are residents of several rural communities in the Dale County area and come from a variety of socioeconomic backgrounds, 56% of the students are White/Caucasian and the remaining 44% are non-white. The majority of the student population is from low-income, single parent families. This is reflected by the 85% of our enrollment who qualify for free/reduced meals.

All staff members at Midland City Elementary School are highly qualified. The faculty consists of a principal and 31 certified employees to include regular classroom teachers, physical education teachers, media specialist, instructional coach, speech therapist, special education teachers, computer lab teacher, and counselor. We also have 10 support personnel including a school nurse and 2 instructional aides. As a faculty, we believe in our children, the families from which they come, and our ability to teach so that all children learn. Midland City Elementary has been fully accredited by our regional accrediting association since 1978.

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.

Based on the belief that children are our most valuable resource, the mission of Midland City Elementary School is to provide a successful start that leads to a successful future all while providing a positive educational environment so that they may achieve their highest level of learning and become respectful, responsible citizens. It is our goal to provide the best education possible in a risk-free environment promoting academic success through quality instruction. We know that learning can take place if there is a combination of effort, interest, and motivation on the part of the student, school, home, and community. We want our students to be prepared for the 21st century. We are doing so by equipping them with the knowledge and skills needed to succeed and be college and career ready.

Midland City Elementary teachers and faculty continuously strive to create a positive environment that is conducive to learning. We use Positive Behavior Support (PBS) strategies to foster a climate with identified core values. The faculty implements actions to support those values, monitor efforts and celebrate success.

Our teachers provide differentiated instruction incorporating a variety of instructional, grouping, and assessment strategies in an effort to reach students at every level. After reviewing collected data, at-risk students are identified and receive additional instruction (intervention) throughout the day. By using the latest teaching methods and technology, we provide both a solid curriculum and a positive atmosphere that is acceptable to each child's abilities.

Midland City Elementary embodies its purpose through its expectations for school, parents, and students. These expectations are communicated to all stakeholder groups through the annual Muffins for Moms and Donuts for Dads, as well as through our school compact.

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.

Midland City Elementary School has attained several notable achievements and made a number of improvements in various areas. With the introduction of Alabama's College and Career Ready Standards during the 2012-2013 school year, Midland City Elementary set high expectations for students in Math and began to move to higher standards of learning in English Language Arts. In order to implement more student-centered instructional programs, curriculum changes in the 2015-2016 school year will help us achieve higher achievement levels in all instructional areas. Midland City Elementary teachers attend professional development which will also aide the classroom teacher in implementing a more rigorous curriculum. Grade level planning meetings, data meetings, problem-solving meetings, and job-embedded training opportunities were planned and carried out throughout the school year to support teachers and improve student learning. Our expectations for higher achievement were not met during the 2015-2016 school year. Our focus during the 2016-2017 school year will continue to be an increase in the third and fourth-grade test scores. We have hired an on staff intervention teacher along with two retired teachers who will work on academic skills with students in grades K-4.

One of the biggest challenges for Midland City Elementary School is the fact that around 20% of our students are transient students who only remain with us a short time and move to another school or school district. The revenue for our school mostly comes from Title 1 funding which is allotted to us due to the fact that so many of our students receive free or reduced lunches. A large majority of our students are underprivileged and many of them come from single parent homes.

In an effort to continue improvement in parental involvement and communication, Midland City Elementary, along with the other schools in the Dale County system use the School Cast and REMIND services. School Cast delivers an audio message with important information about important and upcoming school events. Parents and teachers are given the opportunity to subscribe to this service free of charge. REMIND delivers alerts concerning the school to an email address and/or sends texts to a mobile device. REMIND also allows the teacher and parent to text while keeping the teacher's personal information hidden. A new service called Saf-T-Net Schools has been implemented to keep parents aware of weather conditions that might be related to school closings. This is a free weather alert service provided free to anyone who chooses to subscribe.

Midland City Elementary School meets the state attendance goal each year, but, we are striving to improve our school attendance by decreasing the number of tardies and check-outs that occur each day. An at-risk program which targets the students who have excessive amounts of tardies or absences was implemented in 2014-2015 in partnership with the Dale County Court Early Warning System. Several other incentive programs are being implemented to help with these issues. This has helped tremendously with the number of tardies and early checkouts.

Our academic goals for the year are to increase the percentage of third and fourth-grade students who meet or exceed the state math standards on the new state assessments and increase writing throughout the school. Another added goal is to increase the Depth of Knowledge for each student. Teachers are attending professional learning meetings which will assist them in increasing the amount of rigor in each classroom.

We have had the opportunity during the last two years to add an in-school Girl Scout/Boy Scout program through a grant. Someone will come to the school to meet with the students during the school day. Due to the fact that most of our students fall in the poverty level, the in-school
SY 2018-2019

scout program has given them the opportunity to participate. We added an afterschool Boys and Girls Club last year also.

Our cafeteria serves lunch items which meet the National Health guidelines. We also serve only healthy, nutritional snacks daily to our students.

We have a safety plan through which we practice monthly safety procedures. Our students/teachers practice Weather Drills, Fire Drills, and Lock Down Drills. Bus evacuation drills are also practiced twice yearly. We believe that our students as-well-as our faculty should be prepared in the event of an emergency.

Midland City Elementary is a great school and we have made a tremendous amount of improvements. We are continuously striving to implement new ways to improve on areas such as parental involvement, test scores, attendance, school safety, academic achievement, professional development, and classroom management/discipline. We are equipping our students to be life-long learners, College/Career ready and productive adults.

Additional Information

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

Midland City Elementary is proud of the fact that all of our teaching staff are highly qualified. We are consistently working toward a plan which will provide a fully aligned curriculum to support students in reaching the rigorous expectations set forth in Alabama's College and Career Ready Standards. Teachers meet weekly in collaborative planning time to discuss and plan ways to implement the teaching of standards in the classroom. In the 2012-2013 school year, an in-school tutorial program was added. Using money available to us as a Title 1 school, we were able to add two retired teachers who come three days weekly (beginning in October and continuing through April) to work with small groups of students who need extra intervention. this program is still in place today. Using With additional Title 1 funding, we were able to add a full-time certified intervention teacher that will aid us in reaching more students academically.

Each classroom at Midland City Elementary School has a complete SMARTboard MX880 system for both teachers and students to use. All classrooms are equipped with a variety of technological devices including laptop computers, desktop computers, Chromebooks and iPads. Lessons taught to these students are now only limited by the creative abilities of the teacher. We have also added a 65" portable flat panel presentation system along with an additional 30 Chromebooks.

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.

A planning committee was formed at Midland City Elementary School for the purpose of revising the Title I Continuous Improvement Plan (ACIP). The committee met at intervals to review the needs assessment, pertinent data and other information about the school, and develop strategies to help students meet high state achievement and content standards.

The stakeholders are parents, faculty members, community leaders, and special population leaders. Each grade level has a representative on the building leadership team. Members were selected by the principal to ensure a vested interest from all stakeholders.

All meetings were prearranged with committee members to accommodate each person's schedule. Meetings were held during the afternoon hours. Each person's role on the team is explained during the meetings. Members are encouraged to provide feedback for every step of the improvement plan process. After reviewing the data the building leadership team agreed upon student learning goals and developed strategies and action steps to address academic needs and build a culture of high expectations. All teachers are dedicated to the implementation of strategies will continue to bring change in our school.

An important component of the planning process is identifying the needs of a diverse student body and making reasonable accommodations in order to serve the needs of homeless students, minority students, economically disadvantaged students, special needs students, neglected, and delinquent students to help meet state proficient and advanced levels of student academic achievement on state content standards.

Parents had flexible meeting times. If at any time, someone cannot attend a meeting, they meet with the principal to discuss the meeting's agenda, new business, and any other pertinent information.

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 grade levels as well as the principal, guidance counselor, special area representatives, parent and community representatives. Based on data and feedback, members make school improvement decisions as a committee. The selected members are responsible for any decision-making (program or financial plans) regarding the ACIP and distributing any information needed to their constituency groups. Input from parents and community members is actively sought in order to ensure that students' needs are identified and that all available community resources are being utilized. Committee representatives were selected because of their dedication and interest in the success of our students and school.

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

Copies of the ACIP will be located in the principal's office and at the local central office. The plan will also be posted on the Midland City Elementary School website. The plan is available to all stakeholders upon request. The plan will be discussed with parents during parent meetings. As part of parent involvement, MCES hosts Muffins with Moms and Doughnuts for Dads to present the Improvement and Title 1 plans to parents and stakeholders. Parents and other stakeholders are represented on the academic, professional development, and budget committees. Monthly meetings/reviews are held to discuss and review the ACIP. If a parent disagrees with any aspect or component of the Midland City Elementary School/ LEA Parent Involvement Policy/Plan, that parent is free to express concerns to the school or contact the appropriate persons at the Central Office. These written concerns will then be forwarded to the SDE Federal Programs Coordinator.

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		2018-2019 MCES Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

When compared to the previous testing, there was a significant increase in the number of students scoring in Levels III and IV on the Scantron in fourth grade reading.

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

Fourth grade reading and math show a positive trend in overall student performance.

Which area(s) indicate the overall highest performance?

Fourth grade reading (61% proficient) and third grade math (60% proficient) had the highest overall performance on the 2017-2018 state assessment (Performance Series)>

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

N/A

Between which subgroups is the achievement gap closing?

Based on subgroup analysis, fourth grade girls had a slightly higher percentage (12%) scoring in Level III and Level IV on 4th grade Scantron than fourth grade boys.

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

The subgroups which show a downward trend in declining performance remain the same yearly with males scoring lower than females and non-white males scoring lowest overall.

Areas in Need of Improvement

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

Students scoring proficient (Levels III and IV) was 36% in third grade reading based on the state assessment (Performance Series).

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

Third grade reading continues to show a negative trend in performance based on ACT Aspire data (2014-2017) and Performance Series data (2018).

Which area(s) indicate the overall lowest performance?

Third grade reading proficiency is 36%.

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

The subgroups which show a downward trend in declining performance remain the same yearly with males scoring lower than females and non-white males scoring lowest overall based on 2016-2017 data. Performance Series data has only been collected one year (2017-2018).

Between which subgroups is the achievement gap becoming greater?

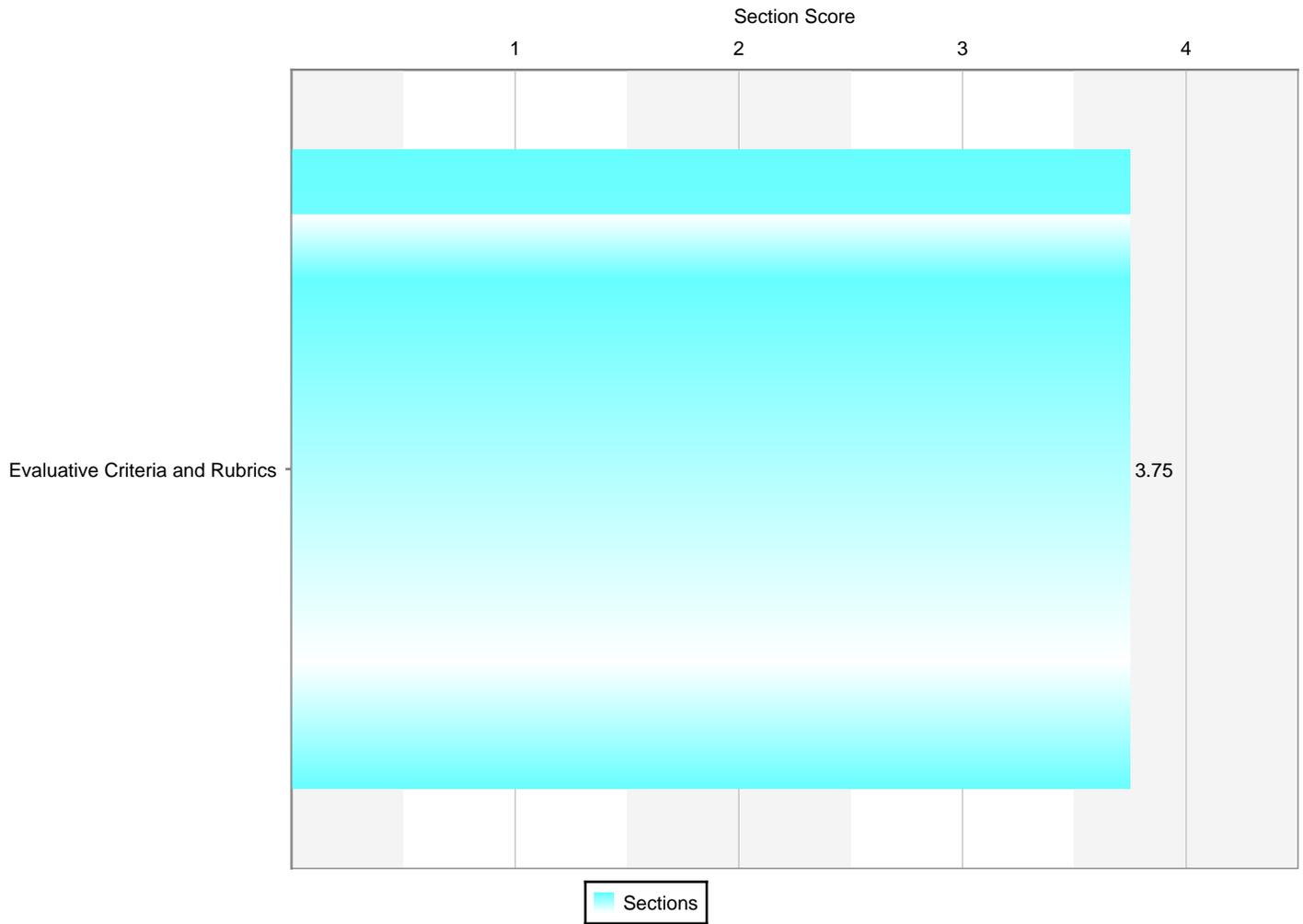
The subgroups which show a downward trend in declining performance remain the same yearly with males scoring lower than females and non-white males scoring lowest overall based on 2016-2017 data. Performance Series data has only been collected one year (2017-2018).

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

ACT Aspire 2014-2017 and Performance Series testing 2017-2018 show consistent findings for third grade reading.

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		ACIP Building Leadership Sign 18-19

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		Dale County Schools Non-discrimination Policy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		Dale County Schools Non-discrimination Policy

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		Dale County LEA Consolidated Plan 2019

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		Parent-School Compact 18-19

2018-2019 Goals and Plan

Overview

Plan Name

2018-2019 Goals and Plan

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	Midland City Elementary School will improve culture to decrease discipline referrals for 2018-2019.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$2000
2	Student Attendance at Midland City Elementary School will increase for the 2018-2019 school year.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$400
3	Midland City Elementary students will increase achievement levels in reading.	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$49314
4	Midland City Elementary School students will increase achievement levels in math	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$15000
5	Engage parents in a variety of ways that are meaningful and innovative	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$2500

Goal 1: Midland City Elementary School will improve culture to decrease discipline referrals for 2018-2019.

Measurable Objective 1:

collaborate to foster relationships with students by making an effort to interact with each student by 05/23/2019 as measured by student's educational experience.

Strategy 1:

DEAR Time - DEAR (Drop everything and reflect) time is being incorporated in each classroom from 2:30-2:45. The teacher serves as the adult advocate and will facilitate improving self-esteem, supporting positive behaviors, strengthening communication skills, promoting positive social attitudes and relationships with peers, and envisioning a positive future for themselves.

Category:

Research Cited: National School Climate Center, <http://www.schoolclimate.org/guidelines>

Activity - Character Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will aid in the development of life skills through lessons that promote the character traits of trustworthiness, respect for others, responsibility, fairness, caring, and citizenship.	Behavioral Support Program	08/06/2018	05/22/2019	\$0	No Funding Required	Classroom Teachers, Guidance counselor, admin staff
Activity - PBS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive Behavior Support (PBS) program to increase positive behavior in the school. Students earn "slips" that can be redeemed for prizes.	Extra Curricular	08/06/2018	05/22/2019	\$2000	Other	Special Area Teachers, Classroom Teachers

Goal 2: Student Attendance at Midland City Elementary School will increase for the 2018-2019 school year.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, 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 behavior to improve attendance in Practical Living by 05/23/2018 as measured by daily attendance reports..

Strategy 1:

School Attendance Recognition - Rewards and praise - There will be bi-weekly checks of student attendance. Incentives will be given to students with perfect attendance. The Prevention Project will continue to be used to target students with at risk attendance during the 2018-2019 school year.

Category: Other - Rewards for Attendance

Research Cited: Increasing Student Attendance: Strategies From Research and Practice

Activity - School Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The class with the highest monthly attendance will be acknowledged and rewarded.	Other - Incentives and Awards, Parent Involvement	08/06/2018	05/22/2019	\$200	Other	Principal, Counselor, Special Area Teachers

Activity - Perfect Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
. Students with perfect yearly attendance will be rewarded with a special token award at the end of the year Honors Celebration.	Other - Quarterly reward parties and certificates	08/06/2018	05/22/2019	\$200	Other	Principal, Counselor, Special Area Teachers, Paraprofessional, Local Community Churches

Strategy 2:

Monitor Student Attendance for Improvement - Attendance will be monitored by teachers and office staff to increase daily attendance and decrease student tardies.

Category:

Research Cited: Increasing Student Attendance: Strategies From Research and Practice.

Activity - Prevention Project Task Force	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are informed of our school board approved attendance policy. Parents sign the handbook acknowledgement (as receipt of the plan). They are given a letter stating procedures. Our local DHR office has also developed a pre-court referral program (Prevention Project Task Force) to identify barriers that contribute to excessive absences and tardies.	Parent Involvement, Policy and Process	08/06/2018	05/22/2019	\$0	No Funding Required	Teachers, Staff, Court Referral System, DHR, Principal, and Counselor.

Goal 3: Midland City Elementary students will increase achievement levels in reading.

Measurable Objective 1:

A 15% increase of Third and Fourth grade students will demonstrate a proficiency in the use of and understanding of ELA-CCRS in English Language Arts in Reading by 05/22/2019 as measured by as measured by STRIDE and Scantron Series..

Strategy 1:

Standards - Based Reading Strategy - Midland City Elementary Reading Strategy - Standards - Based English Language Arts (ELA) instruction - Third and Fourth Grade teachers will increase reading proficiency by providing high quality standards based instruction, assessment, and intervention aligned to the ELA Standards.

Category:

Research Cited: The standards based instruction is an absolute per the Alabama State Department of Education.

Activity - Standards Based Reading Instruction Aligned to ELA-CCRS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third and Fourth Grade teachers will adhere to reading schedules and implement daily reading schedules which will include whole and small group instruction.	Direct Instruction, Academic Support Program	08/06/2018	05/22/2019	\$0	No Funding Required	Third and Fourth Grade Teachers at Midland City Elementary School

Activity - Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Standards Based Computer Program aligned with the standards and Scantron Performance Series	Academic Support Program	08/06/2018	05/22/2019	\$0	No Funding Required	Teachers, Computer Lab Instructor, Instructional Coach, Principal

Activity - Accelerated Reader-Instructional Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are asked to read books and take tests about the content to improve fluency and comprehension.	Academic Support Program	08/06/2018	05/22/2019	\$5000	Title I Part A	LIbrarian, Principal

Measurable Objective 2:

A 15% increase of Kindergarten, First and Second grade students will demonstrate a proficiency on the DIBELS Test in Reading by 05/22/2019 as measured by Dibels Test scores, reading test inventories, Star Test, and STRIDE Academy..

Strategy 1:

K-2 Reading Strategy - K-2 Teachers at Midland City Elementary School will adhere to daily reading schedules and continue to include whole group and small group instruction, centers, and intervention. A stronger emphasis will be based on stronger phonics instruction.I

Category: Develop/Implement Learning Supports

Research Cited: The Standards Based Instruction is an absolute per the Alabama State Department of Education.

Activity - Standards Based Reading Instruction Aligned to ELA - CCRS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher led Direct Instruction	Direct Instruction, Academic Support Program	08/06/2018	05/22/2019	\$0	No Funding Required	K-2 Teachers at Midland City Elementary School.

Activity - Sight Words	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sight words will taught to fidelity in Kindergarten, First , and Second grades.	Academic Support Program	08/13/2018	05/23/2019	\$0	No Funding Required	Classroom teacher; observation of principal, and Instructional Coach

Strategy 2:

Intervention - SPIRE will be used for Grades K-2 reading intervention.

Category: Develop/Implement Learning Supports

Research Cited: Reading instruction is an absolute per the Alabama State Department of Education

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A K-2 Intervention teacher has been hired to use the SPIRE Reading Phonics program. The students low in reading will be taught in a small group, pull out using this program. Two retired teachers and a paraprofessional aide have been hired to use the SPIRE Program in grades 3 and 4.	Academic Support Program	09/04/2018	05/22/2019	\$44314	Title I Part A	Administrator, Reading Coach, Classroom teachers, Intervention specialists and Instructional Aide

Goal 4: Midland City Elementary School students will increase achievement levels in math

Measurable Objective 1:

80% of Third and Fourth grade students will demonstrate a proficiency in mathematics problem solving in Mathematics by 05/22/2019 as measured by Scantron Performance.

Strategy 1:

Math Data Review - Teachers will hold bi-weekly grade level meetings to plan for math instruction and review relevant data.

Category: Develop/Implement Learning Supports

Research Cited: Scientific researched based math curriculum (Engage NY Math schoolwide), Scantron Performance Series

Activity - Math Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught using a scientific based curriculum	Direct Instruction, Academic Support Program	08/06/2018	05/22/2019	\$0	No Funding Required	Classroom teachers, Instructional Coach

Activity - In - School Tutorial	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-Risk Students will be pulled from the regular classroom and taught by a retired teacher. Skills will be targeted to increase math proficiency.	Direct Instruction, Academic Support Program	09/04/2018	05/22/2019	\$15000	Title I Part A, Title I Part A	Intervention Teachers, classroom teachers, instructional coach

Strategy 2:

Writing in Math - Students will be taught how to write in math to explain their work.

Category:

Research Cited: Research Based Math Program

Activity - Writing in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on writing to explain or support their answers in math	Direct Instruction, Academic Support Program	08/06/2018	05/22/2019	\$0	No Funding Required	Teachers and Instructional Coach

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the strategy of I Do, We Do, Yall Do, You Do	Direct Instruction, Academic Support Program	08/06/2018	05/22/2019	\$0	No Funding Required	Classroom teachers, instructional coach

Goal 5: 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 05/22/2019 as measured by increased opportunities for parent engagement.

Strategy 1:

Engage parents in a variety of ways that are meaningful and innovative - Provide opportunities for parents to visit the school and become meaningful partners in the education of students.

Category: Implement Community Based Support and Intervention System

Activity - Muffins with Moms and Doughnuts with Dads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moms, dads and other guardians are invited to the school to share a snack with students and learn more about Title I.	Parent Involvement	09/25/2018	09/26/2018	\$0	No Funding Required	Principal, school staff

Strategy 2:

Additional Parent Meetings - The school will hold an annual Open House and Meet the Teacher night before school starts. Parent orientations are held for Pre-K and Kindergarten beginning students.

Category: Develop/Implement Student and School Culture Program

Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to a spring parent night and teachers will share information on a variety of math strategies for home use.	Parent Involvement	01/28/2019	05/23/2019	\$0	No Funding Required	Principal, school staff

Strategy 3:

Social Media - The school staff will use a variety of social media tools to engage and inform parents. Class DOJO, Remind, school Facebook page, SchoolCast and the school website will all be kept up to date and utilized with material relevant to parents and students.

Category: Develop/Implement Student and School Culture Program

Activity - Parent engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MCES administration and teachers will use a variety of ways to increase parental involvement including daily planners, Class DOJO, Remind, the school Facebook page, the school website and School Cast to keep parents involved in the education of students.	Parent Involvement	08/06/2018	05/23/2019	\$2500	Title I Schoolwide	Principal, school staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Muffins with Moms and Doughnuts with Dads	Moms, dads and other guardians are invited to the school to share a snack with students and learn more about Title I.	Parent Involvement	09/25/2018	09/26/2018	\$0	Principal, school staff
Math Data Review	Students will be taught using a scientific based curriculum	Direct Instruction, Academic Support Program	08/06/2018	05/22/2019	\$0	Classroom teachers, Instructional Coach
Character Education	The teacher will aid in the development of life skills through lessons that promote the character traits of trustworthiness, respect for others, responsibility, fairness, caring, and citizenship.	Behavioral Support Program	08/06/2018	05/22/2019	\$0	Classroom Teachers, Guidance counselor, admin staff
Parent Night	Parents will be invited to a spring parent night and teachers will share information on a variety of math strategies for home use.	Parent Involvement	01/28/2019	05/23/2019	\$0	Principal, school staff
Explicit Instruction	Teachers will follow the strategy of I Do, We Do, Yall Do, You Do	Direct Instruction, Academic Support Program	08/06/2018	05/22/2019	\$0	Classroom teachers, instructional coach
Stride Academy	Standards Based Computer Program aligned with the standards and Scantron Performance Series	Academic Support Program	08/06/2018	05/22/2019	\$0	Teachers, Computer Lab Instructor, Instructional Coach, Principal
Writing in Math	Teachers will focus instruction on writing to explain or support their answers in math	Direct Instruction, Academic Support Program	08/06/2018	05/22/2019	\$0	Teachers and Instructional Coach
Standards Based Reading Instruction Aligned to ELA-CCRS	Third and Fourth Grade teachers will adhere to reading schedules and implement daily reading schedules which will include whole and small group instruction.	Direct Instruction, Academic Support Program	08/06/2018	05/22/2019	\$0	Third and Fourth Grade Teachers at Midland City Elementary School

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Prevention Project Task Force	Parents are informed of our school board approved attendance policy. Parents sign the handbook acknowledgement (as receipt of the plan). They are given a letter stating procedures. Our local DHR office has also developed a pre-court referral program (Prevention Project Task Force) to identify barriers that contribute to excessive absences and tardies.	Parent Involvement, Policy and Process	08/06/2018	05/22/2019	\$0	Teachers, Staff, Court Referral System, DHR, Principal, and Counselor.
Sight Words	Sight words will taught to fidelity in Kindergarten, First , and Second grades.	Academic Support Program	08/13/2018	05/23/2019	\$0	Classroom teacher; observation of principal, and Instructional Coach
Standards Based Reading Instruction Aligned to ELA - CCRS	Teacher led Direct Instruction	Direct Instruction, Academic Support Program	08/06/2018	05/22/2019	\$0	K-2 Teachers at Midland City Elementary School.
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
In - School Tutorial	At-Risk Students will be pulled from the regular classroom and taught by a retired teacher. Skills will be targeted to increase math proficiency.	Direct Instruction, Academic Support Program	09/04/2018	05/22/2019	\$10000	Intervention Teachers, classroom teachers, instructional coach
Intervention	A K-2 Intervention teacher has been hired to use the SPIRE Reading Phonics program. The students low in reading will be taught in a small group, pull out using this program. Two retired teachers and a paraprofessional aide have been hired to use the SPIRE Program in grades 3 and 4.	Academic Support Program	09/04/2018	05/22/2019	\$44314	Administrator, Reading Coach, Classroom teachers, Intervention specialists and Instructional Aide
In - School Tutorial	At-Risk Students will be pulled from the regular classroom and taught by a retired teacher. Skills will be targeted to increase math proficiency.	Direct Instruction, Academic Support Program	09/04/2018	05/22/2019	\$5000	Intervention Teachers, classroom teachers, instructional coach
Accelerated Reader-Instructional Software	Students are asked to read books and take tests about the content to improve fluency and comprehension.	Academic Support Program	08/06/2018	05/22/2019	\$5000	Llbrarian, Principal

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Midland City Elementary School

Total

\$64314

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent engagement	MCES administration and teachers will use a variety of ways to increase parental involvement including daily planners, Class DOJO, Remind, the school Facebook page, the school website and School Cast to keep parents involved in the education of students.	Parent Involvement	08/06/2018	05/23/2019	\$2500	Principal, school staff
Total					\$2500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Attendance Recognition	The class with the highest monthly attendance will be acknowledged and rewarded.	Other - Incentives and Awards, Parent Involvement	08/06/2018	05/22/2019	\$200	Principal, Counselor, Special Area Teachers
Perfect Attendance Recognition	. Students with perfect yearly attendance will be rewarded with a special token award at the end of the year Honors Celebration.	Other - Quarterly reward parties and certificates	08/06/2018	05/22/2019	\$200	Principal, Counselor, Special Area Teachers, Paraprofessional, Local Community Churches
PBS	Positive Behavior Support (PBS) program to increase positive behavior in the school. Students earn "slips" that can be redeemed for prizes.	Extra Curricular	08/06/2018	05/22/2019	\$2000	Special Area Teachers, Classroom Teachers
Total					\$2400	

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		2018 Survey Summary

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	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 acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

According to AdvancED surveys completed August 2017, the parents of Midland City Elementary School students stated our highest indicator was 4.3. The 2017 parent data gathered is consistent with the data gathered from the administered in August 2017 data gathered. Parents agree strongly that the personnel and support staff at Midland City Elementary School are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and academic needs. They also agreed that our school provides a healthy environment and clean facilities which in turn allows the teachers to implement the instructional process in support of student learning.

The 2017 Faculty and Staff and Student survey data gathered show indicator 2.1 is our highest. Our faculty agrees that Midland City Elementary School engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. They also agree that our school and its administration have a continuous improvement process based on actions, data, goals, and measures for growth all while being clearly focused on the success of the student. This process is completed by qualified personnel and staff who truly appreciate and identify the school's purpose, direction, and educational program.

Students at Midland City Elementary School overwhelmingly indicated that school leaders monitor and support the teachers so that they are able to ensure success in student learning and that they are prepared for the next level. Surveys were administered with complete fidelity with the appropriate administrative procedures and accommodations were provided as necessary for all participants.

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

After compiling the results of 2017 and making a comparison with the 2016 results, we have found that: the components in Standard 2 was a common strength from our parents, elementary school students, and faculty. Midland City Elementary engages in a systematic, inclusive, and comprehensive process to review, revise and communicate the school's purpose for student success.

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

All the findings mentioned above have been consistent with comments and feedback we have received during leadership team meetings, parent/teacher conferences, and academic conferences. The staff and student survey data are consistent with data gathered during our midyear 2016 review. The mid-year review indicates that the level of implementation of data based instruction to meet the needs of our lowest students is being utilized throughout each grade. Findings also show that qualified personnel and staff truly appreciate and identify the school's purpose, direction, and continuation of a standardized educational program which will continue to bring achievement levels up.

Areas in Need of Improvement

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

After a comparison of the 2016 and 2017 data received from parent, student, and faculty and staff surveys, we found that parents and students still do not feel Midland City Elementary School engages their families in meaningful ways in their children's education. There was also a concern from parents that they are not being informed of their child's learning progress. Faculty and Staff members felt that there is not enough support services provided to meet the physical, social, and emotional needs of the student population being served.

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

After making a comparison of the 2016 and 2017 parent and student surveys, it was found that parents and students still do not feel Midland City Elementary School engages their families in meaningful ways in relation to their children's education as well as not being informed of their child's progress. A comparison of the faculty and staff surveys there has been a decrease in support services being available to meet the physical, social, and emotional need of the children at Midland City Elementary. There is also a great need for more student mentoring to be in place.

What are the implications for these stakeholder perceptions?

After a comparison of the stakeholder data, we find that, the stakeholder perceptions imply that the following areas need attention:

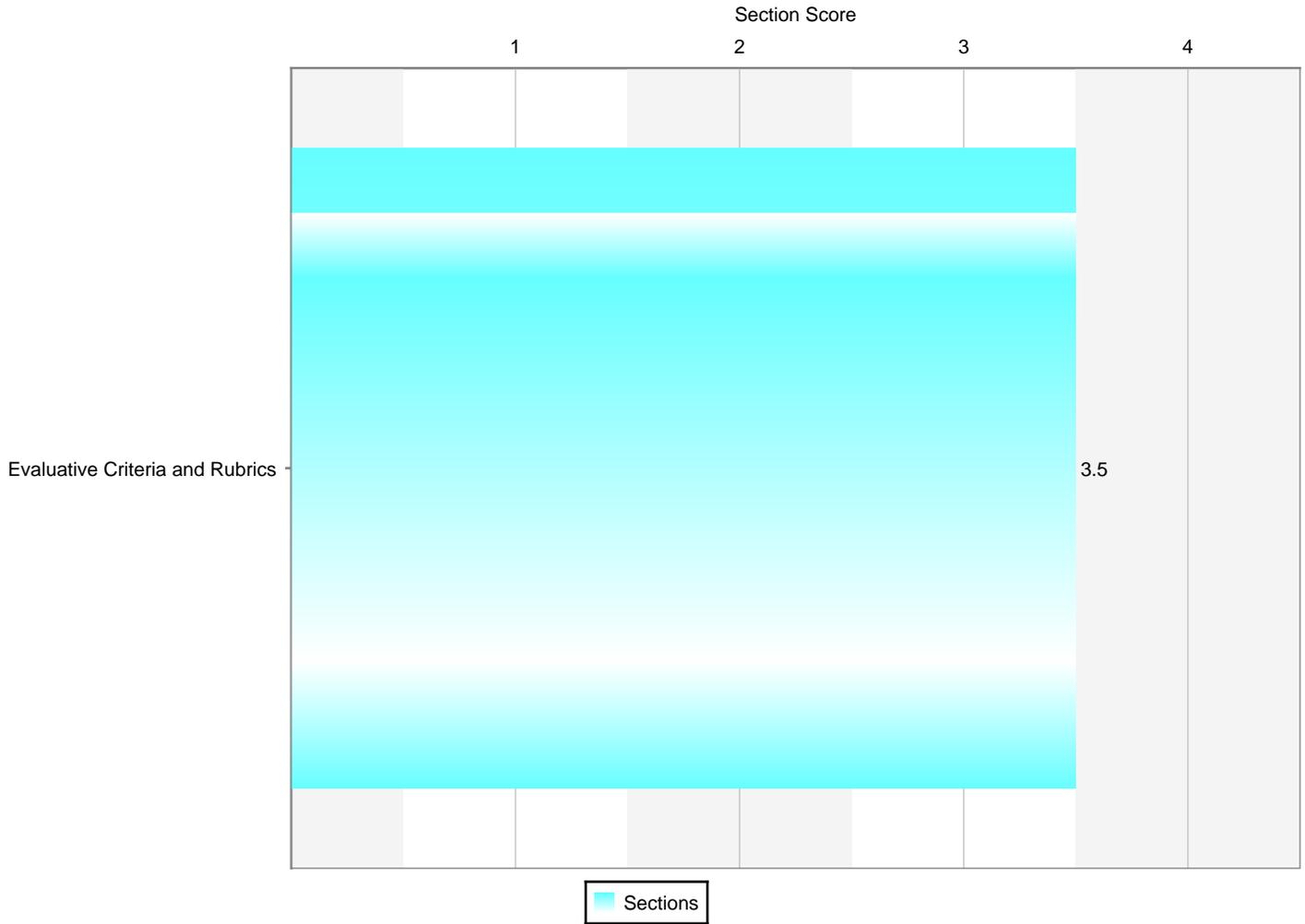
*Teachers and Staff need to insure that all families are notified of the many school-wide activities/events planned throughout the school year. At this time notifications are sent through the school planners, newsletters, special bulletins, outdoor billboard, and school cast. Teachers will be asked to extend invitations to school-wide activities through a greater use of classroom newsletters, and phone contacts. Invitations will be extended to more parents to attend in-school activities, field trips, and special activities planned throughout the year. Our parents and students identified the number of qualified personal and staff as an area of strength, however, faculty and staff members felt the area of providing physical, social, and emotional services needed to be addressed.

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

The feedback received from the AdvancED stakeholder surveys both 2016 and 2017 is consistent with feedback received during parent/teacher conferences, team meetings, and academic conferences. The faculty responses indicate that Midland City Elementary School works well together as a team and is focused on our students and school purpose. There were many positive responses and comments from all of the stakeholder groups included in the surveys. Midland City Elementary School is becoming more focused on the individual student and each students' family.

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?

The building leadership team and faculty members annually analyze indicators of academic achievement available at the elementary level. Primary data sources analyzed for the 2017-2018 school year are DIBELS and Scantron (Performance Series) results. Also analyzed for the 2018-2019 school year and used for progress monitoring throughout the year are DIBELS, Scantron, STAR and Stride Academy. The building leadership team and faculty members determined areas of strength and areas of focus from data analyzed. Parents, students and teachers participated in surveys. These survey results were analyzed and used by the BLT to determine areas of strength and focus. INOW (Chalkable) data was analyzed to gather information on discipline and attendance. Educator Effectiveness data was used to help determine professional development needs for the teachers.

What were the results of the comprehensive needs assessment?

Strengths and weaknesses were identified according to the student assessment data. Highly qualified teachers and non highly qualified teachers were identified. Chalkable data was analyzed and strengths and weaknesses were determined according to student discipline and attendance. Surveys from stakeholders were analyzed for perception of the school and the needs. Analysis of the curriculum alignment, instructional materials, instructional strategies, and/or extended learning opportunities were also conducted.

What conclusions were drawn from the results?

The committee consisting of classroom teachers, administration, special area teachers, and instructional coach served as a committee to conduct an assessment using multiple sources of data. There is a need for improvement in reading, math, and writing standardized test scores. Attendance for the students is also a need of improvement as is mentoring for students and parental involvement. All teachers are highly qualified.

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

After analyzing data that was collected, it was concluded that attendance remained consistent, there is a continuing need for mentoring all MCES students, and a need to have more parental involvement. Math and reading scores remain low in several concerning areas.

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

After analyzing our data (Scantron, DIBELS, STRIDE Academy, surveys), focus area goals are determined. Alabama College Career Ready SY 2018-2019

Standards are also primary focus.

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

The goals are derived from multiple data sources. The assessment data used are as follows: Performance Series (Scantron), DIBELS, Engage New York Math and Reading Street assessments. STRIDE Progress Monitoring Assessments are also used to determine progress. Student attendance reports are also used. Professional Development is designed to enhance teaching strategies and is based upon the needs of the faculty.

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

Technology is used to assist in the learning of all students. Accommodations are made, as needed, for students who are disadvantaged. IEPs are followed to ensure special needs students' needs are met.

The paraprofessional position at MCES has been critical in providing intervention and remediation help for struggling students this past school year.

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:
Midland City Elementary School will implement a formal structure whereby each student is well known by at least one adult advocate.

Measurable Objective 1:
collaborate to foster relationships with students by making an effort to interact with each student by 05/23/2018 as measured by student's educational experience.

Strategy1:
DEAR Time - DEAR (Drop everything and reflect) time is being incorporated in each classroom from 2:30-2:45. The teacher serves as the adult advocate and will facilitate improving self-esteem, supporting positive behaviors, strengthening communication skills, promoting positive social attitudes and relationships with peers, and envisioning a positive future for themselves.
Category:
Research Cited: National School Climate Center, <http://www.schoolclimate.org/guidelines>

Activity - PBS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Behavior Support (PBS) program to increase positive behavior in the school. Students earn "slips" that can be redeemed for prizes.	Extra Curricular	08/06/2018	05/22/2019	\$2000 - Other	Special Area Teachers, Classroom Teachers

Activity - Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher will aid in the development of life skills through lessons that promote the character traits of trustworthiness, respect for others, responsibility, fairness, caring, and citizenship.	Behavioral Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	Classroom Teachers, Guidance counselor, admin staff

Goal 2:
Student Attendance at Midland City Elementary School will increase for the 2018-2019 school year.

Measurable Objective 1:
A 5% increase of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, 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 behavior to improve attendance in Practical Living by 05/23/2018 as measured by daily attendance reports..

Strategy1:

Monitor Student Attendance for Improvement - Attendance will be monitored by teachers and office staff to increase daily attendance and decrease student tardies.

Category:

Research Cited: Increasing Student Attendance: Strategies From Research and Practice.

Activity - Prevention Project Task Force	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are informed of our school board approved attendance policy. Parents sign the handbook acknowledgement (as receipt of the plan). They are given a letter stating procedures. Our local DHR office has also developed a pre-court referral program (Prevention Project Task Force) to identify barriers that contribute to excessive absences and tardies.	Parent Involvement Policy and Process	08/06/2018	05/22/2019	\$0 - No Funding Required	Teachers, Staff, Court Referral System, DHR, Principal, and Counselor.

Strategy2:

School Attendance Recognition - Rewards and praise - There will be bi-weekly checks of student attendance. Incentives will be given to students with perfect attendance. The Prevention Project will continue to be used to target students with at risk attendance during the 2018-2019 school year.

Category: Other - Rewards for Attendance

Research Cited: Increasing Student Attendance: Strategies From Research and Practice

Activity - Perfect Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
. Students with perfect yearly attendance will be rewarded with a special token award at the end of the year Honors Celebration.	Other - Quarterly reward parties and certificates	08/06/2018	05/22/2019	\$200 - Other	Principal, Counselor, Special Area Teachers, Paraprofessional , Local Community Churches

Activity - School Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The class with the highest monthly attendance will be acknowledged and rewarded.	Parent Involvement Other - Incentives and Awards	08/06/2018	05/22/2019	\$200 - Other	Principal, Counselor, Special Area Teachers

Goal 3:

Midland City Elementary students will increase achievement levels in reading.

Measurable Objective 1:

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Midland City Elementary School

A 15% increase of Kindergarten, First and Second grade students will demonstrate a proficiency on the DIBELS Test in Reading by 05/22/2019 as measured by Dibels Test scores, reading test inventories, Star Test, and STRIDE Academy..

Strategy1:

K-2 Reading Strategy - K-2 Teachers at Midland City Elementary School will adhere to daily reading schedules and continue to include whole group and small group instruction, centers, and intervention. A stronger emphasis will be based on stronger phonics instruction.

Category: Develop/Implement Learning Supports

Research Cited: The Standards Based Instruction is an absolute per the Alabama State Department of Education.

Activity - Standards Based Reading Instruction Aligned to ELA - CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher led Direct Instruction	Direct Instruction Academic Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	K-2 Teachers at Midland City Elementary School.

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sight words will taught to fidelity in Kindergarten, First , and Second grades.	Academic Support Program	08/07/2017	10/24/2018	\$0 - No Funding Required	Classroom teacher; observation of principal, and Instructional Coach

Strategy2:

Intervention - Aspire will be used for Grades K-2 reading intervention.

Category: Develop/Implement Learning Supports

Research Cited: Reading instruction is an absolute per the Alabama State Department of Education

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A K-2 Intervention teacher has been hired to use the SPIRE Reading Phonics program. The students low in reading will be taught in a small group, pull out using this program. Two retired teachers and a paraprofessional aide have been hired to use the SPIRE Program in grades 3 and 4.	Academic Support Program	09/04/2018	05/22/2019	\$44314 - Title I Part A	Administrator, Reading Coach, Classroom teachers, Intervention specialists and Instructional Aide

Measurable Objective 2:

A 15% increase of Third and Fourth grade students will demonstrate a proficiency in the use of and understanding of ELA-CCRS in English Language Arts in Reading by 05/22/2019 as measured by as measured by STRIDE and Scantron Series..

Strategy1:

Standards - Based Reading Strategy - Midland City Elementary Reading Strategy - Standards - Based English Language Arts (ELA) instruction - Third and Fourth Grade teachers will increase reading proficiency by providing high quality standards based instruction, assessment, and intervention aligned to the ELA Standards.

Category:

Research Cited: The standards based instruction is an absolute per the Alabama State Department of Education.

Activity - Standards Based Reading Instruction Aligned to ELA-CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and Fourth Grade teachers will adhere to reading schedules and implement daily reading schedules which will include whole and small group instruction.	Academic Support Program Direct Instruction	08/06/2018	05/22/2019	\$0 - No Funding Required	Third and Fourth Grade Teachers at Midland City Elementary School

Activity - Accelerated Reader-Instructional Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are asked to read books and take tests about the content to improve fluency and comprehension.	Academic Support Program	08/06/2018	05/22/2019	\$5000 - Title I Part A	Librarian, Principal

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards Based Computer Program aligned with the standards and Scantron Performance Series	Academic Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	Teachers, Computer Lab Instructor, Instructional Coach, Principal

Goal 4:

Midland City Elementary School students will increase achievement levels in math

Measurable Objective 1:

80% of Third and Fourth grade students will demonstrate a proficiency in mathematics problem solving in Mathematics by 05/22/2019 as measured by Scantron Performance.

Strategy1:

Writing in Math - Students will be taught how to write in math to explain their work.

Category:

Research Cited: Research Based Math Program

Activity - Writing in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on writing to explain or support their answers in math	Academic Support Program Direct Instruction	08/06/2018	05/22/2019	\$0 - No Funding Required	Teachers and Instructional Coach

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Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the strategy of I Do, We Do, Yall Do, You Do	Academic Support Program Direct Instruction	08/06/2018	05/22/2019	\$0 - No Funding Required	Classroom teachers, instructional coach

Strategy2:

Math Data Review - Teachers will hold bi-weekly grade level meetings to plan for math instruction and review relevant data.

Category: Develop/Implement Learning Supports

Research Cited: Scientific researched based math curriculum (Engage NY Math schoolwide), Scantron Performance Series

Activity - In - School Tutorial	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-Risk Students will be pulled from the regular classroom and taught by a retired teacher. Skills will be targeted to increase math proficiency.	Direct Instruction Academic Support Program	09/04/2018	05/22/2019	\$10000 - Title I Part A \$5000 - Title I Part A	Intervention Teachers, classroom teachers, instructional coach

Activity - Math Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught using a scientific based curriculum	Direct Instruction Academic Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	Classroom teachers, Instructional Coach

Goal 5:

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 05/22/2019 as measured by increased opportunities for parent engagement.

Strategy1:

Engage parents in a variety of ways that are meaningful and innovative - Provide opportunities for parents to visit the school and become meaningful partners in the education of students.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Muffins with Moms and Doughnuts with Dads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moms, dads and other guardians are invited to the school to share a snack with students and learn more about Title I.	Parent Involvement	09/25/2018	09/26/2018	\$0 - No Funding Required	Principal, school staff

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:

Midland City Elementary School will implement a formal structure whereby each student is well known by at least one adult advocate.

Measurable Objective 1:

collaborate to foster relationships with students by making an effort to interact with each student by 05/23/2018 as measured by student's educational experience.

Strategy1:

DEAR Time - DEAR (Drop everything and reflect) time is being incorporated in each classroom from 2:30-2:45. The teacher serves as the adult advocate and will facilitate improving self-esteem, supporting positive behaviors, strengthening communication skills, promoting positive social attitudes and relationships with peers, and envisioning a positive future for themselves.

Category:

Research Cited: National School Climate Center, <http://www.schoolclimate.org/guidelines>

Activity - Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher will aid in the development of life skills through lessons that promote the character traits of trustworthiness, respect for others, responsibility, fairness, caring, and citizenship.	Behavioral Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	Classroom Teachers, Guidance counselor, admin staff

Activity - PBS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Behavior Support (PBS) program to increase positive behavior in the school. Students earn "slips" that can be redeemed for prizes.	Extra Curricular	08/06/2018	05/22/2019	\$2000 - Other	Special Area Teachers, Classroom Teachers

Goal 2:

Student Attendance at Midland City Elementary School will increase for the 2018-2019 school year.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, 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 behavior to improve attendance in Practical

Living by 05/23/2018 as measured by daily attendance reports..

Strategy1:

Monitor Student Attendance for Improvement - Attendance will be monitored by teachers and office staff to increase daily attendance and decrease student tardies.

Category:

Research Cited: Increasing Student Attendance: Strategies From Research and Practice.

Activity - Prevention Project Task Force	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are informed of our school board approved attendance policy. Parents sign the handbook acknowledgement (as receipt of the plan). They are given a letter stating procedures. Our local DHR office has also developed a pre-court referral program (Prevention Project Task Force) to identify barriers that contribute to excessive absences and tardies.	Parent Involvement Policy and Process	08/06/2018	05/22/2019	\$0 - No Funding Required	Teachers, Staff, Court Referral System, DHR, Principal, and Counselor.

Strategy2:

School Attendance Recognition - Rewards and praise - There will be bi-weekly checks of student attendance. Incentives will be given to students with perfect attendance. The Prevention Project will continue to be used to target students with at risk attendance during the 2018-2019 school year.

Category: Other - Rewards for Attendance

Research Cited: Increasing Student Attendance: Strategies From Research and Practice

Activity - School Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The class with the highest monthly attendance will be acknowledged and rewarded.	Parent Involvement Other - Incentives and Awards	08/06/2018	05/22/2019	\$200 - Other	Principal, Counselor, Special Area Teachers

Activity - Perfect Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
. Students with perfect yearly attendance will be rewarded with a special token award at the end of the year Honors Celebration.	Other - Quarterly reward parties and certificates	08/06/2018	05/22/2019	\$200 - Other	Principal, Counselor, Special Area Teachers, Paraprofessional , Local Community Churches

Goal 3:

Midland City Elementary students will increase achievement levels in reading.

Measurable Objective 1:

A 15% increase of Third and Fourth grade students will demonstrate a proficiency in the use of and understanding of ELA-CCRS in English SY 2018-2019

Language Arts in Reading by 05/22/2019 as measured by as measured by STRIDE and Scantron Series..

Strategy1:

Standards - Based Reading Strategy - Midland City Elementary Reading Strategy - Standards - Based English Language Arts (ELA) instruction - Third and Fourth Grade teachers will increase reading proficiency by providing high quality standards based instruction, assessment, and intervention aligned to the ELA Standards.

Category:

Research Cited: The standards based instruction is an absolute per the Alabama State Department of Education.

Activity - Accelerated Reader-Instructional Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are asked to read books and take tests about the content to improve fluency and comprehension.	Academic Support Program	08/06/2018	05/22/2019	\$5000 - Title I Part A	Librarian, Principal

Activity - Standards Based Reading Instruction Aligned to ELA-CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and Fourth Grade teachers will adhere to reading schedules and implement daily reading schedules which will include whole and small group instruction.	Academic Support Program Direct Instruction	08/06/2018	05/22/2019	\$0 - No Funding Required	Third and Fourth Grade Teachers at Midland City Elementary School

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards Based Computer Program aligned with the standards and Scantron Performance Series	Academic Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	Teachers, Computer Lab Instructor, Instructional Coach, Principal

Measurable Objective 2:

A 15% increase of Kindergarten, First and Second grade students will demonstrate a proficiency on the DIBELS Test in Reading by 05/22/2019 as measured by Dibels Test scores, reading test inventories, Star Test, and STRIDE Academy..

Strategy1:

K-2 Reading Strategy - K-2 Teachers at Midland City Elementary School will adhere to daily reading schedules and continue to include whole group and small group instruction, centers, and intervention. A stronger emphasis will be based on stronger phonics instruction.

Category: Develop/Implement Learning Supports

Research Cited: The Standards Based Instruction is an absolute per the Alabama State Department of Education.

Activity - Standards Based Reading Instruction Aligned to ELA - CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher led Direct Instruction	Academic Support Program Direct Instruction	08/06/2018	05/22/2019	\$0 - No Funding Required	K-2 Teachers at Midland City Elementary School.

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sight words will taught to fidelity in Kindergarten, First , and Second grades.	Academic Support Program	08/07/2017	10/24/2018	\$0 - No Funding Required	Classroom teacher; observation of principal, and Instructional Coach

Strategy2:

Intervention - Aspire will be used for Grades K-2 reading intervention.

Category: Develop/Implement Learning Supports

Research Cited: Reading instruction is an absolute per the Alabama State Department of Education

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A K-2 Intervention teacher has been hired to use the SPIRE Reading Phonics program. The students low in reading will be taught in a small group, pull out using this program. Two retired teachers and a paraprofessional aide have been hired to use the SPIRE Program in grades 3 and 4.	Academic Support Program	09/04/2018	05/22/2019	\$44314 - Title I Part A	Administrator, Reading Coach, Classroom teachers, Intervention specialists and Instructional Aide

Goal 4:

Midland City Elementary School students will increase achievement levels in math

Measurable Objective 1:

80% of Third and Fourth grade students will demonstrate a proficiency in mathematics problem solving in Mathematics by 05/22/2019 as measured by Scantron Performance.

Strategy1:

Writing in Math - Students will be taught how to write in math to explain their work.

Category:

Research Cited: Research Based Math Program

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the strategy of I Do, We Do, Yall Do, You Do	Academic Support Program Direct Instruction	08/06/2018	05/22/2019	\$0 - No Funding Required	Classroom teachers, instructional coach

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Activity - Writing in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on writing to explain or support their answers in math	Academic Support Program Direct Instruction	08/06/2018	05/22/2019	\$0 - No Funding Required	Teachers and Instructional Coach

Strategy2:

Math Data Review - Teachers will hold bi-weekly grade level meetings to plan for math instruction and review relevant data.

Category: Develop/Implement Learning Supports

Research Cited: Scientific researched based math curriculum (Engage NY Math schoolwide), Scantron Performance Series

Activity - In - School Tutorial	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-Risk Students will be pulled from the regular classroom and taught by a retired teacher. Skills will be targeted to increase math proficiency.	Direct Instruction Academic Support Program	09/04/2018	05/22/2019	\$5000 - Title I Part A \$10000 - Title I Part A	Intervention Teachers, classroom teachers, instructional coach

Activity - Math Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught using a scientific based curriculum	Direct Instruction Academic Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	Classroom teachers, Instructional Coach

Goal 5:

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 05/22/2019 as measured by increased opportunities for parent engagement.

Strategy1:

Engage parents in a variety of ways that are meaningful and innovative - Provide opportunities for parents to visit the school and become meaningful partners in the education of students.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Muffins with Moms and Doughnuts with Dads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moms, dads and other guardians are invited to the school to share a snack with students and learn more about Title I.	Parent Involvement	09/25/2018	09/26/2018	\$0 - No Funding Required	Principal, school staff

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:

Midland City Elementary School will implement a formal structure whereby each student is well known by at least one adult advocate.

Measurable Objective 1:

collaborate to foster relationships with students by making an effort to interact with each student by 05/23/2018 as measured by student's educational experience.

Strategy1:

DEAR Time - DEAR (Drop everything and reflect) time is being incorporated in each classroom from 2:30-2:45. The teacher serves as the adult advocate and will facilitate improving self-esteem, supporting positive behaviors, strengthening communication skills, promoting positive social attitudes and relationships with peers, and envisioning a positive future for themselves.

Category:

Research Cited: National School Climate Center, <http://www.schoolclimate.org/guidelines>

Activity - Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher will aid in the development of life skills through lessons that promote the character traits of trustworthiness, respect for others, responsibility, fairness, caring, and citizenship.	Behavioral Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	Classroom Teachers, Guidance counselor, admin staff

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Activity - PBS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Behavior Support (PBS) program to increase positive behavior in the school. Students earn "slips" that can be redeemed for prizes.	Extra Curricular	08/06/2018	05/22/2019	\$2000 - Other	Special Area Teachers, Classroom Teachers

Goal 2:

Midland City Elementary students will increase achievement levels in reading.

Measurable Objective 1:

A 15% increase of Third and Fourth grade students will demonstrate a proficiency in the use of and understanding of ELA-CCRS in English Language Arts in Reading by 05/22/2019 as measured by as measured by STRIDE and Scantron Series..

Strategy1:

Standards - Based Reading Strategy - Midland City Elementary Reading Strategy - Standards - Based English Language Arts (ELA) instruction - Third and Fourth Grade teachers will increase reading proficiency by providing high quality standards based instruction, assessment, and intervention aligned to the ELA Standards.

Category:

Research Cited: The standards based instruction is an absolute per the Alabama State Department of Education.

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards Based Computer Program aligned with the standards and Scantron Performance Series	Academic Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	Teachers, Computer Lab Instructor, Instructional Coach, Principal

Activity - Accelerated Reader-Instructional Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are asked to read books and take tests about the content to improve fluency and comprehension.	Academic Support Program	08/06/2018	05/22/2019	\$5000 - Title I Part A	Librarian, Principal

Activity - Standards Based Reading Instruction Aligned to ELA-CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third and Fourth Grade teachers will adhere to reading schedules and implement daily reading schedules which will include whole and small group instruction.	Academic Support Program Direct Instruction	08/06/2018	05/22/2019	\$0 - No Funding Required	Third and Fourth Grade Teachers at Midland City Elementary School

Measurable Objective 2:

A 15% increase of Kindergarten, First and Second grade students will demonstrate a proficiency on the DIBELS Test in Reading by 05/22/2019 as measured by Dibels Test scores, reading test inventories, Star Test, and STRIDE Academy..

Strategy1:

K-2 Reading Strategy - K-2 Teachers at Midland City Elementary School will adhere to daily reading schedules and continue to include whole group and small group instruction, centers, and intervention. A stronger emphasis will be based on stronger phonics instruction.

Category: Develop/Implement Learning Supports

Research Cited: The Standards Based Instruction is an absolute per the Alabama State Department of Education.

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sight words will taught to fidelity in Kindergarten, First , and Second grades.	Academic Support Program	08/07/2017	10/24/2018	\$0 - No Funding Required	Classroom teacher; observation of principal, and Instructional Coach

Activity - Standards Based Reading Instruction Aligned to ELA - CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher led Direct Instruction	Academic Support Program Direct Instruction	08/06/2018	05/22/2019	\$0 - No Funding Required	K-2 Teachers at Midland City Elementary School.

Strategy2:

Intervention - Aspire will be used for Grades K-2 reading intervention.

Category: Develop/Implement Learning Supports

Research Cited: Reading instruction is an absolute per the Alabama State Department of Education

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A K-2 Intervention teacher has been hired to use the SPIRE Reading Phonics program. The students low in reading will be taught in a small group, pull out using this program. Two retired teachers and a paraprofessional aide have been hired to use the SPIRE Program in grades 3 and 4.	Academic Support Program	09/04/2018	05/22/2019	\$44314 - Title I Part A	Administrator, Reading Coach, Classroom teachers, Intervention specialists and Instructional Aide

Goal 3:

Student Attendance at Midland City Elementary School will increase for the 2018-2019 school year.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, 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 behavior to improve attendance in Practical Living by 05/23/2018 as measured by daily attendance reports..

Strategy1:

School Attendance Recognition - Rewards and praise - There will be bi-weekly checks of student attendance. Incentives will be given to

students with perfect attendance. The Prevention Project will continue to be used to target students with at risk attendance during the 2018-2019 school year.

Category: Other - Rewards for Attendance

Research Cited: Increasing Student Attendance: Strategies From Research and Practice

Activity - School Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The class with the highest monthly attendance will be acknowledged and rewarded.	Other - Incentives and Awards Parent Involvement	08/06/2018	05/22/2019	\$200 - Other	Principal, Counselor, Special Area Teachers

Activity - Perfect Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
. Students with perfect yearly attendance will be rewarded with a special token award at the end of the year Honors Celebration.	Other - Quarterly reward parties and certificates	08/06/2018	05/22/2019	\$200 - Other	Principal, Counselor, Special Area Teachers, Paraprofessional , Local Community Churches

Strategy2:

Monitor Student Attendance for Improvement - Attendance will be monitored by teachers and office staff to increase daily attendance and decrease student tardies.

Category:

Research Cited: Increasing Student Attendance: Strategies From Research and Practice.

Activity - Prevention Project Task Force	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are informed of our school board approved attendance policy. Parents sign the handbook acknowledgement (as receipt of the plan). They are given a letter stating procedures. Our local DHR office has also developed a pre-court referral program (Prevention Project Task Force) to identify barriers that contribute to excessive absences and tardies.	Parent Involvement Policy and Process	08/06/2018	05/22/2019	\$0 - No Funding Required	Teachers, Staff, Court Referral System, DHR, Principal, and Counselor.

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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 05/22/2019 as measured by increased opportunities for parent engagement.

Strategy1:

Engage parents in a variety of ways that are meaningful and innovative - Provide opportunities for parents to visit the school and become

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meaningful partners in the education of students.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Muffins with Moms and Doughnuts with Dads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moms, dads and other guardians are invited to the school to share a snack with students and learn more about Title I.	Parent Involvement	09/25/2018	09/26/2018	\$0 - No Funding Required	Principal, school staff

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

Midland City Elementary School will implement a formal structure whereby each student is well known by at least one adult advocate.

Measurable Objective 1:

collaborate to foster relationships with students by making an effort to interact with each student by 05/23/2018 as measured by student's educational experience.

Strategy1:

DEAR Time - DEAR (Drop everything and reflect) time is being incorporated in each classroom from 2:30-2:45. The teacher serves as the adult advocate and will facilitate improving self-esteem, supporting positive behaviors, strengthening communication skills, promoting positive social attitudes and relationships with peers, and envisioning a positive future for themselves.

Category:

Research Cited: National School Climate Center, <http://www.schoolclimate.org/guidelines>

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Positive Behavior Support (PBS) program to increase positive behavior in the school. Students earn "slips" that can be redeemed for prizes.	Extra Curricular	08/06/2018	05/22/2019	\$2000 - Other	Special Area Teachers, Classroom Teachers

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The teacher will aid in the development of life skills through lessons that promote the character traits of trustworthiness, respect for others, responsibility, fairness, caring, and citizenship.	Behavioral Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	Classroom Teachers, Guidance counselor, admin staff

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Midland City Elementary students will increase achievement levels in reading.

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Strategy1:

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Third and Fourth Grade teachers will adhere to reading schedules and implement daily reading schedules which will include whole and small group instruction.	Direct Instruction Academic Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	Third and Fourth Grade Teachers at Midland City Elementary School

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Strategy1:

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Category: Develop/Implement Learning Supports

Research Cited: The Standards Based Instruction is an absolute per the Alabama State Department of Education.

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Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sight words will taught to fidelity in Kindergarten, First , and Second grades.	Academic Support Program	08/07/2017	10/24/2018	\$0 - No Funding Required	Classroom teacher; observation of principal, and Instructional Coach

Activity - Standards Based Reading Instruction Aligned to ELA - CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher led Direct Instruction	Direct Instruction Academic Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	K-2 Teachers at Midland City Elementary School.

Strategy2:

Intervention - Aspire will be used for Grades K-2 reading intervention.

Category: Develop/Implement Learning Supports

Research Cited: Reading instruction is an absolute per the Alabama State Department of Education

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A K-2 Intervention teacher has been hired to use the SPIRE Reading Phonics program. The students low in reading will be taught in a small group, pull out using this program. Two retired teachers and a paraprofessional aide have been hired to use the SPIRE Program in grades 3 and 4.	Academic Support Program	09/04/2018	05/22/2019	\$44314 - Title I Part A	Administrator, Reading Coach, Classroom teachers, Intervention specialists and Instructional Aide

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Student Attendance at Midland City Elementary School will increase for the 2018-2019 school year.

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Strategy1:

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Category: Other - Rewards for Attendance

Research Cited: Increasing Student Attendance: Strategies From Research and Practice

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Activity - Perfect Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
. Students with perfect yearly attendance will be rewarded with a special token award at the end of the year Honors Celebration.	Other - Quarterly reward parties and certificates	08/06/2018	05/22/2019	\$200 - Other	Principal, Counselor, Special Area Teachers, Paraprofessional , Local Community Churches

Activity - School Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The class with the highest monthly attendance will be acknowledged and rewarded.	Parent Involvement Other - Incentives and Awards	08/06/2018	05/22/2019	\$200 - Other	Principal, Counselor, Special Area Teachers

Strategy2:

Monitor Student Attendance for Improvement - Attendance will be monitored by teachers and office staff to increase daily attendance and decrease student tardies.

Category:

Research Cited: Increasing Student Attendance: Strategies From Research and Practice.

Activity - Prevention Project Task Force	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are informed of our school board approved attendance policy. Parents sign the handbook acknowledgement (as receipt of the plan). They are given a letter stating procedures. Our local DHR office has also developed a pre-court referral program (Prevention Project Task Force) to identify barriers that contribute to excessive absences and tardies.	Parent Involvement Policy and Process	08/06/2018	05/22/2019	\$0 - No Funding Required	Teachers, Staff, Court Referral System, DHR, Principal, and Counselor.

Goal 4:

Midland City Elementary School students will increase achievement levels in math

Measurable Objective 1:

80% of Third and Fourth grade students will demonstrate a proficiency in mathematics problem solving in Mathematics by 05/22/2019 as measured by Scantron Performance.

Strategy1:

Math Data Review - Teachers will hold bi-weekly grade level meetings to plan for math instruction and review relevant data.

Category: Develop/Implement Learning Supports

Research Cited: Scientific researched based math curriculum (Engage NY Math schoolwide), Scantron Performance Series

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Activity - In - School Tutorial	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-Risk Students will be pulled from the regular classroom and taught by a retired teacher. Skills will be targeted to increase math proficiency.	Academic Support Program Direct Instruction	09/04/2018	05/22/2019	\$10000 - Title I Part A \$5000 - Title I Part A	Intervention Teachers, classroom teachers, instructional coach

Activity - Math Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught using a scientific based curriculum	Direct Instruction Academic Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	Classroom teachers, Instructional Coach

Strategy2:

Writing in Math - Students will be taught how to write in math to explain their work.

Category:

Research Cited: Research Based Math Program

Activity - Writing in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on writing to explain or support their answers in math	Direct Instruction Academic Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	Teachers and Instructional Coach

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the strategy of I Do, We Do, Yall Do, You Do	Direct Instruction Academic Support Program	08/06/2018	05/22/2019	\$0 - No Funding Required	Classroom teachers, instructional coach

Goal 5:

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 05/22/2019 as measured by increased opportunities for parent engagement.

Strategy1:

Engage parents in a variety of ways that are meaningful and innovative - Provide opportunities for parents to visit the school and become meaningful partners in the education of students.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Muffins with Moms and Doughnuts with Dads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moms, dads and other guardians are invited to the school to share a snack with students and learn more about Title I.	Parent Involvement	09/25/2018	09/26/2018	\$0 - No Funding Required	Principal, school staff

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.

A translation program is in place if and when the need arises that we can use to communicate with parents/guardians.

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 school system strives to attract the highest quality employees who are capable and motivated to educate students. The goal of Midland City Elementary is to maintain the percentage of HQ faculty at 100%.

The following strategies are in place to attract and maintain qualified faculty:

- *Secure official annual HQ status for all teachers
- *Ensure assignments are made based on HQ status, certification, and experience with students and their areas of academic need
- *Educator Effectiveness orientation annually
- *Mentor teachers established for teachers new to the profession, school, and/or grade level/position *Communicate district level initiatives for becoming HQ.

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 the 2018-2019 school year is 15. Six classrooms teachers did not return for the 2018-2019 school year.

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

The MCES staff has a total of 32 teachers. Of these thirty two teachers 24 teachers have 10 or more years of teaching experience. Nine staff members have 20 or more years of teaching experience and 2 teachers have less than 2 years of 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).

Procedures are established for interviewing, screening, and recommending the most highly qualified applicants.

**Mentors are assigned for teachers new to the system, school, grade level, and/or profession.

**Educator Effectiveness orientation for professional staff members on full evaluation and administrator training and follow-up, as required by the state.

**New teacher orientation is held annually before the opening of the school year to familiarize them with system-wide procedures and policies.

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.

Students will increase achievement levels in reading and math. Teachers are provided with professional development opportunities through the Alabama State Department of Education and Troy University as needs arise. Instructional Coaches participate in professional development side by side with teacher leaders. The professional development strategies are then brought back to the school and turned around to the teaching staff. During scheduled grade level meetings, Problem-Solving Team meetings, and Data Meetings, teaching staff will collaborate with the Instructional Coach, and /or peers to unwrap Standards, plan for implementation of these Standards, develop content knowledge, identify research-based practices to implement and analyze student data, select research-based interventions for targeted students and reflect on instructional practices.

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

Collaborative Meetings will focus on implementation of effective strategies and activities to improve academic needs in reading and math.

Collaboration among faculty and staff will include the following:

Grade level planning and collaborative meetings

Data/Problem Solving Meetings

ACIP Meetings

Curriculum and Common Assessment Meetings.

Grade Level Planning and Collaborative Meetings will be an on-going professional development activity throughout the 2018-2019 school year. PST (Problem Solving Team) Meetings will take place throughout the school year.

Additional training throughout the 2018-2019 to include technology and other areas deemed necessary.

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

Teachers at MCES will be provided with professional training that will be ongoing throughout the school year. The training will enrich skills, enhance student learning, and require teachers to actively participate with technology. New teachers will be assigned a mentor teacher to give assistance throughout the year. Continuous training is crucial to our teachers and most beneficial to our students. New teacher orientation is held through the District Office at the beginning of the year. It is most important that each new teacher feel part of the faculty and that they are respected for their opinions and ideas. New teachers also need to feel that they have some one to whom they can go in case there are questions they need answered.

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

Professional Development at MCES will be ongoing throughout the school year. This training will enrich skills and enhance student learning.

ACIP

Midland City Elementary School

Professional Development will be conducted through the following means:

Scheduled grade level meetings

Problem Solving Team meetings

Faculty meetings

Collaboration with Instructional Coach

ARI meetings held three times yearly for the school principals.

These professional development turn around responsibilities will be:

selected ELA/Math teachers

Instructional Coach

Central Office Staff

Professional Development will be sustained and ongoing aligned with the comprehensive needs assessment and the goals of the school improvement plan.

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:

Midland City Elementary students will increase achievement levels in reading.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third and Fourth grade Economically Disadvantaged and Two or More Races students will demonstrate a proficiency in the use of and understanding of ELA-CCRS in English Language Arts by 05/22/2015 as measured by DIBELS, ACT Aspire, reading test inventories, Global Scholar, STAR, student portfolio's.

Strategy1:

Midland City Elementary Reading Strategy - Standards-Based English Language Arts (ELA) Instruction K-4 Teachers will increase reading proficiency by providing high quality, standards based instruction, assessment, and intervention aligned to the ELA Standards.

Category:

Research Cited: The standards based instruction is an absolute per the Alabama State Department of Education.

Activity - Standards-Based Reading Instruction Aligned to ELA-CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades K-4 teachers will adhere to reading schedules and implement a daily reading schedule to include whole group and small group instruction.	Direct Instruction	08/11/2014	05/22/2015	\$0 - No Funding Required	K-4 teachers at Midland City Elementary School.

Activity - CCRS Teacher Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development throughout the 2014-2015 school year which will help them increase knowledge of CCRS Standards and how to incorporate them into their daily instruction.	Professional Learning	10/21/2014	05/15/2015	\$600 - District Funding	Instructional Coach, teacher leader learners, principal

Goal 2:

Student attendance at Midland City Elementary will increase.

Measurable Objective 1:

2% of Kindergarten, First, Second, Third and Fourth 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 behavior to improve attendance in Practical Living by 05/22/2015 as measured by attendance reports.

Strategy1:

Rewards and Praise - There will be daily checks of student attendance, provide incentives to students with perfect attendance, and implementation of Project Task Force.

Category:

Research Cited: Increased attendance results in higher academic achievement.

Increasing Student Attendance:Strategies From Research and Practice

Activity - School Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Class with highest monthly attendance will be acknowledged and rewarded.	Extra Curricular	08/11/2014	05/22/2015	\$0 - No Funding Required	Special Area Teachers

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with perfect attendance each nine weeks will receive a certificate, students achieving perfect attendance for the year will be rewarded with a trophy.	Other	08/11/2014	05/22/2015	\$50 - General Fund	Special Area Teachers

Activity - Classroom Perfect Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The class with perfect attendance will be rewarded with a pizza party.	Extra Curricular	08/11/2014	05/22/2015	\$15 - General Fund	Special Area Teachers

Strategy2:

Monitor Student Attendance - Attendance will be monitored by teachers and office staff to increase daily student attendance and decrease student tardies.

Category:

Research Cited: Increased attendance results in higher achievement.

Activity - Prevention Projection Task Force	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are informed of our school board approved attendance policy by signing the handbook acknowledgement form. They were also given a letter stating procedures on 3 and 5 day unexcused absences and tardies. Our local DHR office has also developed a pre-court program entitled Prevention Project Task Force to identify barriers that contribute to excessive absences and tardies.	Policy and Process	08/11/2014	05/22/2015	\$0 - No Funding Required	Administration, Classroom Teachers, Special Area Teachers

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Teachers are involved in the decision making process regarding the use of statewide academic assessments. The principal has established a leadership team consisting of the principal, counselor, instructional coach, and teachers from each grade level. Data assessment is used to identify strengths and weaknesses that will guide instruction for classes and individual students during the school year 2018-2019. The results will be interpreted and presented at the school's Muffins for Mom and Donuts for Dads meeting. Parent's also receive a copy of their child's test results. The MCES ACIP plan is reviewed and monitored throughout the school year by the Continuous Improvement Team, at Data Meetings, grade level meetings as stated in the previously mentioned planning committee section. MCES administers the State of Alabama mandated tests annually. Utilization of results is found in the Comprehensive Needs Assessment. To aid in the improvement of overall instruction, teachers meet during grade level meetings, and collaborative meetings to accomplish the following goals: identify at-risk students, respond to instruction, develop research based strategies and practices to improve student achievement, create rigorous commonassessments, and plan collaboratively.

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?

Testing data is analyzed to identify students who are experiencing difficulty achieving advanced or proficient levels. Classroom teachers will review all data pertaining to the State's academic achievement assessment standards. Results of the assessments will be summarized and strengths and weaknesses will be noted. The results will be discussed with peers and parents. Students who have experienced difficulty mastering standards will be provided with Tier II Instruction by the classroom teachers. Increased monitoring will also be provided. Students will be referred to the PST (Problem Solving Team) if they are not making adequate progress after the teachers have implemented and documented Tier II intervention measures for at least 9 weeks. The PST will review all data and documentation and make recommendations for additional Tier III Interventions. The team will meet each month to review progress and revise the intervention plan as needed.

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?

MCES will provide additional support to students requiring extra or extended intervention. Teachers are available before, after school, and during planning to meet with parents. The intervention teachers, instructional coach, counselor and/or administrator will also be available to attend conferences with parents as needed. The academic data will be reviewed and recommendations will be made for intervention and goals will be set for academic achievement. Each day classroom teachers differentiate instruction. Every student has the availability of a thirty minute intervention period built into their daily schedule for Math/Reading. Intervention is based on the state results for math/reading and students are grouped according to their proficiency level. Instruction is based on student strengths/weaknesses. Tutorial services are also available throughout the school day for those intensive struggling students. In-school tutorial is available to all struggling students.

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.

Daily classroom instruction is differentiated on a daily basis in each classroom. Instruction is differentiated in each subject area. Based on academic data review, every student has the availability of a thirty minute intervention period built into their daily schedule for Math/Reading. Instruction is differentiated based on the review of the students' academic data. Materials and the instruction process are differentiated based on this review of data. Differentiated instruction allows teachers to meet the needs of advanced, on level and struggling learners. Small group instruction assists the teacher in the delivering of needed instruction daily. Intervention is based on the state results for math/reading and students are grouped according to their proficiency level. Instruction is then based on student strengths/weaknesses. Tutorial services are also available throughout the school day and after school for those students struggling academically.

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.

Procedures are in place to address the challenges of several academically impaired sub-groups within MCES. Academic data is reviewed and a decision is made whether or not to offer tutorial services to the different sub-groups. ELL students -(MCES does not have a significant number of ELL students - less than 2% of our school population), Academic data is reviewed twice yearly on these students and tutorial services are offered on an as need basis. MCES has a large majority of economically disadvantaged students (84% Meal Assistance) - the academic data of these sub-groups is reviewed and tutorial/mentoring services are offered to these students. Extended counseling services are offered to these groups in addition to tutorial services. MCES works with the Child Advocacy Center to provide extended services. Special Education Students are offered services based on the individual IEP and recommendation of the Special Needs teacher.

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.

State allocated teacher units for MCES are 27.28. In addition, there is a full time principal and one media specialist. The counselor unit earned is .50. The state funded units are placed based on the earned units at MCES. Title I funding is used to supplement salaries, materials/supplies, and other identified areas.

State funded programs include:

Highly Qualified Administrator

Tier I & II Instruction Provided by HQ Teachers for grades K-4

Tier III Instruction Provided by HQ Retired Teachers and Foundation Unit Teachers Speech Services Provided by HQ Speech Teacher

ARI Reading/Instructional Coach

HQ Reading/Math Intervention Teachers for At-Risk Students

Counseling Services Provided by HQ Counselor

Instructional Supplies for Classrooms

Textbook and Curriculum Resources Aligned to CCRS

Reading Renaissance/Accelerated Reader Program for At-Rsk students

Computer Hardware/Software

Library Enhancement

Star Reading

Federally Funded Programs Include:

Professional Development Travel/Registration

Professional Supplies/Books/Reference Materials

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 Counselor promotes and adheres to all state programs such as Drug-Free Week and Bully Free Week. MCES uses a variety of media to support violence, health, safety, and nutrition programs. Parents are made aware of these programs, as-well-as contact information for housing programs, adult education, vocational, and technical education. Because of our school being considered 84% poverty, our students are offered breakfast and lunch at free or reduced prices. Students can focus on instruction/learning because their physical/personal needs are being met.

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

MCES is fully committed to the continuous improvement cycle. A schedule is followed to amend, review, evaluate, and plan for the ACIP. The following schedule is followed: September/October Review - Amendment Checkpoint (Focus - Meet with team to analyze multiple sources of data, update ACIP, set measurable goals, and discuss next steps. Amendment of ACIP to meet prioritized student needs). Required attendees - Principal and ACIP Leadership Team. February Review - Mid-Year Review of Implementation and Documentation (Focus - Examine evidence and conduct interviews/classroom walkthroughs to review implementation of ACIP). Required attendees - Principal and ACIP Leadership Team, Central Office Representatives.

May Review - Reflection/Projection (Focus - Evaluate evidence of strategies and activities of the current ACIP and their effectiveness in meeting goals. Plan next steps for Continuous School Improvement). Required attendees - Principal and ACIP Leadership Team

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?

MCES evaluates the results achieved by the school wide program using data from the State's Annual Assessments and other indicators of academic achievement in the fall (September/October) of the school year. In the past, the results from the Performance Series and DIBELS have been one of the determining factors in determining progress. MCES will always continue to view the importance of state assessments. . The goals that MCES identifies each year will be based on the state assessment given that year. Evaluation of the data occurs during the September/October Amendment Review meeting. A team of MCES teachers, administrator, representatives from every academic area/grade, counselor, and Instructional Coach conduct a thorough needs assessment using multiple sources of data. Team members collect data for analysis: Performance Series, DIBELS, STAR, Quarterly Grades/Exams, STRIDE PMA, 20 Day Attendance Report, and Demographic Information. After reviewing the data, The ACIP Leadership Team agrees upon student learning goals and develop strategies(Math, Reading, Culture, Parental Involvement) to address academic needs and build a culture of high expectations. These goals are then presented to the faculty, discussed and as a whole the Leadership Team and Faculty decide on appropriate instruction to accomplish these goals.

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?

MCES is dedicated to student achievement. All assessments given are analyzed to help identify the students who are struggling. Formative and summative assessments results are a resource to determine if achievement is occurring, especially with struggling students. When state assessment results are available those students are tracked/monitored for success.

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 ACIP Leadership Team members change yearly. All stakeholders are selected, chosen, or recruited based upon input that they may
SY 2018-2019

contribute to the team. Revisions may be made at any time if a concern arises because the ACIP is a working document. If a concern or need arises, the ACIP Leadership Team will meet and the necessary changes will be made.

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.	27.56

Provide the number of classroom teachers.

27.56

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1359126.32

Total

1,359,126.32

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	86721.6

Total

86,721.60

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.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	59154.67

Total

59,154.67

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.	52585.0

Total

52,585.00

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.	9168.0

Total

9,168.00

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.	2750.0

Total

2,750.00

EL Teachers

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

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	16382.0

Total

16,382.00

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.	2938.0

Total

2,938.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	126356.84

Provide a brief explanation and breakdown of expenses.

Salary and Benefits: 92343.90

Other-34012.94

Title II

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

Provide a brief explanation and a breakdown of expenses.

Distributed at 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 at 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 at 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 at Central Office

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

Provide a brief explanation and breakdown of expenses.

Distributed at 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))

Midland City Elementary School qualifies as a Title I School because we have a high percentage of free and reduced lunch students 84.5%. As a Title I school, we must adhere to all federal requirements. We address academic goals in the areas of reading and mathematics.

Parents are a part of the improvement planning process for our school. They collaborate with our Building Leadership Team to provide input on the School Improvement Plan. Before each school year begins, Midland City Elementary School holds a Title I Parent Orientation Meeting. Parents are notified of the meeting through notices sent home by the school office, newspaper announcements, school website, Remind app, and MCES Facebook page. Topics discussed at this meeting are as follows: Title I Program and participation, its' services and parents' rights

- School-Parent Compacts
- Title I Parent Information Booklet
- School Improvement Plan

All parents, students, and staff sign the Parent Compact as a commitment that we will all work together as a team to meet the needs of all of our students. Extended services are offered each year through Kiindergarten Jumpstart. We provide numerous opportunities for parents to be involved in our school. Two parent representatives serve on the building leadership team and participate in the development of the plan. MCES is required to set aside 1% of our budget for parent involvement. We receive 100% of our set aside funds. The Parents' Right to Know information is available at several locations- the Title I Parent Information Booklet, the Dale County School System's website, the school office, the media center, and at the system's central office.

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))

Parent meetings are offered several times per year. Parents are notified of these meetings through monthly and weekly newsletters as well as reminder notes, the Remind App, school Facebook page and School Cast. Midland City Elementary School believes in involving parents in all aspects of the Title I program. Parents serve on the ACIP Committee (Building Leadership Team) and are participants in the development of the plan. Parents are given the opportunity to provide input regarding the plan before it is approved.

. Each year, the Continuous Improvement Plan, including the Parental Involvement Plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and the entire CIP committee in determining needed changes. A portion of the Title I funds is also being used to provide substitutes for teachers to conduct parent/teacher conferences. Some parents expressed the need to be able to take their lunch breaks for parent conferences and we are working with them on this.

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))

Report cards are sent home each 9 weeks and progress reports are sent home each mid-nine week grading period. If teachers determine students are struggling academically before the report cards are sent home, they will contact parents regarding a referral process to the Problem Solving Team (a part of the Response to Instruction RTI approach). Teachers will discuss with parents via phone or conference the areas where students are experiencing difficulty. They will offer suggestions as to how to help at home and will also give materials to parents to use with their children. Fall DIBELS Next scores are distributed to parents at the first Progress Report time. The DIBELS document explains all of the areas assessed during the initial administration of the test. The instructional coach will explain the areas to parents so they will have an understanding of what is expected of their children. Homework is often sent home in the form of reading folders, weekly stories, etc. to work on the DIBELS. Appropriate accommodations for eligible students on the state DIBELS Next assessment are utilized. When necessary, parent communications are translated into other languages using a translation app. Parent Conferences are held each October to explain the first report card to parents. Additional conferences are requested by the teacher if students are experiencing difficulty with academics. Parents may also request a conference with the classroom teacher at any time throughout the school year if they have a concern or problem.

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))

Midland City Elementary School's Parent Compact is in compliance with the federal guidelines. The compact was developed through a coordinated effort by school staff members and the district federal programs coordinator. All parents were given a copy of the compact at the Parent Orientation & Open House Meeting at the beginning of the school year. Parents and are asked to sign the compact signifying their commitment in working in partnership with the school and their child in ensuring their child is successful in school. The students and teachers also sign the compacts. When new students enroll, the compact is explained to parents and they are asked to sign it as well as the new student.

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

Each year, the ACIP Committee reviews, evaluates and revises its Continuous Improvement Plan. There are two parents on the team who represent all of the parents of the school. Parents will be sent a notice that the plan is under review and that they have the right to give input regarding the revision of the plan. When the ACIP is published parents are told that if they have any grievances at any time, they should contact the school principal. If they are not satisfied with the result/s, they can make an appointment with the federal projects director. If they are still not satisfied, the next step is to go to the superintendent and the school board. The final level is the federal programs director at the State Department of Education.

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)

Midland City Elementary School will accomplish much of this at its annual Title I Parent Orientation Meeting held at the beginning of the school year. The school holds several parent conference meetings throughout the year. At the meeting, parents learn about the state DIBELS Next test, Star Test, and state assessments as well as how to help their children in various areas that will improve their literacy and mathematics acquisition. We help parents in the understanding of topics such as the State's Academic Content Standards and State Achievement Standards, the requirements of Title 1 and how to monitor their child's progress and work with teachers to improve the achievement of their children. Teachers will offer suggestions of ways to help their children at home. Materials from our Title I Parent Corner in the library will be made available to parents to check out and use at home. Teachers will gather materials from the corner they feel will benefit each student's area of need.

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)

MCES encourages parents and the community to become equal partners through its annual Back to School night and the annual ACIP/Title I meetings. Parent and community participants will be informed of standards and assessments, services of Title I, and Parents' Right to Know through meetings, website, fliers and informational letters sent to parents. We have conferences throughout the school year to help parents understand the academics being taught to the students. Parents will be encouraged to become involved in the activities of the school with our Title 1 program and through various school activities.

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)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve academic achievement of our school we will provide training for parents of our students in understanding our curriculum, state testing that is required, and how to help students with work at home and be able to monitor their child's progress. We will assist the parents in working with the teachers and the school to help improve the academic levels of our students. A back to school open house will be held so that parents can meet with their child's teacher. Conferences will be held throughout the school year and the teachers will try to accommodate parents' schedules. Parents will be provided an overview of the class curriculum and assessments which the students will be required to complete. Parents will be given instruction on how to work with their child to help the child improve their literacy and mathematics acquisition. A standards based report card is being used in Kindergarten and it will be explained to parents. At our annual Parents with Muffins and Doughnuts programs, we will present the Title 1 plan which is revised every year. The teachers will explain to parents the compact between student-parent-teacher. Teachers will try to work in partnership with the parent to ensure the success of all students.

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)

Midland City Elementary coordinates parent involvement for all parents through a partnership with the community. We partner with the local Head Start, nearby High School, Community Outreach Programs, and local churches. Students and parents from all of these are involved in Midland City Elementary School. A parent corner that we are creating in the library will contain a variety of resources for parents: materials for parents to read and /or view on parenting, materials to check out to assist their children at home in the areas of math, and language arts,books, manipulatives, etc. We also refer parents to various local agencies such as the Family Guidance Center in Dothan/Ozark, Woodmen of the World, Vision Care, Lions Club, Bridges, etc. if they need assistance. MCES will use translation programs, translation apps, and translators to ensure that communication is in a language parents understand.

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)

At the present time, Midland City Elementary School has less than 5 ELL students identified. If needed, information on all meetings, parent notices, (all information related to school and parent programs) meetings and other activities will be sent home in another language. All documents can be translated into other languages through the Google translator program. A Language Survey will be filled out at the beginning of the school year. We do not have an ELL pull out program but we use the immersion model where the students receive instruction in the classroom with a peer helper and small group with the classroom teacher. All meetings are held in venues that are totally handicapped accessible.

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))

Midland City School, to the extent practicable, provided opportunities for the participation of parents with limited English proficiency and parents with disabilities. All parents fill out a home language survey (located on the elementary registration form) when registering for school. Our school system use s the immersion model in the classroom as well as the Rosetta Stone computer program. We participate in the Google translator program. All public meetings are held in venues that are totally handicapped accessible. Currently, we do not have any migrant students.