ACIP

Eclectic Elementary School

Elmore County Board of Education

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Eclectic, AL 36024

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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?

Eclectic Elementary School (EES) was built in 1982 and is located in Eclectic, Alabama, adjacent to a small family neighborhood. Some of the children who live in the neighborhood walk to the school on a daily basis. According to the Average Daily Membership, the school is a K-4 school and currently serves approximately 514 students. The racial makeup of the student population is approximately 84% white, 14% black, and 2% minority or mixed-race students. EES employs 2 administrators, 36 highly qualified teachers and 6 support staff who interact with our students daily. The racial makeup of the adults in our building is approximately 85% white and 15% minority. Eclectic Elementary School is located within the city limits of Eclectic, Alabama. Eclectic is located in the northeastern part of Elmore County. It is convenient to Lake Martin and a short 45 minute driving distance to Montgomery and Auburn. The town has a total area of 4.3 square miles, 4.2 of which is land and 0.1 of which is water. According to the latest census, there are 1,001 people, 409 households, and 280 families residing in the town of Eclectic. The population density is 236 people per square mile. There are 459 housing units at an average density of 108.3 per square mile. The racial makeup of the town is 78.11% white, 18.19% black, 0.76% Native American, 0.10% Asian, 0.67% from other races, and 0.57% from two or more races. 1.60% of the population is Hispanic. The greatest part of our school population comes from rural areas located outside the city limits of the Eclectic and are transported to school via private transportation or public-school buses. The main challenge facing our community is the number of citizens living at or below poverty level. The average family income of a family living in Eclectic is $37,392.00, compared to the state average of $42,849.00. Approximately 51% of our student body receives free or reduced lunch each day. In the last three years our school has undergone a transformation to include a safer, more secure entrance, a paved running track, cameras in the halls, and new lighting and paint in the school hallway. New computers and laptops were installed in every classroom this school year. An iPad cart with seventy iPads is housed in the Library for school use. Interactive projectors or Smart Boards were made available to classrooms. The Raptor system was implemented last year to provide safety and security for students and staff. We now provide "Breakfast in the Classroom" to all students at no charge.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose statement adopted for Eclectic Elementary School (EES) is "Every Student Empowered/Every Student Succeeds". As highly qualified educators, we believe every student should have the opportunity to be exposed to a challenging learning environment. Our school offers various programs for different academic levels of our students in order to ensure that every student is learning on their individual ability level. For example, beginning in second grade, our students are tested for Gifted and Talented Education. They are given a variety of mind stimulating activities requiring them to be creative and make distinguishing observations. Students who score high on these class activities continue on for further testing. Once a student qualifies, he/she will be enrolled in the Gifted and Talented Education (GATE) program beginning in the student's third grade year. EES receives Title I funds which aim to bridge the gap between low-income students and other students. The U.S. Department of Education provides supplemental funding to local school districts to meet the needs of at-risk and low-income students. With these funds we are able to employ staff who work specifically with struggling students in the areas of reading and math. These students are provided additional explicit small group instruction on the skills in which they need further enrichment. Tiered instruction is implemented by the classroom teacher in whole group and small group settings on a daily basis in both reading and math. All students are exposed to Tier I explicit instruction daily. Teachers use scores on various assessments completed at the beginning of the school year and at regular intervals throughout the year to determine students' ability levels and place them in groups accordingly. These groups of 4-6 students gather for instruction that is differentiated. Tier II intervention is also implemented on a daily basis to those who need additional assistance. The third tier of instruction provided at EES is for those students who, after the classroom teacher's efforts to bring the students' achievement to grade level have been unsuccessful, receive an additional level of intervention. This Tier III instruction is provided in a small group setting, in a resource room by an Intervention teacher who uses different strategies and often different curriculum. If these efforts also fail, the student may be referred for special education testing to rule out any learning disabilities. We believe the "stakeholders" involved in a child's education include the students, parents, faculty and staff of the school, and the members of our community. Within the school, the faculty and staff teach a research based curriculum with high standards and expectations for all students, believing all students can excel. Not only do we believe students can excel academically, we also encourage them to promote their leadership skills through Student Council and to become more involved members of society. Library classes are taught to each homeroom monthly. The counselor provides character education lessons to each class monthly. This curriculum instructs students on making healthy life choices, conflict resolution, how to make and be a friend, as well as many other topics designed to prepare our students to cooperate and get the most from their time at EES. The counselor also uses data to determine which academic skills can be practiced within this curriculum and provides individual sessions as requested by students. First through fourth grade students receive at least fifty minutes of P.E. instruction each day. Kindergarten students receive at least forty minutes of P.E. instruction each day. The P.E. department has a 50 Mile Club for runners in 2nd-4th grades. Several of our students' Individualized Education Programs (IEPs) require services from the physical therapist, occupational therapist, vision specialist, and adaptive physical education teacher. Music and Art is provided to all students every other week for 30 minutes. Our community offers several extracurricular activities outside of school in which students can participate to help build the foundation for strong character. Both boys and girls can participate in our local Boy and Girl Scout Organizations and Good News Club. Also, seasonal organized sports are available through community and church leagues. Our school offers and holds high expectations for all students. It is our objective to provide a variety of learning opportunities to our students.

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.

Eclectic Elementary School has scored above the state average on the ASPIRE test the previous three years with gains in three areas last year. 100% of our faculty and instructional paraprofessionals are highly qualified. We have a part-time music teacher who serves all grade levels twice each month. EES implemented a computer refresh at the beginning of the 2017-2018 school year by refreshing all computers in the school. Our students now have computers capable of running virtually any web-based educational software on the market. All computers can run iNow and the Alabama State Department of Education's (ALSDE) software program required for use by all public schools in the state. We have two computer labs that are utilized daily. Science teachers also have a science lab available. Music and Art is provided to all students every other week for 30 minutes. EES is striving to make improvements in implementing a student-centered classroom by giving students opportunities to be involved in discussions. Group projects, partner activities, and "turn and talk" time are a few examples of a student-centered classroom. Leveled readers and interactive read alouds were obtained through grants. Leveled readers are being utilized during small group instruction. EES has solicited community involvement through two new programs: Information Stations at the annual parent meeting and Stock Our Shelves through local churches.

Additional Information

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

TECHNOLOGY IMPROVEMENTS/ADVANCEMENTS: Elmore County Public Schools is currently at 1.25Gbps. Elementary and Middle Schools possess 1 Gbps switch ports, and 10 Gbps uplinks and the high schools have 100Mbps switch ports and 1Gbps uplinks. The District's wide area network (WAN) comprised of 10 Gbps links between all sites and a 40 Gbps aggregate handoff to our ISP. Possessing a full fiber rich network means that upgrading to faster speeds will only involve endpoint upgrades. Elmore County reports that the district is currently able to provide students and staff with suitable access however with the sharp increase in online resources, assessments, collaboration tools, and devices, current bandwidth and need to increase. The District believes technology integration in learning is a priority; that priority will need incremental increases, over the next several years to meet student need and to achieve the recommended FCC requirement. The increased bandwidth paired with rigorous professional development and "blended learning" strategies can help to enhance student achievement and retention as well as change the very dynamics of learning itself. 2017 REFRESH of devices included administrators, teachers, staff and student window devices and Chromebooks with other monies being used to maintain an inventory of up to date devices.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Eclectic Elementary Leadership Team, composed of the principal, faculty, staff, parents, students and community stakeholders, participated in the planning process. Stakeholder members were selected by the principal and committee leaders. Stakeholders are given a copy of the plan to review and provide feedback to the Leadership Team.   A summary of the compiled data determining school needs and the proposed focus areas were presented to the Eclectic Elementary faculty, staff and stakeholders for discussion.

The Leadership Team met to analyze how well the previous year's Continuous Improvement Plan (ACIP) had been implemented and to set new projections for the coming year. Throughout the year, the instructional coach holds monthly Data Meetings with the faculty and administrators where school and county assessment data are discussed to pinpoint how students are progressing and what adjustments in instruction might be needed.   Additional data that is reviewed to spot trends in student growth and achievement are Global Scholar Performance Series, IXL, STAR Reading, STAR Early Literacy, STAR Math, PST data, Title I Plan, Technology Plan, and professional development needs of the faculty and staff, as well as, how attendance and discipline data may affect student learning.

At the annual Title I Advisory Meeting the Parental Improvement Plan was presented to parents and community members who were asked for their input. Parents were informed of the meeting through flyers, School Website, Facebook, marquee outside of the school and newsletters. Ideas and suggestions from parents are always welcomed, but parental input is formally requested again in April of each school year at the Title I Parent Advisory Committee Meeting.

Throughout the school year iNow grades, progress monitoring data, attendance data, STAR Results and any intervention needs of the students are discussed during Data and Problem Solving Team (PST) meetings, which include the faculty. This information is then used to adjust instructional strategies. These strategies and goals are included in the ACIP. ACIP concepts are discussed at faculty and grade level meetings. All suggested revisions are reviewed by the Leadership Team for inclusion in the current plan. The plan is in a continuous state of revision. At least once each year is sent to the district level for approval.

Including all stakeholders in the improvement process is challenging. To be sure all faculty and staff can give input, the plan is reviewed during faculty meetings and all are encouraged to submit suggestions for revisions to the administrators. To gain input from parents, the plan is reviewed twice yearly. The meetings are during the day in the Fall and the Spring. If a parent needs more information, they can meet with the Title I coordinator at their convenience. Parents who have an active interest in the school are selected. They have told teachers and/or administrators that they are interested in "getting involved" in our school. Listed below are some of the additional opportunities for stakeholder participation:

- Beginning of the year Meet and Greet/Open House
- Book Fairs
-     Information Stations
-     Community Flyers placed in local businesses
-     Stock Our Shelves
- Thanksgiving Lunch
- Fall Festival
- Art in the Afternoon
- Awards Day
- Field Day
- Field Trips

- PTO sponsored events

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

Our leadership team is made up of one teacher who represents kindergarten through second grade and one teacher who represents third and fourth grade, parents, a community stakeholder, the media specialist, the school counselor, a special education teacher, the instructional coach, the intervention teacher, the assistant principal, and the principal. This group is responsible for reviewing the data and creating a rough draft of the Alabama Continuous Improvement Plan (ACIP). This plan is reviewed during faculty and grade level meetings allowing for input of additions and revisions from the stakeholders for inclusion in the plan. Two parent advisory meetings are utilized to provide input from parents and community leaders who have expressed an interest in assisting our school. Once the plan is developed, it can be accessed through our school's website. In addition, a newsletter that outlines the main points of the plan are sent home to all parents. Between the two, they inform all stakeholders about the school's progress and current goals for improvement.

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

The school's Continuous Improvement Plan (CIP) is developed through input from many sources. The school's leadership team creates the document that is reviewed for necessary changes regularly. The plan is presented to the faculty during faculty meetings and a summary sheet is provided to hit the highlights. The ACIP can be accessed through the school's website. The plan is summarized in a newsletter that is sent to all parents. Finally, in the spring, a Parent Advisory Meeting is held during which those in attendance are asked to make suggestions for improvements to the plan. All suggestions are considered in the revisions of the plan for the next school year. The plan is in a state of constant review and revision, but is submitted to the school district for approval at least once each year.

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	data attached	Scantron Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

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

Areas of Notable Achievement

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

4th grade students scored high in math and reading.

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

4th grade, female, and African-American students showed a positive trend in math and reading performance.

Which area(s) indicate the overall highest performance?

4th grade showed the overall highest performance in math. Females and 4th grade students showed the overall highest performance in reading.

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

3rd and 4th grade females and African-Americans showed a positive trend in math and reading.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between the African-American students in math and reading.

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

The findings reported above are consistent with student grades that can be accessed through I-NOW, STAR Math, and STAR Reading.

Areas in Need of Improvement

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

3rd grade in reading and math

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

There was a negative trend in 3rd grade students, males, and Caucasians in math and reading.

Which area(s) indicate the overall lowest performance?

3rd grade students showed the overall lowest performance in reading and math.

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

Caucasian and male students showed a trend of decreasing performance in reading and math.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming the greatest between male and female subgroups in reading.

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

The findings reported above are consistent with student grades that can be accessed through I-NOW, STAR Math, and STAR Reading.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3
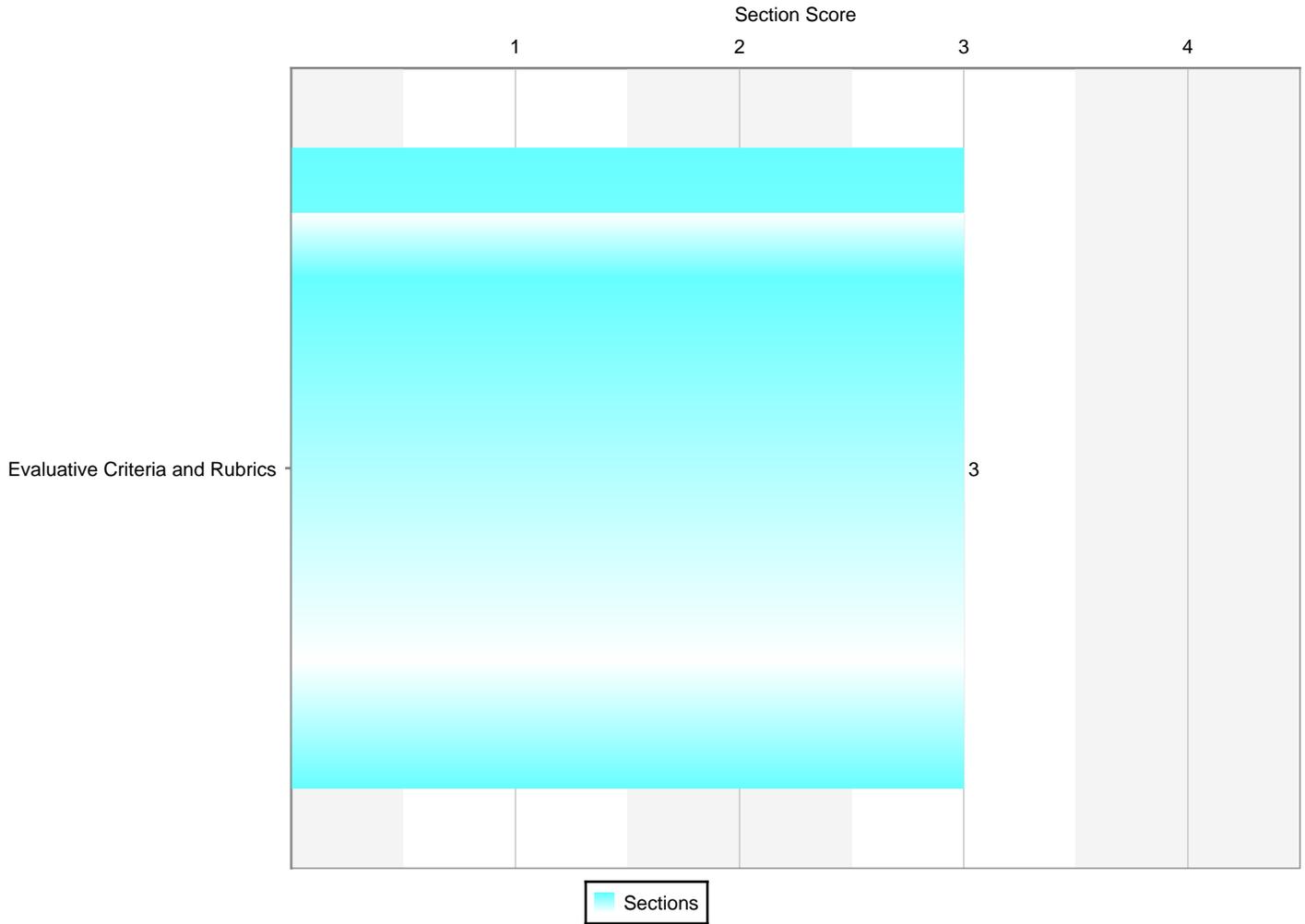
Sections

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	Documentation is maintained at the school and the list is attached.	School Leadership Team

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

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	Susanne Goodin 100 H. H. Robison Drive Wetumpka, AL 36092 334-567-1200	County Signature Page

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	Parent and Family Engagement Document is available in eGAP.	County Signature Page

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	Copies of School Parent Compact are available at each Title I School.	County Signature

2018-2019 Plan for ACIP

Overview

Plan Name

2018-2019 Plan for ACIP

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	Preschool students and fourth grade students will be provided opportunities to successfully transition schools.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	$0
2	The faculty and staff at Eclectic Elementary will move instruction from a teacher-centered focus to a student-centered focus.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$0
3	Eclectic Elementary School will aim to increase the number of parents involved in school activities.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$0
4	3rd and 4th grade students at Eclectic Elementary School will increase achievement in math.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	$0
5	3rd and 4th grade students at Eclectic Elementary School will increase achievement in reading.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$0
6	EL students at EES will meet adequate yearly progress	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0

Goal 1: Preschool students and fourth grade students will be provided opportunities to successfully transition schools.

Measurable Objective 1:

collaborate to make the transition from the Eclectic Child Development Program to Kindergarten by 05/20/2019 as measured by the number of students from these programs who visit the kindergarten each Spring.

Strategy 1:

Kindergarten Visits - Eclectic Elementary will offer an opportunity for the students at the Eclectic Child Development Program to visit the school, tour the building, meet Kindergarten teachers and join in activities with their classes each spring. The visitors will meet the essential personnel of the school, such as principal, media specialist, school nurse and counselor. They will visit the cafeteria and media center and observe physical education classes in progress.

Category: Develop/Implement Pre-K Career Readiness Plan

Activity - Visiting Kindergarten Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
provide preschool students with the opportunity to visit kindergarten classrooms to eliminate anxiety and increase students' confidence	Behavioral Support Program	05/01/2019	05/23/2019	$0	No Funding Required	Preschool teachers, kindergarten teachers

Activity - EES Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eclectic Elementary School will provide an Open House for upcoming kindergarten students. This allows students and parents to meet the classroom teacher and familiarize themselves with the facility.	Parent Involvement	08/01/2018	08/24/2018	$0	No Funding Required	All faculty and staff at Eclectic Elementary School

Measurable Objective 2:

collaborate to provide a field trip for fourth graders to visit and become familiar with the middle school by 05/20/2019 as measured by the number of students who visit the middle school..

Strategy 1:

Middle School Field Trip - Fourth grade students will visit Eclectic Middle School, including classrooms, the Library, lunchroom, and gym.

Category: Develop/Implement Student and School Culture Program

Activity - Middle School Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This will be a field trip that will be an orientation for fourth graders transitioning to the middle school.	Community Engagement, Behavioral Support Program, Field Trip	05/01/2019	05/20/2019	$0	No Funding Required	Counselor, 4th grade teachers, and the middle school faculty and staff

Goal 2: The faculty and staff at Eclectic Elementary will move instruction from a teacher-centered focus to a student-centered focus.

Measurable Objective 1:

collaborate to move instruction from a teacher-centered focus to a student-centered focus by 05/23/2019 as measured by a .5 increase in the overall eleot data school score from first semester to second semester..

Strategy 1:

Professional Development - The teachers will receive training opportunities to learn ways to involve students in learning.

Category: Develop/Implement Professional Learning and Support

Activity - Eleot Training/Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eleot observers will participate in eleot training which includes procedures for providing feedback	Professional Learning	10/18/2018	05/22/2019	$0	No Funding Required	Eleot Observers

Activity - Eleot Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eleot observers will complete 2 eleot observations per teacher and provide feedback after each observation.	Academic Support Program	08/07/2018	05/22/2019	$0	No Funding Required	Eleot Observers and Teachers

Strategy 2:

ARI Strategies - Teachers will use strategies learned from Balanced Literacy Training to increase students learn using student-lead centers.

Category: Develop/Implement College and Career Ready Standards

Activity - Student-Lead Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in reading centers that are student-lead. These strategies were presented at Balanced Literacy training.	Academic Support Program	08/07/2018	05/22/2019	$0	No Funding Required	All teachers and staff are responsible for using the ARI strategies.

Strategy 3:

Close Reading Strategy - Students will use the close reading strategy to dissect and analyze during and after reading.

Category: Develop/Implement Professional Learning and Support

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read fiction and nonfiction passages using the close reading strategies. They will question themselves in order to understand the passage. Students will demonstrate different strategies to better understand vocabulary.	Academic Support Program	08/07/2018	05/22/2019	$0	No Funding Required	All classroom teachers and staff will be responsible for using this activity.

Goal 3: Eclectic Elementary School will aim to increase the number of parents involved in school activities.

Measurable Objective 1:

demonstrate a behavior that will involve parents who are unable to attend school activities by using multiple strategies by 05/22/2019 as measured by surveys and sign-in-sheets.

Strategy 1:

Flexible Schedule - When choosing stakeholder's for the school's parent engagement plan, Eclectic Elementary School took into consideration local businesses, parents, grandparents, the Parent Teacher Organization, the principal, faculty, and staff. To accommodate the stakeholder's we held flexible meetings. Some were in the mornings, evenings, and during school hours.

Category: Other - Stakeholders Involvement

Research Cited: Jesse, D., "Increasing Parental Involvement: A Key to Student Achievement," MCREL, 2011.

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Parents are invited to school events throughout the year. The week before school begins, Eclectic Elementary School holds Open House from 1:00-7:00. This is a time for parents and students to tour the school and meet their teacher. | Community Engagement, Parent Involvement | 08/01/2018 | 08/17/2018 | $0 | No Funding Required | Administrators, faculty, and staff |

Activity - Parent Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Parent Advisory Meeting is held at the beginning of the school year. Attendees are informed with information about the School/Parent Compact, funding, and how to be involved.	Community Engagement, Parent Involvement	08/07/2018	09/14/2018	$0	No Funding Required	Administrators, faculty/staff, parents and community leaders

Activity - Ways to Communicate with Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be informed about parental involvement programs, meetings, and other activities which they could be involved in through the school website, newsletters, surveys, weekly folders, marquee, and the school Facebook page.	Community Engagement, Parent Involvement	08/07/2018	05/22/2019	$0	No Funding Required	Administrators, faculty, and staff

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In September, parents are invited to attend a parent-teacher conference. The Harvest Festival, Wizard of Oz breakfast, and Thanksgiving luncheon are held in October and November. Parents are invited to attend the School Spelling Bee, Reading Camp Day, Art Night, and the Book Fair during the Spring months. Kindergarten Graduation and Awards' Day is held during May. Weekly folders, newsletters, and progress reports are sent home throughout the year. Classroom teachers welcome volunteers to assist in their classroom.	Community Engagement, Parent Involvement	08/07/2018	05/22/2019	$0	No Funding Required	Administrators, parents, faculty and staff.

Activity - Parent Report Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Report Day scheduled to update parents on student achievement, behavior, and policies/procedures.	Parent Involvement	09/13/2018	09/13/2018	$0	No Funding Required	EES faculty

Goal 4: 3rd and 4th grade students at Eclectic Elementary School will increase achievement in math.

Measurable Objective 1:

increase student growth percentage in the number of students meeting their annual growth targets in Math from 50% to 52% by 05/22/2019 as measured by Scantron Performance Series Spring 2018 and Spring 2019 Assessments..

Strategy 1:

Fastt Math - Students will use Fastt Math to increase fluency in basic math facts.

Category: Develop/Implement Learning Supports

Activity - Fastt Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fastt Math is a computer program used to increase fluency in basic math facts.	Academic Support Program	08/20/2018	05/20/2019	$0	Title I Part A	2nd-4th grade teachers and staff

Strategy 2:

Paraprofessional - EES has a part-time paraprofessional who work with small groups of students to improve math skills.

Category: Develop/Implement Learning Supports

Activity - Tier III	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be pulled for extra small group instruction.	Direct Instruction, Academic Support Program	09/04/2018	05/20/2019	$0	Title I Part C	Title I teacher and paraprofessio nal

Strategy 3:

IXL - A computer program called IXL will be used for extra math skills practice.

Category: Develop/Implement Learning Supports

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A computer program called IXL will be used for extra math skills practice.	Technology, Academic Support Program	08/27/2018	05/20/2019	$0	No Funding Required	All classroom teachers

Strategy 4:

STAR Math/Early Literacy - Students will demonstrate math proficiency on the STAR Math and Early Literacy Assessments. Teachers will

view student scores to determine the areas in need of improvement.

Category: Develop/Implement Learning Supports

Activity - STAR Math/Early Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will demonstrate math proficiency on the STAR Math and Early Literacy Assessments. Teachers will view student scores to determine the areas in need of improvement.	Technology, Academic Support Program	08/27/2018	05/20/2019	$0	No Funding Required	All classroom teachers and instructional coach

Goal 5: 3rd and 4th grade students at Eclectic Elementary School will increase achievement in reading.

Measurable Objective 1:

increase student growth percentage in the number of students meeting their annual growth targets in Reading from 53% to 55% by 05/22/2019 as measured by Scantron Performance Series Sprig 2018 and Spring 2019 Assessments.

Strategy 1:

STAR Reading/Early Literacy - Students will demonstrate reading proficiency on the STAR Reading and Early Literacy Assessments. Teachers will view student scores to determine the areas in need of improvement.

Category: Develop/Implement Learning Supports

Activity - STAR Reading/Early Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will demonstrate reading proficiency on the STAR Reading and Early Literacy Assessments. Teachers will view student scores to determine the areas in need of improvement.	Technology, Academic Support Program	08/07/2018	05/22/2019	$0	District Funding	All classroom teachers

Strategy 2:

IXL - IXL provides practice on standards. The teachers assign and review the weekly standards to be practiced.

Category: Develop/Implement Learning Supports

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL provides practice on standards. The teachers assign and review the weekly standards to be practiced.	Technology, Academic Support Program	08/07/2018	05/22/2019	$0	District Funding	Classroom teachers

Strategy 3:

Balanced Literacy - Balanced Literacy is a strategy used to include reading, writing, spelling, phonics, and other skills-based instruction.

Category: Develop/Implement Learning Supports

Activity - Guided Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use BAS kits to administer an assessment to determine each students' instructional reading levels. Guided Reading kits on the appropriate level will be used during small group instruction.	Direct Instruction, Academic Support Program	08/13/2018	05/22/2019	$0	District Funding	Classroom teachers

Goal 6: EL students at EES will meet adequate yearly progress

Measurable Objective 1:

collaborate to maintain or increase the percentage to 55% of ELs at EES to make their cumulative growth target to meet the interim progress target by 05/22/2019 as measured by ACCESS for ELLS 2.0.

Strategy 1:

Professional Development - Professional development opportunities will be provided.

Category: Develop/Implement Professional Learning and Support

Activity - ESL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All staff will be trained annually on WIDA standards, can do descriptors, and other pertinent EL information.	Professional Learning, Academic Support Program	07/01/2018	06/30/2019	$0	No Funding Required	EL Coordinator

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAMUEL training is offered by the State Department at various time during the year for teachers to attend.	Professional Learning, Academic Support Program	07/01/2018	06/30/2019	$0	No Funding Required	ALSDE Staff

Strategy 2:

Instructional Resources - Instructional programs and materials will be provided for teachers and ELLs.

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

Activity - Language Acquisition Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rosetta Stone, Finish Line , Daily Academic Vocabulary, Reading Horizons	Academic Support Program	08/07/2018	05/22/2019	$0	No Funding Required	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fastt Math	Fastt Math is a computer program used to increase fluency in basic math facts.	Academic Support Program	08/20/2018	05/20/2019	$0	2nd-4th grade teachers and staff
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SAMUEL Training	SAMUEL training is offered by the State Department at various time during the year for teachers to attend.	Professional Learning, Academic Support Program	07/01/2018	06/30/2019	$0	ALSDE Staff
IXL	A computer program called IXL will be used for extra math skills practice.	Technology, Academic Support Program	08/27/2018	05/20/2019	$0	All classroom teachers
Open House	Parents are invited to school events throughout the year. The week before school begins, Eclectic Elementary School holds Open House from 1:00-7:00. This is a time for parents and students to tour the school and meet their teacher.	Community Engagement, Parent Involvement	08/01/2018	08/17/2018	$0	Administrators, faculty, and staff
Parent Advisory Committee	The Parent Advisory Meeting is held at the beginning of the school year. Attendees are informed with information about the School/Parent Compact, funding, and how to be involved.	Community Engagement, Parent Involvement	08/07/2018	09/14/2018	$0	Administrators, faculty/staff, parents and community leaders
ESL Training	All staff will be trained annually on WIDA standards, can do descriptors, and other pertinent EL information.	Professional Learning, Academic Support Program	07/01/2018	06/30/2019	$0	EL Coordinator

Close Reading	Students will read fiction and nonfiction passages using the close reading strategies. They will question themselves in order to understand the passage. Students will demonstrate different strategies to better understand vocabulary.	Academic Support Program	08/07/2018	05/22/2019	$0	All classroom teachers and staff will be responsible for using this activity.
EES Open House	Eclectic Elementary School will provide an Open House for upcoming kindergarten students. This allows students and parents to meet the classroom teacher and familiarize themselves with the facility.	Parent Involvement	08/01/2018	08/24/2018	$0	All faculty and staff at Eclectic Elementary School
Visiting Kindergarten Classrooms	provide preschool students with the opportunity to visit kindergarten classrooms to eliminate anxiety and increase students' confidence	Behavioral Support Program	05/01/2019	05/23/2019	$0	Preschool teachers, kindergarten teachers
Ways to Communicate with Parents	Parents will be informed about parental involvement programs, meetings, and other activities which they could be involved in through the school website, newsletters, surveys, weekly folders, marquee, and the school Facebook page.	Community Engagement, Parent Involvement	08/07/2018	05/22/2019	$0	Administrators, faculty, and staff
Middle School Visit	This will be a field trip that will be an orientation for fourth graders transitioning to the middle school.	Community Engagement, Behavioral Support Program, Field Trip	05/01/2019	05/20/2019	$0	Counselor, 4th grade teachers, and the middle school faculty and staff
Eleot Training/Feedback	Eleot observers will participate in eleot training which includes procedures for providing feedback	Professional Learning	10/18/2018	05/22/2019	$0	Eleot Observers
Parental Involvement	In September, parents are invited to attend a parent-teacher conference. The Harvest Festival, Wizard of Oz breakfast, and Thanksgiving luncheon are held in October and November. Parents are invited to attend the School Spelling Bee, Reading Camp Day, Art Night, and the Book Fair during the Spring months. Kindergarten Graduation and Awards' Day is held during May. Weekly folders, newsletters, and progress reports are sent home throughout the year. Classroom teachers welcome volunteers to assist in their classroom.	Community Engagement, Parent Involvement	08/07/2018	05/22/2019	$0	Administrators, parents, faculty and staff.
Eleot Observations	Eleot observers will complete 2 eleot observations per teacher and provide feedback after each observation.	Academic Support Program	08/07/2018	05/22/2019	$0	Eleot Observers and Teachers
STAR Math/Early Literacy	Students will demonstrate math proficiency on the STAR Math and Early Literacy Assessments. Teachers will view student scores to determine the areas in need of improvement.	Technology, Academic Support Program	08/27/2018	05/20/2019	$0	All classroom teachers and instructional coach
Language Acquisition Programs	Rosetta Stone, Finish Line , Daily Academic Vocabulary, Reading Horizons	Academic Support Program	08/07/2018	05/22/2019	$0	All Staff

Student-Lead Centers	Students will participate in reading centers that are student-lead. These strategies were presented at Balanced Literacy training.	Academic Support Program	08/07/2018	05/22/2019	$0	All teachers and staff are responsible for using the ARI strategies.
Parent Report Day	Parent Report Day scheduled to update parents on student achievement, behavior, and policies/procedures.	Parent Involvement	09/13/2018	09/13/2018	$0	EES faculty
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IXL	IXL provides practice on standards. The teachers assign and review the weekly standards to be practiced.	Technology, Academic Support Program	08/07/2018	05/22/2019	$0	Classroom teachers
Guided Reading	Teachers will use BAS kits to administer an assessment to determine each students' instructional reading levels. Guided Reading kits on the appropriate level will be used during small group instruction.	Direct Instruction, Academic Support Program	08/13/2018	05/22/2019	$0	Classroom teachers
STAR Reading/Early Literacy	Students will demonstrate reading proficiency on the STAR Reading and Early Literacy Assessments. Teachers will view student scores to determine the areas in need of improvement.	Technology, Academic Support Program	08/07/2018	05/22/2019	$0	All classroom teachers
				Total	$0	

Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier III	Students will be pulled for extra small group instruction.	Direct Instruction, Academic Support Program	09/04/2018	05/20/2019	$0	Title I teacher and paraprofessional
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	We used the e-Prove Surveys. It is not based on the point scale so we could not use the Stakeholder Feedback Data form.	Survey Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

The parents at EES scored item C3 words "supportive and helpful" both as best describing the general interaction with staff.

The students indicated on item C1 the best phrase to describe their teachers is "fun".

The staff rated the following four areas highly favorable: "high learning expectations, caring colleagues, supportive interactions with colleagues, and a comfortable physical space".

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

According to all surveys, EES has a comfortable, caring, fun, and supportive environment with high learning expectations coupled with challenging work.

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

Both the climate and culture and inventory surveys indicate our area of strength is our building's climate.

Areas in Need of Improvement

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

The parents expressed their lowest level of satisfaction on the lack of "project-based learning activities" on item C2.

The students are most unhappy about the lack of real world problem solving experiences and the lack of school activities being offered before and after school.

The staff indicated the highest level of concern with the lack of opportunity to express individual creativity and to explore diverse cultures.

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

Both staff and students express a concern for the lack of student individual creativity.

What are the implications for these stakeholder perceptions?

Parents and students request different methods of project-based learning to stimulate students' individual creativity. This survey brings to the forefront the importance of including all stakeholders in the decision-making process to provide increased student-centered learning.

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

Both climate and culture and inventory surveys note the lack of school activities such as sports, clubs, and tutoring being offered.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3
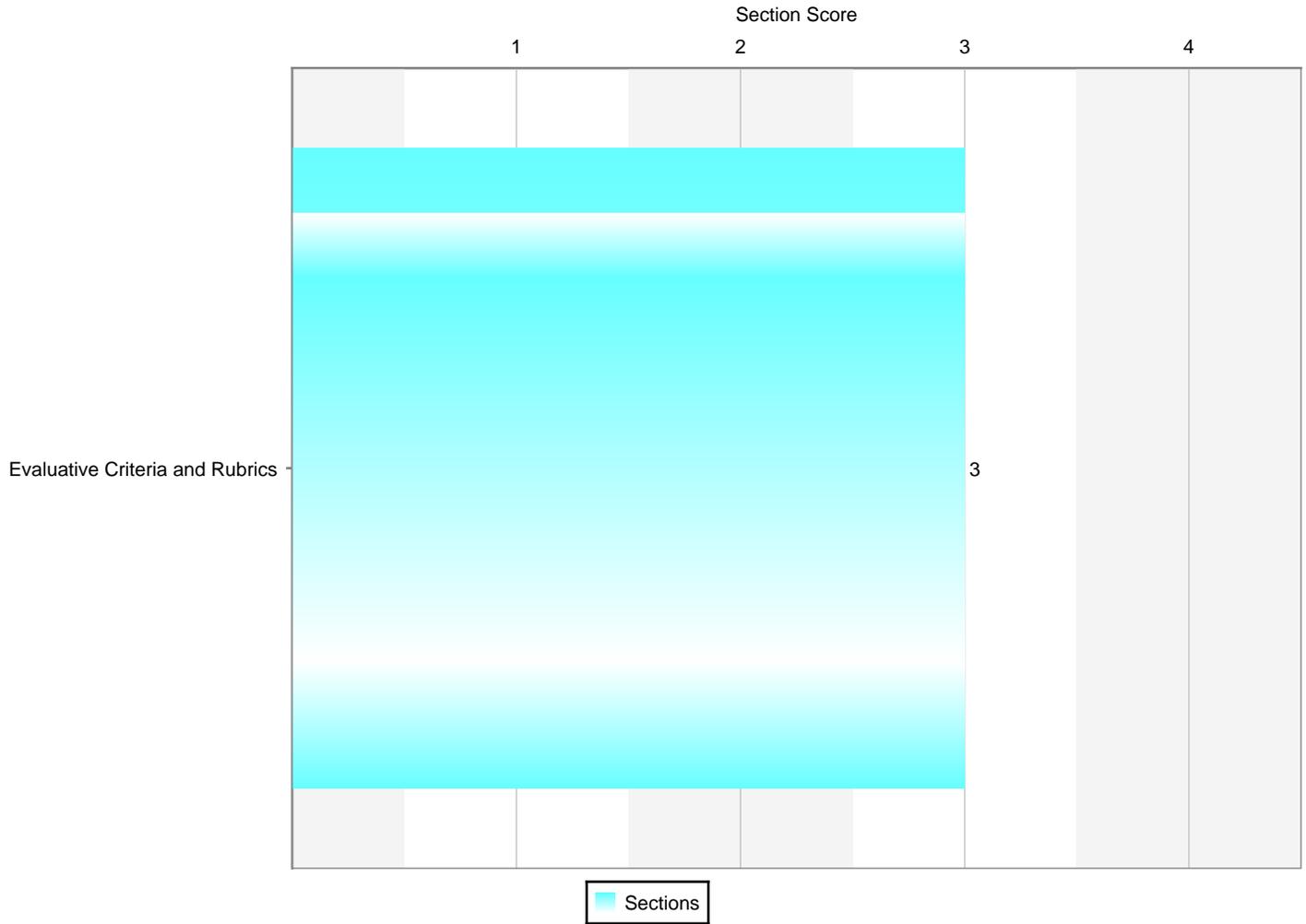
Sections

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 Elmore County Public Schools Comprehensive Needs Assessment was conducted online in May of 2018. The Federal Programs Advisory Committee met and revised the online survey. Email reminders were sent to remind all faculty and staff members to participate in the survey. Results from high stakes assessments are distributed at the beginning of the school year. After the faculty receives the school's data, we then disaggregate the data to identify strengths and weaknesses. The Building Leadership Team (BLT) meets in small groups to discuss the areas of focus. Standardized test data, Educate Alabama data, school incidence report data, survey data, teacher certification records, attendance reports, and ELL data are reviewed to enhance our teachers' instruction. Through faculty meetings, data meetings, and grade level meetings, the members of the BLT have collaborated with the faculty and staff to identify the areas of need. A comprehensive assessment, including an analysis and summary of student academic needs by grade level, student subgroup, and subjects, will be created using the following assessments: 2018 scores from Global Scholar Performance Series, STAR data, attendance reports and serious incidence reports.

What were the results of the comprehensive needs assessment?

The results revealed that overwhelmingly Title I teachers work closely with other teachers and staff to utilize student achievement data to improve instructional decisions. Additionally, Title I teachers do an outstanding job keeping faculty and staff members informed about the academic progress of intervention students. Title I teachers also demonstrate respect for individual differences of ethnicity, race, language, culture, gender, and ability for served students.

What conclusions were drawn from the results?

The comprehensive needs assessment provided affirmation that the school and school system has high expectations for all students. Additionally, the school and the school district work together to help identify needs of students. Finally, the comprehensive needs assessment revealed that the majority of teachers feel that curriculum, instruction, and assessments are aligned with College and Career Ready Standards.

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

Multiple pieces of data were considered in analyzing perception, student achievement, school programs/ process, and demographic data. The data was analyzed by the district and shared with Title I schools. Additionally, Title I teachers shared this process at the Annual Title I Parent Meeting.

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

The school works collaboratively with the district to align priorities and identify needs. District initiatives are established to provide supplemental resources to schools and to increase student achievement.

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

Goals are created by the school and school system by focusing on organizational goals as well as specific goals for the school. Goals are reflective of many data sources and are considered when narrowing the focus on specific needs. The goals portray a clear and detailed analysis of multiple types of data in that they are all tied to the parent, student, and staff survey and Scantron Performance Series results. The feedback from all data sources is consistent-helping to implement a clear plan with attainable goals.

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

The Title I Plan provides guidance to schools on creating specific goals that give students the opportunity to meet the state's academic achievement standards. Additionally, the Title I Plan provides guidance to Title I schools for supplementing and strengthening the core academic program. We have created school wide goals with a special effort concentrated in small group instruction for all students and increased engagement for all students. These goals directly benefit all students while giving the intense intervention and recognition to all students to include students with special needs and at-risk students.

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:

The faculty and staff at Eclectic Elementary will move instruction from a teacher-centered focus to a student-centered focus.

Measurable Objective 1:

collaborate to move instruction from a teacher-centered focus to a student-centered focus by 05/23/2019 as measured by a .5 increase in the overall eleot data school score from first semester to second semester..

Strategy1:

ARI Strategies - Teachers will use strategies learned from Balanced Literacy Training to increase students learn using student-lead centers.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Student-Lead Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading centers that are student-lead. These strategies were presented at Balanced Literacy training.	Academic Support Program	08/07/2018	05/22/2019	$0 - No Funding Required	All teachers and staff are responsible for using the ARI strategies.

Strategy2:

Close Reading Strategy - Students will use the close reading strategy to dissect and analyze during and after reading.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read fiction and nonfiction passages using the close reading strategies. They will question themselves in order to understand the passage. Students will demonstrate different strategies to better understand vocabulary.	Academic Support Program	08/07/2018	05/22/2019	$0 - No Funding Required	All classroom teachers and staff will be responsible for using this activity.

Goal 2:

3rd and 4th grade students at Eclectic Elementary School will increase achievement in math.

Measurable Objective 1:

increase student growth percentage in the number of students meeting their annual growth targets in Math from 50% to 52% by 05/22/2019

as measured by Scantron Performance Series Spring 2018 and Spring 2019 Assessments..

Strategy1:

IXL - A computer program called IXL will be used for extra math skills practice.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A computer program called IXL will be used for extra math skills practice.	Academic Support Program Technology	08/27/2018	05/20/2019	$0 - No Funding Required	All classroom teachers

Strategy2:

STAR Math/Early Literacy - Students will demonstrate math proficiency on the STAR Math and Early Literacy Assessments. Teachers will

view student scores to determine the areas in need of improvement.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - STAR Math/Early Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will demonstrate math proficiency on the STAR Math and Early Literacy Assessments. Teachers will view student scores to determine the areas in need of improvement.	Academic Support Program Technology	08/27/2018	05/20/2019	$0 - No Funding Required	All classroom teachers and instructional coach

Strategy3:

Paraprofessional - EES has a part-time paraprofessional who work with small groups of students to improve math skills.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pulled for extra small group instruction.	Academic Support Program Direct Instruction	09/04/2018	05/20/2019	$0 - Title I Part C	Title I teacher and paraprofessional

Strategy4:

Fastt Math - Students will use Fastt Math to increase fluency in basic math facts.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Fastt Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fastt Math is a computer program used to increase fluency in basic math facts.	Academic Support Program	08/20/2018	05/20/2019	$0 - Title I Part A	2nd-4th grade teachers and staff

Goal 3:

3rd and 4th grade students at Eclectic Elementary School will increase achievement in reading.

Measurable Objective 1:

increase student growth percentage in the number of students meeting their annual growth targets in Reading from 53% to 55% by

05/22/2019 as measured by Scantron Performance Series Sprig 2018 and Spring 2019 Assessments.

Strategy1:

STAR Reading/Early Literacy - Students will demonstrate reading proficiency on the STAR Reading and Early Literacy Assessments.

Teachers will view student scores to determine the areas in need of improvement.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - STAR Reading/Early Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will demonstrate reading proficiency on the STAR Reading and Early Literacy Assessments. Teachers will view student scores to determine the areas in need of improvement.	Academic Support Program Technology	08/07/2018	05/22/2019	$0 - District Funding	All classroom teachers

Strategy2:

IXL - IXL provides practice on standards. The teachers assign and review the weekly standards to be practiced.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL provides practice on standards. The teachers assign and review the weekly standards to be practiced.	Academic Support Program Technology	08/07/2018	05/22/2019	$0 - District Funding	Classroom teachers

Strategy3:

Balanced Literacy - Balanced Literacy is a strategy used to include reading, writing, spelling, phonics, and other skills-based instruction.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use BAS kits to administer an assessment to determine each students' instructional reading levels. Guided Reading kits on the appropriate level will be used during small group instruction.	Academic Support Program Direct Instruction	08/13/2018	05/22/2019	$0 - District Funding	Classroom teachers

Goal 4:

EL students at EES will meet adequate yearly progress

Measurable Objective 1:

collaborate to maintain or increase the percentage to 55% of ELs at EES to make their cumulative growth target to meet the interim progress

target by 05/22/2019 as measured by ACCESS for ELLS 2.0.

Strategy1:

Instructional Resources - Instructional programs and materials will be provided for teachers and ELLs.

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

Research Cited:

Activity - Language Acquisition Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosetta Stone, Finish Line , Daily Academic Vocabulary, Reading Horizons	Academic Support Program	08/07/2018	05/22/2019	$0 - No Funding Required	All Staff

Strategy2:

Professional Development - Professional development opportunities will be provided.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SAMUEL training is offered by the State Department at various time during the year for teachers to attend.	Academic Support Program Professional Learning	07/01/2018	06/30/2019	$0 - No Funding Required	ALSDE Staff

Activity - ESL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained annually on WIDA standards, can do descriptors, and other pertinent EL information.	Academic Support Program Professional Learning	07/01/2018	06/30/2019	$0 - No Funding Required	EL Coordinator

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:

The faculty and staff at Eclectic Elementary will move instruction from a teacher-centered focus to a student-centered focus.

Measurable Objective 1:

collaborate to move instruction from a teacher-centered focus to a student-centered focus by 05/23/2019 as measured by a .5 increase in the overall eleot data school score from first semester to second semester..

Strategy1:

Close Reading Strategy - Students will use the close reading strategy to dissect and analyze during and after reading.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read fiction and nonfiction passages using the close reading strategies. They will question themselves in order to understand the passage. Students will demonstrate different strategies to better understand vocabulary.	Academic Support Program	08/07/2018	05/22/2019	$0 - No Funding Required	All classroom teachers and staff will be responsible for using this activity.

Strategy2:

ARI Strategies - Teachers will use strategies learned from Balanced Literacy Training to increase students learn using student-lead centers.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Student-Lead Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in reading centers that are student-lead. These strategies were presented at Balanced Literacy training.	Academic Support Program	08/07/2018	05/22/2019	$0 - No Funding Required	All teachers and staff are responsible for using the ARI strategies.

Strategy3:

Professional Development - The teachers will receive training opportunities to learn ways to involve students in learning.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Eleot Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eleot observers will complete 2 eleot observations per teacher and provide feedback after each observation.	Academic Support Program	08/07/2018	05/22/2019	$0 - No Funding Required	Eleot Observers and Teachers

Activity - Eleot Training/Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eleot observers will participate in eleot training which includes procedures for providing feedback	Professional Learning	10/18/2018	05/22/2019	$0 - No Funding Required	Eleot Observers

Goal 2:

3rd and 4th grade students at Eclectic Elementary School will increase achievement in math.

Measurable Objective 1:

increase student growth percentage in the number of students meeting their annual growth targets in Math from 50% to 52% by 05/22/2019 as measured by Scantron Performance Series Spring 2018 and Spring 2019 Assessments..

Strategy1:

IXL - A computer program called IXL will be used for extra math skills practice.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A computer program called IXL will be used for extra math skills practice.	Technology Academic Support Program	08/27/2018	05/20/2019	$0 - No Funding Required	All classroom teachers

Strategy2:

STAR Math/Early Literacy - Students will demonstrate math proficiency on the STAR Math and Early Literacy Assessments. Teachers will view student scores to determine the areas in need of improvement.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - STAR Math/Early Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will demonstrate math proficiency on the STAR Math and Early Literacy Assessments. Teachers will view student scores to determine the areas in need of improvement.	Technology Academic Support Program	08/27/2018	05/20/2019	$0 - No Funding Required	All classroom teachers and instructional coach

Strategy3:

Paraprofessional - EES has a part-time paraprofessional who work with small groups of students to improve math skills.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pulled for extra small group instruction.	Direct Instruction Academic Support Program	09/04/2018	05/20/2019	$0 - Title I Part C	Title I teacher and paraprofessional

Strategy4:

Fastt Math - Students will use Fastt Math to increase fluency in basic math facts.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Fastt Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fastt Math is a computer program used to increase fluency in basic math facts.	Academic Support Program	08/20/2018	05/20/2019	$0 - Title I Part A	2nd-4th grade teachers and staff

Goal 3:

3rd and 4th grade students at Eclectic Elementary School will increase achievement in reading.

Measurable Objective 1:

increase student growth percentage in the number of students meeting their annual growth targets in Reading from 53% to 55% by 05/22/2019 as measured by Scantron Performance Series Sprig 2018 and Spring 2019 Assessments.

Strategy1:

IXL - IXL provides practice on standards. The teachers assign and review the weekly standards to be practiced.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL provides practice on standards. The teachers assign and review the weekly standards to be practiced.	Technology Academic Support Program	08/07/2018	05/22/2019	$0 - District Funding	Classroom teachers

Strategy2:

STAR Reading/Early Literacy - Students will demonstrate reading proficiency on the STAR Reading and Early Literacy Assessments.

Teachers will view student scores to determine the areas in need of improvement.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - STAR Reading/Early Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will demonstrate reading proficiency on the STAR Reading and Early Literacy Assessments. Teachers will view student scores to determine the areas in need of improvement.	Academic Support Program Technology	08/07/2018	05/22/2019	$0 - District Funding	All classroom teachers

Strategy3:

Balanced Literacy - Balanced Literacy is a strategy used to include reading, writing, spelling, phonics, and other skills-based instruction.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use BAS kits to administer an assessment to determine each students' instructional reading levels. Guided Reading kits on the appropriate level will be used during small group instruction.	Direct Instruction Academic Support Program	08/13/2018	05/22/2019	$0 - District Funding	Classroom teachers

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

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

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

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services,

coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

3rd and 4th grade students at Eclectic Elementary School will increase achievement in math.

Measurable Objective 1:

increase student growth percentage in the number of students meeting their annual growth targets in Math from 50% to 52% by 05/22/2019 as measured by Scantron Performance Series Spring 2018 and Spring 2019 Assessments..

Strategy1:

Paraprofessional - EES has a part-time paraprofessional who work with small groups of students to improve math skills.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pulled for extra small group instruction.	Academic Support Program Direct Instruction	09/04/2018	05/20/2019	$0 - Title I Part C	Title I teacher and paraprofessional

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

Goal 1:

EL students at EES will meet adequate yearly progress

Measurable Objective 1:

collaborate to maintain or increase the percentage to 55% of ELs at EES to make their cumulative growth target to meet the interim progress target by 05/22/2019 as measured by ACCESS for ELLS 2.0.

Strategy1:

Instructional Resources - Instructional programs and materials will be provided for teachers and ELLs.

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

Research Cited:

Activity - Language Acquisition Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosetta Stone, Finish Line , Daily Academic Vocabulary, Reading Horizons	Academic Support Program	08/07/2018	05/22/2019	$0 - No Funding Required	All Staff

Strategy2:

Professional Development - Professional development opportunities will be provided.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - SAMUEL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SAMUEL training is offered by the State Department at various time during the year for teachers to attend.	Academic Support Program Professional Learning	07/01/2018	06/30/2019	$0 - No Funding Required	ALSDE Staff

Activity - ESL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained annually on WIDA standards, can do descriptors, and other pertinent EL information.	Professional Learning Academic Support Program	07/01/2018	06/30/2019	$0 - No Funding Required	EL Coordinator

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.

Parent reports for the ACCESS tests are given to each parent in Spanish at the beginning of the following school year. Forms, surveys, and other information sent by the county are provided in Spanish. We can also TRANSACT as a tool to translate material. We have a county translator for Spanish as well. Language Line is used to communicate information to parents by phone.

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.

Personnel staffing decisions are made through the submission of application to the Teach in Alabama website. The screening and background checks of applicants are done at our Central Office. After this process, a list of qualified applicants are available through the Teach in Alabama website and interviews are set up from this list. The principal makes the recommendation to the superintendent after interviews are conducted with qualified applicants. Final employment recommendations are made by the principal and approved by the local school board. Administrators identify vacancies and select applicants who are fully certified and highly qualified. Classroom assignments are made on even distribution of abilities, data gathered from STAR and special education IEPs. Teachers adhere to the Elmore County Public Schools Pacing Guides, Management of Curriculum and the Alabama College and Career Ready Standards in planning and implementing their lessons. Currently, 100% of EES's teachers are HQT.

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 is 1%.

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

The majority of teachers at EES have 10-15 years experience. All teachers are highly qualified. EES has 39 certified faculty members. Nineteen have BS degrees, nineteen have MS, and one has an EDS degree.

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

Eclectic Elementary School has established a formal mentoring program as mandated by the SDE. This program is designed to provide ongoing support for new teachers in the areas of effective instructional practices and classroom management. Each new teacher is assigned a veteran teacher matched by grade-level. New hires receive a district-level orientation at the beginning of the school year. Each new teacher and their mentor are required to meet and maintain a mentor log which is reviewed by the assistant principal. This log is also reviewed by the system's director of Mentor Services. She holds meetings with new teachers and observes these teachers in a classroom setting, providing helpful feedback to facilitate teachers' growth.

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.

During data meetings and Balanced Literacy training, EES determined we needed more professional development on guided reading and a student-centered classroom.

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

Teachers will be provided professional development on the Reading Horizons online component, Balanced Literacy, Running Records, and a Reading Horizons refresher. Professional development on student centered activities and creating and uploading videos will also be provided. Title I Parent Advisory Meetings are held twice each school year.

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

Eclectic Elementary School has established a formal mentoring program as mandated by the SDE. This program is designed to provide ongoing support for new teachers in the areas of effective instructional practices and classroom management. Each new teacher is assigned a veteran teacher matched by grade-level. New hires receive a district-level orientation at the beginning of the school year. Each new teacher and her mentor are required to meet and maintain a mentor log which is turned in to the assistant principal. This log is reviewed to the county's director of Mentor Services. This person holds monthly meetings with new teachers and performs observations of these teachers. She providers helpful feedback to facilitate teachers' growth.

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

Professional Development opportunities are offered at the school level, system level, and through the regional inservice center. Data meetings are held and are based on data from Scantron Performance Series and STAR.

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:

Preschool students and fourth grade students will be provided opportunities to successfully transition schools.

Measurable Objective 1:

collaborate to provide a field trip for fourth graders to visit and become familiar with the middle school by 05/20/2019 as measured by the number of students who visit the middle school..

Strategy1:

Middle School Field Trip - Fourth grade students will visit Eclectic Middle School, including classrooms, the Library, lunchroom, and gym.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Middle School Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This will be a field trip that will be an orientation for fourth graders transitioning to the middle school.	Field Trip Community Engagement Behavioral Support Program	05/01/2019	05/20/2019	$0 - No Funding Required	Counselor, 4th grade teachers, and the middle school faculty and staff

Measurable Objective 2:

collaborate to make the transition from the Eclectic Child Development Program to Kindergarten by 05/20/2019 as measured by the number of students from these programs who visit the kindergarten each Spring.

Strategy1:

Kindergarten Visits - Eclectic Elementary will offer an opportunity for the students at the Eclectic Child Development Program to visit the school, tour the building, meet Kindergarten teachers and join in activities with their classes each spring. The visitors will meet the essential personnel of the school, such as principal, media specialist, school nurse and counselor. They will visit the cafeteria and media center and observe physical education classes in progress.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited:

Activity - Visiting Kindergarten Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
provide preschool students with the opportunity to visit kindergarten classrooms to eliminate anxiety and increase students' confidence	Behavioral Support Program	05/01/2019	05/23/2019	$0 - No Funding Required	Preschool teachers, kindergarten teachers

Activity - EES Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eclectic Elementary School will provide an Open House for upcoming kindergarten students. This allows students and parents to meet the classroom teacher and familiarize themselves with the facility.	Parent Involvement	08/01/2018	08/24/2018	$0 - No Funding Required	All faculty and staff at Eclectic Elementary School

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?

Eclectic Elementary School teachers collaborate by grade level on bi-monthly basis about student academic and behavioral performance as well as reviewing the validity of assessments given. Monthly Data Meetings are held at which administrators, the Instructional Coach, the Counselor and general classroom teachers analyze the results of the assessment given and make decisions about instruction and intervention. Students not reaching mastery on grade-level promotion checklists are discussed at monthly Problem Solving Team meetings. The ACIP is also reviewed and revised, when needed, during these meetings.

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

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

Students who are experiencing difficulty mastering the standards are identified in several ways: Scantron Performance Series results, Running Records, STAR, iNow grades, teacher observations, and assistance from the Problem Solving Team.

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?

After students are identified as having difficulty, assistance is provided in different ways: Students receive Tier II instruction from the classroom teacher, if needed, the PST will assign the student additional time for Tier III with the Intervention teacher. Students will also be able to use the IXL program which will help them master the math standards. Students in grades 1-4 will also be able to use IXL to help with the language standards.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Students have the opportunity to use computer programs such as IXL. The 21st Century Program is available for 3rd and 4th graders at Eclectic Middle School from 3:15-6:00 daily.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students have access to the same free public education that is provided to other children. All homeless, migrant, and limited-English speaking students are provided with the opportunity to meet the same challenging state content and performance standards to which all students are held. Each new student receives a Home Language Survey used to determine eligibility for limited English proficient services and testing. The counselor and school registrar identify the students with English as another language upon registration. The EL coordinator is then informed. Students qualify for testing if a home language survey indicates the student uses a language other than English in the home. All eligible students are tested with the WIDA ACCESS placement test (W-APT) to determine if the student is eligible for services. Parents or guardians have the right to waive services.

All students who have been served by Special Education services in their previous school will be assigned a case manager who will develop an IEP for them or determine if additional evaluations are required. If a student is referred for special education services an evaluation may include Tier II and Tier III intervention. When a student is referred to special education a team will determine if he/she is in need of intervention services and after these have been tried for several weeks, the student's need for evaluation will be reassessed. If determined

necessary, the student will be tested for eligibility for special education services. If eligible, there will be an Individualized Education Plan (IEP) written for the student and their goals and academic needs will be determined by an IEP team. The Elmore County Public School System has a Board approved policy for Migrant, Immigrants, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students. This policy is reviewed and revised annually.

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

N/A

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

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

The state program consists of the foundational units for the school. Local programs are added to the state program assistance with administration. Federal programs work to supplement the foundational program and are implemented throughout each Title I school.

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)?

A violence prevention program is a non-funded mandate. However, EES provides awareness of bullying through counselors, printed materials, and we have outside resources to provide assistance. The Child Nutrition Program is federally funded to provide a breakfast and lunch program to students in need of assistance. "Breakfast in the Classroom" provides free breakfast to all students.

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

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

EES completes a yearly Comprehensive Needs Assessment and a program evaluation for the Title I program.

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?

EES uses the needs assessment results. The staff disaggregates the State's annual assessment data when it becomes available. Additionally,EES utilizes other data sources, such as STAR Reading and Math, Scantron Performance Series, SIR, iNOW information, ACCESS, etc. to monitor and evaluate academic achievement.

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?

State and local assessment results and student grades.

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 Leadership Team meets to review data and make decisions regarding the Continuous Improvement Plan.

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.	33.39

Provide the number of classroom teachers.

33.39

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1644445.0

Total   1,644,445.00

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.	80888.0

Total   80,888.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	63514.0

Total   63,514.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	57343.0

Total   57,343.00

Librarian

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

Provide the number of Librarians.

1

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 Adminstrators.

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.	11067.0

Total   11,067.00

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.	3320.1

Total   3,320.10

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.	21440.0

Total   21,440.00

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.	3546.6

Total   3,546.60

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	107912.0

Provide a brief explanation and breakdown of expenses.

Salaries/benefits, instructional supplies, computer hardware, parental involvement materials and supplies

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	73308.0

Provide a brief explanation and a breakdown of expenses.

Funds for professional development activities and related expenses such as registration fees, travel, and/or substitutes, are allocated from the Central Office.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	21669.0

Provide a brief explanation and a breakdown of expenses.

Funds are distributed from the district level.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

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))

Each fall, Eclectic Elementary School will hold its annual Title I Parent Advisory Meeting. Parents are notified about the meeting through the following: weekly newsletters sent home with every teacher, marquee sign, school website, and the school Facebook page. Topics discussed include: Title I school wide program participation, services, and the parents' rights. Parental Engagement Plan, 1% set aside, and the School/Parent Compacts. Parents are encouraged to participate and make suggestions for all activities on the School PE Plan.

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))

Two meetings will be held in the fall and spring One meeting will be held in the morning and one in the afternoon. Parents will receive all information in Thursday folders and may request to meet with the Title I coordinator if he/she has additional questions. Parents will be involved in all aspects of the Title I Program. Parent representatives will work with the Leadership Team in writing/revising the ACIP. Each year the ACIP and Parental involvement Plan will be reviewed and evaluated. Revisions will be made as needed. EES uses its parental engagement funds as follows: to purchase parent communication folders for all students and supplies for Reading Camp, Art in the Afternoon, and Awards' Day Celebrations

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))

In the fall parents are invited to attend the Parent Advisory Committee Meeting to learn what it means to be a Title I School, 1% set aside, School/Parent Compacts, and the Parental Involvement Plan.
Parents get weekly newsletters from their child's teacher regarding the student's grades, work completed, behavioral reports and weekly classroom highlights. Letters are sent to parents notifying them of their child's placement in Intervention classes provided through the Title I program.
In the spring there is an additional Title I Parent Advisory Meeting where they can learn more about our school wide plan, services provided, LEA meeting schedules, and how they can participate in the decision making process. Parents are also encouraged to give input on changes that can be made regarding any aspect of our plan.Parents are given a copy of the parent handbook, which includes more detailed information on these topics. A copy of the Parental Engagement Plan is posted in the school.

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))

Eclectic Elementary School revised its School/Parent Compact in the spring of 2013 to include the College and Career Readiness Standards. The compacts are signed by the parents on Parent Conference Day. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teacher will also sign the compact and keep them in his/her room to refer to throughout the year. The compacts will be used to signify the commitment between the school, parent, and student. Parents will receive a copy of the compact to keep at home.

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

Each Year, EES' Leadership Team reviews, evaluates, and revises its Continuous Improvement Plan. During the review process, parents are informed of their rights to give input for the revision. A copy of the plan can be found in the school's library, which serves as a resource center for parents. Parents have the right to submit their concerns in writing to the principal who will submit the concerns to the Building Leadership Team for inclusion in the plan. Parents will be informed of their rights throughout the year.

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)

Eclectic Elementary School has an Open House at the beginning of every school year. Parents are given the opportunity to meet their child's teacher and learn about grade level expectations. This year, Open House was held from 1:00-7:00 to allow parents with varying schedules a convenient time to attend. Teachers will send home graded papers weekly with a parent newsletter informing the parents of upcoming events and skills to be covered. At the Annual School Wide Title I Meeting the program will be explained to the parents and they will be informed of how they can take part in the planning process.

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)

Eclectic Elementary School's Leadership Team will work diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. EES has a Parent Resource Area in the EES library that is open each day from 7:30-2:40. Parents are able to receive information and have access to the internet.

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)

Eclectic Elementary will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and parents as partners. Our Leadership Team placed special emphasis on the need to ensure a closer connection between our school's identified goals and our parent involvement. Our Parent Engagement plan provides opportunities for parents to be involved in all aspects of their child's 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 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)

EES will continue to coordinate PE activities to involve all parents, the Parents Resource Center will be open every day in the library. Parents have access to resource materials and the internet.

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)

Presently, EES has 2 EL students. Information on all school meetings, parent notices, etc., are sent to parents of these children. If necessary, the information is available in different languages through TRANSACT. In addition, a Spanish/English translator is available to help communicate with parents as needed. The Language Line Over-the-phone Interpretation Service is also available if needed.

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))

Eclectic Elementary will continue to coordinate its parental involvement programs for all parents. We currently have 2 EL students and some of their parents are actively involved in our parenting activities. In addition, the Parent Resource Center will be open every school day. We will provide parents with information on how to help their child to be successful. Parents are welcomed to visit classrooms and work with the Instructional Coach and Intervention teacher for further assistance. If necessary, this information will be available in different languages through TRANSACT and our county translator. EES will continue to keep parents informed. The Parent Right to Know Policy can be found in the Elmore County Policy Manual, which is available in the school office. In addition, parents may find it on the web page (www.elmoreco.com) under the publications section. The policy number is IDBDD, IBDD-R (Parent's Right to Know Request for Information form), and the IBDD-RR (Parent Notification Letter).