



## **ACIP**

Johnson Elementary School

Limestone County School District

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Athens, AL 35613

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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?**

Johnson Elementary is a small, rural PreK - 5th school in northeast Limestone County, Alabama. Johnson Elementary also houses the elementary autism unit for Limestone County Schools, three inclusive PreK classes, and a PreK supervised by the Alabama Office of School Readiness (OSR). Total student enrollment is just over 300 children with 57% of students receiving free and/or reduced meals. The majority of students are white; however, the number of Hispanic students steadily increases each school year. Johnson serves as a feeder school for Ardmore High School (6th - 12th). The faculty and staff is largely white and female. Most of Johnson's employees live in the community or in Limestone County. The greatest challenge facing Johnson Elementary is rural poverty. With the expanding information and technological economy, many families are struggling financially and are more dependent on school services.

## 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.**

Johnson Elementary, in partnership with our families and community, strives to ensure that each child reaches his or her full human potential to become a respectful, successful, accountable and productive citizen. The mission of Johnson Elementary is to provide a safe, nurturing environment where children think, dream, believe, and achieve. The faculty and staff of Johnson Elementary are dedicated to helping improve the lives of all students and their families. JES has an active PTO program that assists with numerous school activities including Harvest Festival, Field Day, and the literacy program. The Johnson community also has a booster club that provides athletic opportunities for all ages. Together, JES, the PTO, and booster club provide engaging activities to help build leaders physically, emotionally, and academically.

## 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.**

Johnson Elementary has a history of academic excellence and strives to continue that tradition. Currently, JES holds the Academic Trophy as the top academic elementary school in the district. For the past five years, Johnson has participated in the Leader In Me program which has improved students' communication and leadership skills. These individual improvements carry over into the classroom with better test scores. We want to provide new and diverse leadership development opportunities for students and faculty. Johnson also has an outstanding literacy program that incorporates reading into all aspects of the instructional program. Technology is also a top priority at Johnson. All teachers utilize Smart/Promethean boards and iPads and Mac Books with daily instruction. Students also use this technology on a regular basis. Currently, 4th and 5th graders at Johnson use individual Apple MacBook Air laptops in conjunction with Limestone County Schools digital 1:1 initiative. Socially, Johnson students participate in a full range of extra-curricular activities including clubs, athletics, and leadership programs. In July 2015, JES was recognized as a Monsanto Grow Rural Education Grant Winner. In September 2015, JES received a \$10,000 grant to create a Project Based Learning area within the media center. The new maker space was completed in July 2016. This new area provides greater opportunities for teachers and students to plan and implement STEM activities to improve learning in science and math. Also, during the summer of 2016, JES became an AMSTI (Alabama Math Science Technology Initiative) school. All math and science teachers received two weeks of training in June 2016 to join the AMSTI family of schools. During the summer of 2017, Johnson was selected to be the Lowe's Hero Project. Lowe's provided funds and man power to renovate the outdoor classroom.

During the next three years, JES plans to expand to a STEAM/STEM Academy. Recently, JES applied for a Science, Technology, Engineering, Art, and Math (STEAM) grant to provide professional development opportunities for 5 teachers. This plan will continue to build on previous STEM work accomplished with the Monsanto Grant. We also plan to increase our technology resources by providing more Mac Books and iPads for student use. JES also plans to improve parental involvement so parents can assist and benefit from technology initiatives and increase the visibility of our literacy program. Finally, Johnson Elementary plans to offer parenting workshops focusing on discipline and kindergarten readiness skills. We believe these initiatives will increase parental involvement and improve overall student learning and engagement.

## **Additional Information**

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

Johnson Elementary is a community school which encourages parent involvement and utilizes community resources. JES is the heart of the community and is an important part of community history and tradition. JES hosts Grandparents Day, Muffins for Moms, and Donuts for Dads. All of these activities encourage parental involvement and increases literacy opportunities at home. Each spring, in partnership with the Ardmore FFA chapter, JES conducts a Farm Day including farm animals and farming equipment. JES and the Johnson community have a strong partnership and mutual respect. This close relationship benefits all students and families across generations.

# 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.**

Johnson Elementary's improvement plan was developed by several stakeholders including: administrators, teachers, support staff, PTO officers, and students. At the annual parent meeting each fall, all stakeholders present were encouraged to attend and participate in Parent Advisory meetings (2-3 meetings scheduled each school year). Each certified teacher and several support staff also serve on committees including literacy, math, technology, and advisory committees. During the committee meetings, staff members pose questions and provide solutions with all aspects of school operations. Johnson also has a certified teacher, a classified staff member, and local community member (PTO President) that serves on district advisory committees. These committee members serve as liaisons between JES and the superintendent's office. The principal also conducts regularly scheduled meetings with PTO Officers, Booster Club Officers, and the student advisory committee (Blue Crew) to gain insight from multiple perspectives. Numerous scheduled stakeholder meetings and informal conversations are utilized to develop a comprehensive and student-centered continuous improvement plan. All meetings are scheduled to accommodate all stakeholders to ensure diverse viewpoints and productive feedback.

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

The committee is comprised of parents, members of the community, and the school faculty in an attempt to create a unified, comprehensive vision for school improvement. Members were surveyed, brainstorming sessions took place, and suggestions and recommendations were made. An outline of the plan was given to the committee for additional recommendations and deletions. The committee members are:

Shaun Butler - Former Principal

Robbie Lauderdale - Principal

Kandy Jones - Designated Assistant Principal & Instructional Coach

Mitzi Looney - 2nd Grade Teacher

Kim Scoggins - 2nd Grade Teacher

Tiffany Burns - 5th Grade Teacher

Elizabeth Silcox - 5th Grade Teacher

Rachael Wright - Technology Facilitator

Starre Guffey - Media Specialist

Christy Gabardi, PTO President and Parent

Natosha Parker- PTO Officer and Parent

All committee members were asked to list and prioritize the most pressing needs at JES and in the community. Individual lists were submitted and merged to create a focused list of needs and recommendations for school improvement. This list was used to establish the goals and Improvement Plan for Stakeholder Involvement.

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

After meeting with parent and teacher committees, numerous ideas and suggestions were merged into a rough draft. An outline containing five major goals was presented to the JES faculty for additional questions and suggestions. The proposed goals were also presented at the annual Title One Parent Meeting. After minor revisions, the outline was emailed to ACIP committee members for final comments and corrections. The ACIP committee performed the final critique and entered the final text into the ASSIST website. Once the ACIP is submitted, administration will present the improvement plan during a regularly scheduled PTO meeting. The final improvement plan will be posted on the JES website.

# 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		JES Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

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

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

## Areas of Notable Achievement

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

Based on recent ACT Aspire results (Spring 2017), Johnson Elementary has an overall math proficiency rate (Ready) of 51% for 3rd grade, 65% for 4th grade, and 55% for 5th grade. Compared to 2016 Aspire Math results, 4th grade decreased by 8 percentage points, and 5th grade decreased by 2 percentage points. With the addition of AMSTI inquiry based math and science curriculum, the JES faculty expects to see student growth in math.

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

During the 2016-2017 school year, JES continued to schedule a 30 minute intervention block for reading. Consistent Tier 2 and Tier 3 instruction in reading help improve reading scores. Based on the 2017 ACT Aspire results, reading scores increased compared to 2016. Students in 3rd grade received a 42%, 4th grade achieved the best reading scores in the county with 58% reaching Ready or proficient status, as well as 5th grade receiving the best in the county with 55% reaching Ready or proficient status. Johnson students exceeded the National average in Reading in all three categories. Solid Tier 1 core instruction and small group interventions demonstrate a positive trend in reading performance.

### Which area(s) indicate the overall highest performance?

The areas of highest overall performance was reflected in ACT Aspire reading scores with a majority of students reaching Proficient (Ready) status. The 4th grade saw the greatest increase from 29% proficient in 2014 to 60% Ready in 2015 and improved once again to 73% Ready in 2016. Overall, most students demonstrated significant gains in reading throughout the year as indicated by Performance Series assessments.

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

The areas of highest overall performance was reflected in ACT Aspire reading scores with a majority of students reaching Proficient (Ready) status. In 2016 4th grade boys had an overall proficient percentage of 35% increasing to an overall proficient percentage of 50% in 2017. The fourth grade student body as a whole improved from 43% in 2016 to 58% Ready in 2017. Overall, most students demonstrated significant gains in reading throughout the year as indicated by Performance Series assessments.

### Between which subgroups is the achievement gap closing?

The achievement gap between male students and female students closed slightly in that the male students show greater gains at closing the proficiency gap.

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

The test results for Performance Series/Scantron and ACT Aspire match up closely and remain consistent with each grade level. Most students who scored low average or below average with Performance Series were also categorized as close or needs support with ACT Aspire. Both assessments indicated slight deficiencies in reading for most students and revealed real improvements in reading for 4th grade boys. In 2016, only 35% of 4th grade boys were Ready in reading but showed growth, moving 4th grade boys to 50% Ready in 2017.

## Areas in Need of Improvement

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

Based on Performance Series and ACT Aspire math performance is below expected levels, especially for boys. 2017 ACT Aspire results indicate that 4th Grade boys scored 13 points lower than girls in math. However, 5th grade boys scored 12 points ahead of 5th grade girls. To improve math proficiency, JES will utilize Moby Max, FrontRow and Prodigy Math with all 3rd - 5th grade students.

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

A negative trend can be seen in 3rd grade Reading proficiency. ACT Aspire scores in 2014-2015 showed a 50% percentage of proficiency, declining to 45% proficient in 2015-2016, and then declining again to 42% proficient in 2016-2017.

### Which area(s) indicate the overall lowest performance?

Johnson 3rd grade students show an overall low performance in the area of Craft and Structure questions in reading on the ACT Aspire. These students received an overall 26 out of a 100 in accuracy when tested in 2016-2017.

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

Many special education students continue to struggle in math and reading. As students advance to higher grades, especially 4th and 5th, the math concepts become more difficult. Word problems and critical thinking activities pose serious challenges for special needs students.

### Between which subgroups is the achievement gap becoming greater?

The gap between free/reduced lunch students and paid lunch students is growing. During the 2015-2016 school year, JES used Title One funds to hire two part-time intervention teachers and two full-time Title One classroom teachers. Additional classroom teachers and intervention teachers providing small group instruction, help improve student learning and achievement. During the 2017-2018 school year, we will hire two Title I assistances to be help the larger classes in 2nd and 3rd grade. Overall achievement scores are improving, but the JES poverty rate is steadily climbing.

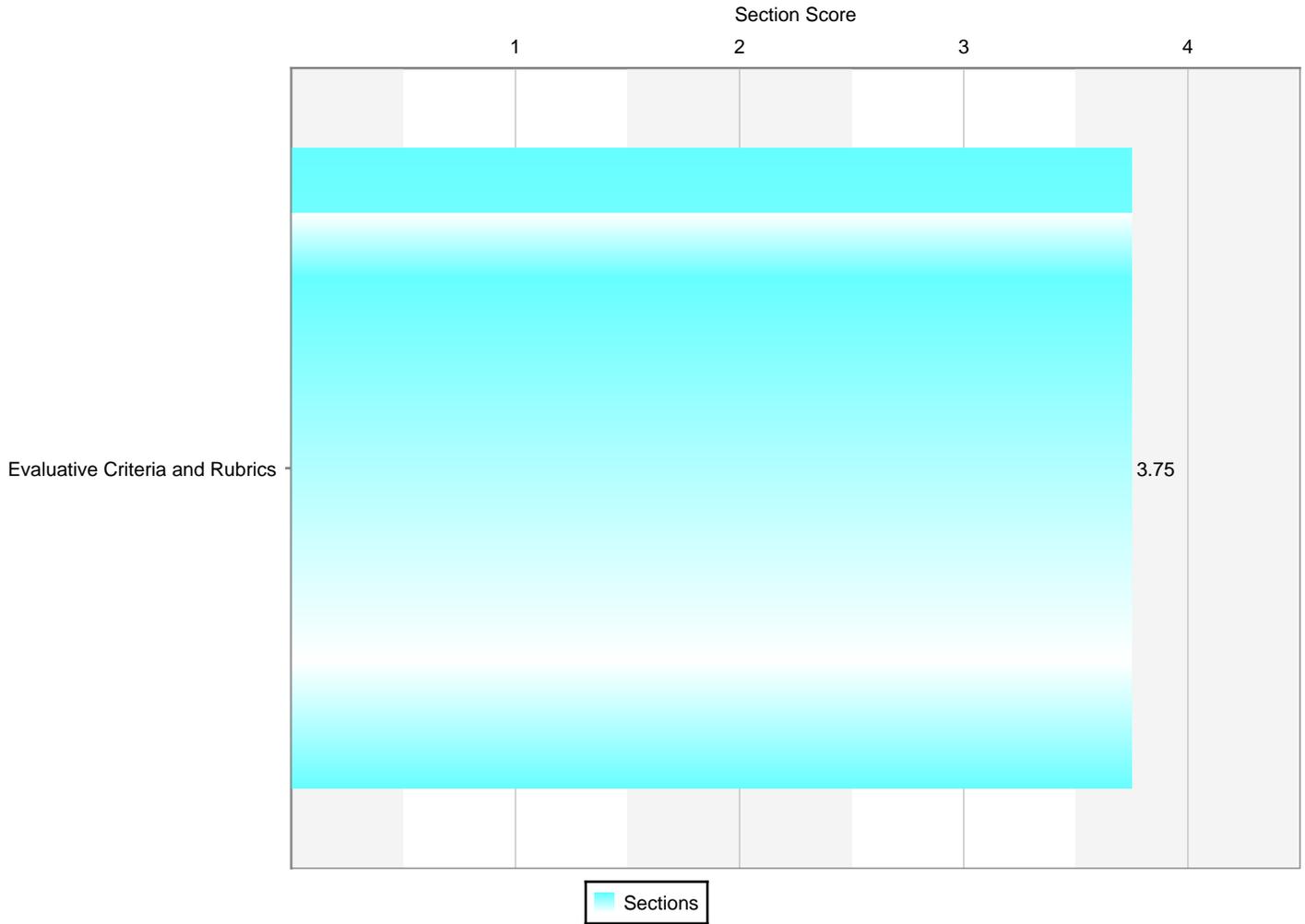
### Which of the above reported findings are consistent with findings from other data sources?

Performance Series, Dibels, and STAR Reading assessments consistently indicate that more and more children come to school with few or no readiness skills, especially in reading and language. Some students are not exposed to books or the alphabet, and experience few adult conversations before kindergarten. With our new kindergarten screening, teachers were able to know ahead of time that 28 of our 48 kindergarteners for the 2017-2018 school year came to school performing below readiness level. These circumstances make kindergarten SY 2017-2018

and 1st grade very challenging for students and teachers.

## Report Summary

### Scores By Section



## 2017-2018 ACIP Assurances

## **Introduction**

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

## ACIP Assurances

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

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	The statement "No person shall be denied employment, be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity on the basis of sex, race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability" is included on all LCS publications, electronic and print. LCS has a District Diversity Taskforce that meets monthly. They set five goals related to hiring minorities, providing feedback to the superintendent, and to enlist community resources for support.	Assurance 2

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	Tommy Hunter Executive Director of Human Resources and Operations 300 South Jefferson Street Athens, AL 35611 256-232-5353	Assurance 3

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	LCS has a Parent and Family Engagement Plan and a district policy about Parent/Family Involvement (Policy 7.14). The district encourages partnerships with parents/guardians and looks to identify barriers to greater participation. An annual evaluation is conducted to determine the effectiveness of the Parent and Family Engagement Plan.  LCS has a district policy regarding Parents Right to Know (Policy 7.14.5) and a procedure that the district follows to ensure compliance.	JES Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	LCS ensures that all Title I schools have a School-Parent Compact that contains the required components (ESSA 1116 (d) and the compacts are jointly developed with parents/guardians.	JES School Parent Compact

# Plan for ACIP

## Overview

### Plan Name

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	Increase Student Proficiency in Core Academic Subject of Math	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$2900
2	Increase Student Proficiency in Core Academic Subject of Science	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$11500
3	Increase Student Proficiency in Core Academic Subject of Reading	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$22000
4	Provide a system of learning supports that reduces the effects of barriers to student achievement	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$5159

## Goal 1: Increase Student Proficiency in Core Academic Subject of Math

### Measurable Objective 1:

increase student growth in math by 5% the students in K-5 meeting or exceeding their annual growth target by 05/25/2018 as measured by Performance Series (Scantron).

### Strategy 1:

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments.	Academic Support Program, Professional Learning	09/15/2017	05/11/2018	\$0	No Funding Required	Principal and all K-5 math teachers.

Activity - Utilize Math Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5th math students will maintain a math journal for review and documentation of math standards covered throughout the school year.	Academic Support Program	09/15/2017	05/11/2018	\$500	General Fund	Principal, instructional coach, and K-5 math teachers.

Activity - Math Bee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct Math Bee to encourage greater fluency with math facts. Provide recognition and leadership activities for K-5 students.	Academic Support Program	09/15/2017	05/11/2018	\$0	No Funding Required	Principal and K-5 math teachers.

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 students will utilize Moby Max Reading software program to improve phonics and reading comprehension. Moby Max subscription covers 2 year period. Students will also use Compass Learning Odyssey which creates an individualized path for students based on their Scantron Performance Series scores.	Academic Support Program, Technology	09/15/2017	05/25/2018	\$1400	Booster Fund	Principal, technology facilitator, and K-5 classroom teachers.

### Strategy 2:

Math PLC - All K-5 Math teachers will implement ideas learned from the math PLC conducted throughout the 2016 - 2017 school year. This professional development

activity will encouraged greater teacher collaboration, sharing of ideas and lessons, and planning. These activities will improve teacher knowledge, confidence, and instruction which will promote greater student learning and achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert., What Works in Schools: Translating Research into Action. (2003)

Hattie, John., Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

Activity - Bi-Monthly Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 teachers will participate in bi-monthly 1/2 day meetings. Substitutes will be secured to allow teachers adequate time for planning and collaboration.	Professional Learning	09/15/2017	05/11/2018	\$1000	Title I Part A	Principal, technology facilitator, and K-5 teachers.
Activity - Teacher Led Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders who led Math PLCs will plan and conduct Math PD for all JES math teachers during faculty meetings and during 1/2 day local teacher professional development.	Professional Learning	09/15/2017	05/11/2018	\$0	No Funding Required	Principal and K-5 classroom teachers.
Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to develop and implement small group math centers/stations each week. District math specialist, Emily Paschall, will plan with teachers to address areas of need.	Academic Support Program	09/15/2017	05/11/2018	\$0	No Funding Required	Principal and K-5 classroom teachers.

## Goal 2: Increase Student Proficiency in Core Academic Subject of Science

### Measurable Objective 1:

demonstrate a proficiency for 5th grade students in science by 05/11/2018 as measured by Performance Series (Scantron).

### Strategy 1:

Utilize AMSTI Science Curriculum - All K-5 science teachers will implement AMSTI inquiry based instruction. This will encourage student collaboration, questioning, and critical thinking. Teachers and students will utilize AMSTI materials kits for project based learning activities.

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

Research Cited: Marzano, Robert., What Works in Schools: Translating Research into Action. (2003)

Hattie, John., Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

Activity - Utilize Maker Spaces in Media Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will have access to a new maker space in the media center. This space is complete with science tables, lab coats, googles, and storage for AMSTI science kits and materials. Many of the inquiry based lessons will be conducted in the media center. Furniture and supplies were purchased with a \$10,000 grant from Monsanto.	Academic Support Program	09/15/2017	05/11/2018	\$10000	Other	Principal, media specialist, technology facilitator, and K-5 teachers.
Activity - Conduct Cross-Curricular Planning with Math Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In conjunction with last year's Math PLC, science teachers will identify and align common math and science standards. With this information, science and math teachers will plan lessons and projects that utilizes both math and science standards.	Professional Learning	09/15/2017	05/11/2018	\$1000	Title I Part A	Principal, media specialist, and K-5 classroom teachers.
Activity - Conduct Science Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Science Teachers will conduct annual science fair. Projects and activities will align with AMSTI science curriculum and project based learning activities.	Extra Curricular, Academic Support Program, Community Engagement	01/08/2018	05/11/2018	\$500	Annual Giving Fund	Principal and K-5 classroom teachers.
Activity - Conduct Enrichment Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will schedule guest speakers and experts in the field of science (ex. Brad Travis, 48 Weather) to present and demonstrate practical science lessons.	Academic Support Program, Community Engagement	09/15/2017	05/11/2018	\$0	No Funding Required	Principal and K-5 classroom teachers.

### Goal 3: Increase Student Proficiency in Core Academic Subject of Reading

#### Measurable Objective 1:

A 5% increase of Second, Third, Fourth and Fifth grade students will increase student growth to 68% for 2nd grade, 63% for 3rd grade, 65% for 4th grade and 61% for fifth grade students meeting or exceeding annual growth target in Reading by 05/11/2018 as measured by Performance Series (Scantron) testing.

#### (shared) Strategy 1:

Reading and Multi-Sensory Interventions - All Tier 3 reading students and students identified with dyslexic tendencies will receive 30 minutes of interventions four times

a week outside the classroom. Tier 3 teachers will document student progress in student notebooks.

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

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teachers will meet with Tier 2 students in small groups to increase student achievement.	Academic Support Program	10/04/2017	05/23/2018	\$22000	Title I Schoolwide	Intervention teachers

**Measurable Objective 2:**

A 15% increase of Kindergarten grade students will demonstrate a proficiency of First Sound Fluency in Reading by 05/15/2018 as measured by Dibels assessments

**(shared) Strategy 1:**

Reading and Multi-Sensory Interventions - All Tier 3 reading students and students identified with dyslexic tendencies will receive 30 minutes of interventions four times a week outside the classroom. Tier 3 teachers will document student progress in student notebooks.

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

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teachers will meet with Tier 2 students in small groups to increase student achievement.	Academic Support Program	10/04/2017	05/23/2018	\$22000	Title I Schoolwide	Intervention teachers

## Goal 4: Provide a system of learning supports that reduces the effects of barriers to student achievement

**Measurable Objective 1:**

collaborate to provide learning supports through intervention programs to assist students by 05/11/2018 as measured by daily observation, attendance reports in Chalkable, PST documentation.

**Strategy 1:**

Learning Supports - Teachers and staff will work to meet the learning needs of all students. They will identify barriers to student achievement in order to address students' need and provide academic support through intervention programs.

Category: Develop/Implement Learning Supports

Research Cited: Marzano, Robert. What Works in Schools: Translating Research into Action (2003)

Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning (2011)

**ACIP**

Johnson Elementary School

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Addresses the needs of students, including English Learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem solving team. The PST will meet every 20 days to discuss the needs of students.	Academic Support Program, Behavioral Support Program	09/15/2017	05/11/2018	\$0	No Funding Required	Administration and Teachers

Activity - Transitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten Camp is offered over the summer to enrolling kindergarten students. New students will be oriented to the school, learn routines and procedures, and become familiar with the facilities. During this time the teachers informally evaluate the students to determine class lists. Students in 5th grade will visit Ardmore High School for a half-day in the spring. The students are introduced to sixth grade teachers, become familiar with the middle school, and meet the administrators.	Academic Support Program, Behavioral Support Program	07/03/2017	05/11/2018	\$3459	Title I Schoolwide	Teachers and administrators

Activity - Networking and Agencies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cooperate with area churches, businesses, government agencies, and non-profits to provide more resources for students.	Community Engagement	09/15/2017	05/11/2018	\$0	No Funding Required	Administration and teachers

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance for each grade level is posted each 9 weeks and awards are presented to the grade with the highest overall attendance. Administration and teachers will collaborate in communicating with parents of students with excessive absences. Students with more than 5 unexcused absences will be referred to the PST.	Academic Support Program	09/15/2017	05/11/2018	\$200	Booster Fund	Teachers, PTO officers, administration

**Strategy 2:**

Professional Learning - In order to increase rigor in the curriculum and reduce barriers to learning, teachers will attend various professional learning sessions throughout the year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

Activity - Professional Learning for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all disciplines will attend professional learning sessions to increase rigor in the classroom and reduce barriers to student success. In addition to general classroom teachers, music, art, and PE teachers will become more knowledgeable in their fields and in supporting reading and math by participating in professional learning opportunities.	Professional Learning	09/15/2017	05/11/2018	\$1500	Title I Schoolwide	Teachers and administrators

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilize Math Journals	All K-5th math students will maintain a math journal for review and documentation of math standards covered throughout the school year.	Academic Support Program	09/15/2017	05/11/2018	\$500	Principal, instructional coach, and K-5 math teachers.
<b>Total</b>					<b>\$500</b>	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transitions	Kindergarten Camp is offered over the summer to enrolling kindergarten students. New students will be oriented to the school, learn routines and procedures, and become familiar with the facilities. During this time the teachers informally evaluate the students to determine class lists. Students in 5th grade will visit Ardmore High School for a half-day in the spring. The students are introduced to sixth grade teachers, become familiar with the middle school, and meet the administrators.	Academic Support Program, Behavioral Support Program	07/03/2017	05/11/2018	\$3459	Teachers and administrators
Intervention	Intervention teachers will meet with Tier 2 students in small groups to increase student achievement.	Academic Support Program	10/04/2017	05/23/2018	\$22000	Intervention teachers
Professional Learning for Teachers	Teachers in all disciplines will attend professional learning sessions to increase rigor in the classroom and reduce barriers to student success. In addition to general classroom teachers, music, art, and PE teachers will become more knowledgeable in their fields and in supporting reading and math by participating in professional learning opportunities.	Professional Learning	09/15/2017	05/11/2018	\$1500	Teachers and administrators
<b>Total</b>					<b>\$26959</b>	

### Other

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

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Utilize Maker Spaces in Media Center	Students and teachers will have access to a new maker space in the media center. This space is complete with science tables, lab coats, googles, and storage for AMSTI science kits and materials. Many of the inquiry based lessons will be conducted in the media center. Furniture and supplies were purchased with a \$10,000 grant from Monsanto.	Academic Support Program	09/15/2017	05/11/2018	\$10000	Principal, media specialist, technology facilitator, and K-5 teachers.
<b>Total</b>					\$10000	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Networking and Agencies	Cooperate with area churches, businesses, government agencies, and non-profits to provide more resources for students.	Community Engagement	09/15/2017	05/11/2018	\$0	Administration and teachers
Conduct Enrichment Activities	Teachers will schedule guest speakers and experts in the field of science (ex. Brad Travis, 48 Weather) to present and demonstrate practical science lessons.	Academic Support Program, Community Engagement	09/15/2017	05/11/2018	\$0	Principal and K-5 classroom teachers.
Math Bee	Conduct Math Bee to encourage greater fluency with math facts. Provide recognition and leadership activities for K-5 students.	Academic Support Program	09/15/2017	05/11/2018	\$0	Principal and K-5 math teachers.
Teacher Led Professional Development	Teacher leaders who led Math PLCs will plan and conduct Math PD for all JES math teachers during faculty meetings and during 1/2 day local teacher professional development.	Professional Learning	09/15/2017	05/11/2018	\$0	Principal and K-5 classroom teachers.
Small Group Instruction	Teachers will collaborate to develop and implement small group math centers/stations each week. District math specialist, Emily Paschall, will plan with teachers to address areas of need.	Academic Support Program	09/15/2017	05/11/2018	\$0	Principal and K-5 classroom teachers.
Problem Solving Team	Addresses the needs of students, including English Learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem solving team. The PST will meet every 20 days to discuss the needs of students.	Academic Support Program, Behavioral Support Program	09/15/2017	05/11/2018	\$0	Administration and Teachers
Utilize AMSTI and Investigations Math Curriculum	Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments.	Academic Support Program, Professional Learning	09/15/2017	05/11/2018	\$0	Principal and all K-5 math teachers.
<b>Total</b>					\$0	

**Annual Giving Fund**

**ACIP**

Johnson Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Conduct Science Fair	K-5 Science Teachers will conduct annual science fair. Projects and activities will align with AMSTI science curriculum and project based learning activities.	Extra Curricular, Academic Support Program, Community Engagement	01/08/2018	05/11/2018	\$500	Principal and K-5 classroom teachers.
<b>Total</b>					\$500	

**Booster Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance	Attendance for each grade level is posted each 9 weeks and awards are presented to the grade with the highest overall attendance. Administration and teachers will collaborate in communicating with parents of students with excessive absences. Students with more than 5 unexcused absences will be referred to the PST.	Academic Support Program	09/15/2017	05/11/2018	\$200	Teachers, PTO officers, administration
Interventions	K-5 students will utilize Moby Max Reading software program to improve phonics and reading comprehension. Moby Max subscription covers 2 year period. Students will also use Compass Learning Odyssey which creates an individualized path for students based on their Scantron Performance Series scores.	Academic Support Program, Technology	09/15/2017	05/25/2018	\$1400	Principal, technology facilitator, and K-5 classroom teachers.
<b>Total</b>					\$1600	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bi-Monthly Meetings	All K-5 teachers will participate in bi-monthly 1/2 day meetings. Substitutes will be secured to allow teachers adequate time for planning and collaboration.	Professional Learning	09/15/2017	05/11/2018	\$1000	Principal, technology facilitator, and K-5 teachers.
Conduct Cross-Curricular Planning with Math Teachers	In conjunction with last year's Math PLC, science teachers will identify and align common math and science standards. With this information, science and math teachers will plan lessons and projects that utilizes both math and science standards.	Professional Learning	09/15/2017	05/11/2018	\$1000	Principal, media specialist, and K-5 classroom teachers.
<b>Total</b>					\$2000	

# 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		JES Stakeholder Feedback Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

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

Survey results indicate that students, parents, and staff believe that JES maintains high academic standards, expect students to do their best work, and cares about students and student learning. JES also received high marks related to safety, appropriate facilities and learning spaces, adequate technology, and effective use of various teaching strategies.

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

Survey results show a positive trend with school safety, higher academic standards, and providing greater resources. With the addition of an SRO and the Safe Defend system, all stakeholders feel safer at JES. AMSTI and ARI programs are helping to raise the bar in math, science, and reading. During the 2017-2018 school JES will be able to provide instructional assistants in both grades 2 and 3 to help with larger class sizes as well as providing two intervention teachers to meet needs of tier 2 students. Intervention teachers are a tremendous resource providing tiered reading and multi-sensory lessons.

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

Based on the Title One Parent Evaluation form (developed in collaboration with PTO officers), most parents are satisfied with the school safety program, overall academic progress, and use of Title One and other school resources. Overall, all stakeholder feedback sources are consistent and JES appears to be on the right track.

## Areas in Need of Improvement

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

The lowest level of satisfaction with the parent survey was the open response question with parents asking for teachers to provide more homework.

Highest approval rating related to school safety

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

According to stakeholder feedback, there is a community need for after-school programs and tutoring. Teachers have witnessed an increase in severe behavior/transition problems with PreK and K students. Many students also face poverty and emotional issues related to family/home life, these after-school opportunities could provide students to extracurricular activities, STEM projects and tutoring.

### What are the implications for these stakeholder perceptions?

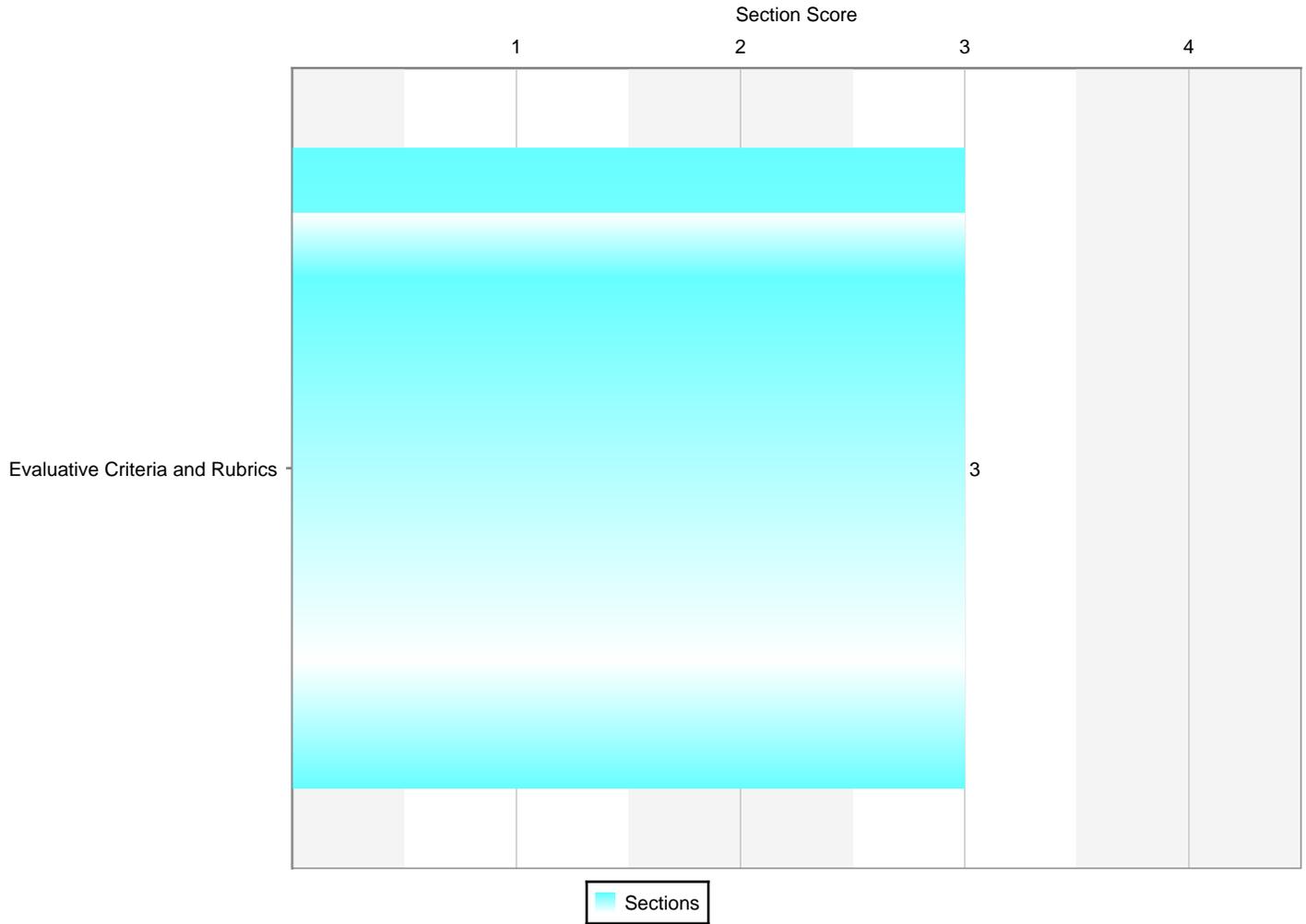
JES is looking in for ways to become a STEM academy which could provide extracurricular opportunities for students. Administration is continually considering all options for Title I funds to enable smaller class sizes to best meet the needs of all students.

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

More parents desire greater access to support services based on their child's identified needs. Currently, more students are faced with unique academic, social, or behavioral issues which require more individual time and support. JES is able to meet students by providing 2 intervention teachers and 2 instructional aides for grades 2 and 3.

## Report Summary

### Scores By Section



# 2017-2018 Title I Schoolwide Diagnostic

## Introduction

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

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

### **How was the comprehensive needs assessment conducted?**

At the beginning of the 2017-2018 school year, the principal conducted meetings with PTO officers/advisory group and ACIP Leadership Team to review assessment data, attendance data, and learning supports needs for JES students. Based on the data and discussions, the ACIP team developed a preliminary 2017-2018 Title One budget. The proposed budget was presented to the PTO and faculty for consideration. After minor adjustments, the final Title One budget was presented at the annual Title One Parents Meeting on September 25, 2017.

### **What were the results of the comprehensive needs assessment?**

Current Free & Reduced lunch numbers indicate that rural poverty in the Johnson community is steadily increasing. Title One funds for JES increased from \$64,000 in 2017 to \$88,000 in 2018. ACT Aspire and Dibels data revealed an increasing number of non-proficient readers. However, due to changes in state funded units the class sizes at JES are much higher than normal. Based on this information, the ACIP Leadership team recommend that a majority of Title One funds be used to hire two instructional interventionists to assist with reading and multi-sensory needs in small group settings, as well as, two instructional aides to assist teachers in 2nd and 3rd grades because of class sizes.

### **What conclusions were drawn from the results?**

Based on the needs assessment surveys and discussions, students needed support in the following areas: class size assistance, phonics and reading comprehension, multi-sensory interventions, college and career ready skills (soft skills), and attendance. To address these areas of need, JES has hired two part-time intervention teachers to assist with reading and multi-sensory interventions. Johnson also has a plan to hire two instructional aides to assist 2nd and 3rd grade teachers because of class sizes. Teachers and PTO are also working together to create positive behavior supports and incentives for good attendance.

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

Based on the needs assessment, most JES stakeholders continue to have a positive perception of JES. Student achievement continues to improve with higher standards. Test scores (ACT Aspire and Scantron) are showing growth in student achievement. New school programs (AMSTI and multi-sensory interventions) are helping to show the improvement in learning. JES faculty and staff also exhibit a family/community attitude that addresses student needs. Demographically, poverty continues to increase in the Johnson community. There is also an increase in the number of grandparents and extended family serving as primary caregivers for children.

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

JES has four priority goals for 2017 - 2018:

1. Increase Student Proficiency in Reading.
2. Increase Student Proficiency in Math.
3. Increase Student Proficiency in Science.
4. Provide Learning Supports to Reduce Barriers to Student Achievement.

Each goal and related strategies and actions steps provide solutions to improve reading, multi-sensory interventions, readiness skills, and attendance. These three areas were identified in the needs assessment.

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

Based on Dibels and ACT Aspire data, the greatest academic concern is reading. At the end of 2016-2017 school year, only 51% of kindergartners benchmarked in word fluency. At the beginning of 2017-2018 school year, only 45% of kindergarten students were considered intensive for first sound fluency. Many kindergarten students could not name any letters. The 2017 ACT Aspire result shows that only 42% of 3rd graders, 58% of 4th graders, and 55% of 5th graders reached reading readiness status.

The reading readiness status was even lower for boys. ACIP goals and strategies outlines reading and multi-sensory interventions for struggling readers. JES is planning to utilize the AR program in an effort to improve reading skills, parent involvement, and attendance. Based on the data, improving reading across all content is the main focus.

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

A majority of Johnson Elementary students are from homes who face economic struggles. The free & reduced lunch percentage is 57%. Many JES students face some form of poverty on a regular basis. With a total student population of 317, only about 20 students are African American, Hispanic, or Native American. CIP goals focus on the need for reading and multi-sensory interventions for the whole school population and disadvantaged students. The phonics instruction provided during reading and multi-sensory interventions are especially helpful to EL 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:

Increase Student Proficiency in Core Academic Subject of Math

### Measurable Objective 1:

increase student growth in math by 5% the students in K-5 meeting or exceeding their annual growth target by 05/25/2018 as measured by Performance Series (Scantron).

### Strategy1:

Math PLC - All K-5 Math teachers will implement ideas learned from the math PLC conducted throughout the 2016 - 2017 school year. This professional development activity will encouraged greater teacher collaboration, sharing of ideas and lessons, and planning. These activities will improve teacher knowledge, confidence, and instruction which will promote greater student learning and achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert., What Works in Schools: Translating Research into Action. (2003)

Hattie, John., Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

Activity - Bi-Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will participate in bi-monthly 1/2 day meetings. Substitutes will be secured to allow teachers adequate time for planning and collaboration.	Professional Learning	09/15/2017	05/11/2018	\$1000 - Title I Part A	Principal, technology facilitator, and K-5 teachers.

Activity - Teacher Led Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders who led Math PLCs will plan and conduct Math PD for all JES math teachers during faculty meetings and during 1/2 day local teacher professional development.	Professional Learning	09/15/2017	05/11/2018	\$0 - No Funding Required	Principal and K-5 classroom teachers.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop and implement small group math centers/stations each week. District math specialist, Emily Paschall, will plan with teachers to address areas of need.	Academic Support Program	09/15/2017	05/11/2018	\$0 - No Funding Required	Principal and K-5 classroom teachers.

**Strategy2:**

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Research Cited:

Activity - Utilize Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5th math students will maintain a math journal for review and documentation of math standards covered throughout the school year.	Academic Support Program	09/15/2017	05/11/2018	\$500 - General Fund	Principal, instructional coach, and K-5 math teachers.

Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments.	Professional Learning Academic Support Program	09/15/2017	05/11/2018	\$0 - No Funding Required	Principal and all K-5 math teachers.

Activity - Math Bee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct Math Bee to encourage greater fluency with math facts. Provide recognition and leadership activities for K-5 students.	Academic Support Program	09/15/2017	05/11/2018	\$0 - No Funding Required	Principal and K-5 math teachers.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 students will utilize Moby Max Reading software program to improve phonics and reading comprehension. Moby Max subscription covers 2 year period. Students will also use Compass Learning Odyssey which creates an individualized path for students based on their Scantron Performance Series scores.	Technology Academic Support Program	09/15/2017	05/25/2018	\$1400 - Booster Fund	Principal, technology facilitator, and K-5 classroom teachers.

**Goal 2:**

Increase Student Proficiency in Core Academic Subject of Science

**Measurable Objective 1:**

demonstrate a proficiency for 5th grade students in science by 05/11/2018 as measured by Performance Series (Scantron).

**Strategy1:**

Utilize AMSTI Science Curriculum - All K-5 science teachers will implement AMSTI inquiry based instruction. This will encourage student collaboration, questioning, and critical thinking. Teachers and students will utilize AMSTI materials kits for project based learning activities.

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

Research Cited: Marzano, Robert., What Works in Schools: Translating Research into Action. (2003)

Hattie, John., Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

Activity - Conduct Science Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 Science Teachers will conduct annual science fair. Projects and activities will align with AMSTI science curriculum and project based learning activities.	Academic Support Program Extra Curricular Community Engagement	01/08/2018	05/11/2018	\$500 - Annual Giving Fund	Principal and K-5 classroom teachers.

Activity - Utilize Maker Spaces in Media Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will have access to a new maker space in the media center. This space is complete with science tables, lab coats, googles, and storage for AMSTI science kits and materials. Many of the inquiry based lessons will be conducted in the media center. Furniture and supplies were purchased with a \$10,000 grant from Monsanto.	Academic Support Program	09/15/2017	05/11/2018	\$10000 - Other	Principal, media specialist, technology facilitator, and K-5 teachers.

Activity - Conduct Enrichment Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will schedule guest speakers and experts in the field of science (ex. Brad Travis, 48 Weather) to present and demonstrate practical science lessons.	Academic Support Program Community Engagement	09/15/2017	05/11/2018	\$0 - No Funding Required	Principal and K-5 classroom teachers.

Activity - Conduct Cross-Curricular Planning with Math Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with last year's Math PLC, science teachers will identify and align common math and science standards. With this information, science and math teachers will plan lessons and projects that utilizes both math and science standards.	Professional Learning	09/15/2017	05/11/2018	\$1000 - Title I Part A	Principal, media specialist, and K-5 classroom teachers.

### Goal 3:

Increase Student Proficiency in Core Academic Subject of Reading

#### Measurable Objective 1:

A 15% increase of Kindergarten grade students will demonstrate a proficiency of First Sound Fluency in Reading by 05/15/2018 as measured by Dibels assessments .

#### Strategy1:

Reading and Multi-Sensory Interventions - All Tier 3 reading students and students identified with dyslexic tendencies will receive 30 minutes

of interventions four times a week outside the classroom. Tier 3 teachers will document student progress in student notebooks.

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

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will meet with Tier 2 students in small groups to increase student achievement.	Academic Support Program	10/04/2017	05/23/2018	\$22000 - Title I Schoolwide	Intervention teachers

**Measurable Objective 2:**

A 5% increase of Second, Third, Fourth and Fifth grade students will increase student growth to 68% for 2nd grade, 63% for 3rd grade, 65% for 4th grade and 61% for fifth grade students meeting or exceeding annual growth target in Reading by 05/11/2018 as measured by Performance Series (Scantron) testing.

**Strategy1:**

Reading and Multi-Sensory Interventions - All Tier 3 reading students and students identified with dyslexic tendencies will receive 30 minutes of interventions four times a week outside the classroom. Tier 3 teachers will document student progress in student notebooks.

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

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will meet with Tier 2 students in small groups to increase student achievement.	Academic Support Program	10/04/2017	05/23/2018	\$22000 - Title I Schoolwide	Intervention teachers

**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:**

Increase Student Proficiency in Core Academic Subject of Math

**Measurable Objective 1:**

increase student growth in math by 5% the students in K-5 meeting or exceeding their annual growth target by 05/25/2018 as measured by Performance Series (Scantron).

**Strategy1:**

Math PLC - All K-5 Math teachers will implement ideas learned from the math PLC conducted throughout the 2016 - 2017 school year. This

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professional development activity will encouraged greater teacher collaboration, sharing of ideas and lessons, and planning. These activities will improve teacher knowledge, confidence, and instruction which will promote greater student learning and achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert., What Works in Schools: Translating Research into Action. (2003)

Hattie, John., Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

Activity - Teacher Led Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders who led Math PLCs will plan and conduct Math PD for all JES math teachers during faculty meetings and during 1/2 day local teacher professional development.	Professional Learning	09/15/2017	05/11/2018	\$0 - No Funding Required	Principal and K-5 classroom teachers.

Activity - Bi-Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will participate in bi-monthly 1/2 day meetings. Substitutes will be secured to allow teachers adequate time for planning and collaboration.	Professional Learning	09/15/2017	05/11/2018	\$1000 - Title I Part A	Principal, technology facilitator, and K-5 teachers.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop and implement small group math centers/stations each week. District math specialist, Emily Paschall, will plan with teachers to address areas of need.	Academic Support Program	09/15/2017	05/11/2018	\$0 - No Funding Required	Principal and K-5 classroom teachers.

**Strategy2:**

Increase Student Fluency in Math Facts - All K-5 students will receive solid core instruction on math facts and grade level math standards.

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

Research Cited:

Activity - Math Bee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct Math Bee to encourage greater fluency with math facts. Provide recognition and leadership activities for K-5 students.	Academic Support Program	09/15/2017	05/11/2018	\$0 - No Funding Required	Principal and K-5 math teachers.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 students will utilize Moby Max Reading software program to improve phonics and reading comprehension. Moby Max subscription covers 2 year period. Students will also use Compass Learning Odyssey which creates an individualized path for students based on their Scantron Performance Series scores.	Technology Academic Support Program	09/15/2017	05/25/2018	\$1400 - Booster Fund	Principal, technology facilitator, and K-5 classroom teachers.

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Activity - Utilize AMSTI and Investigations Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI math curriculum and materials kits to promote inquiry based instruction and assessments.	Academic Support Program Professional Learning	09/15/2017	05/11/2018	\$0 - No Funding Required	Principal and all K-5 math teachers.

Activity - Utilize Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5th math students will maintain a math journal for review and documentation of math standards covered throughout the school year.	Academic Support Program	09/15/2017	05/11/2018	\$500 - General Fund	Principal, instructional coach, and K-5 math teachers.

**Goal 2:**

Increase Student Proficiency in Core Academic Subject of Science

**Measurable Objective 1:**

demonstrate a proficiency for 5th grade students in science by 05/11/2018 as measured by Performance Series (Scantron).

**Strategy1:**

Utilize AMSTI Science Curriculum - All K-5 science teachers will implement AMSTI inquiry based instruction. This will encourage student collaboration, questioning, and critical thinking. Teachers and students will utilize AMSTI materials kits for project based learning activities.

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

Research Cited: Marzano, Robert., What Works in Schools: Translating Research into Action. (2003)

Hattie, John., Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

Activity - Conduct Cross-Curricular Planning with Math Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with last year's Math PLC, science teachers will identify and align common math and science standards. With this information, science and math teachers will plan lessons and projects that utilizes both math and science standards.	Professional Learning	09/15/2017	05/11/2018	\$1000 - Title I Part A	Principal, media specialist, and K-5 classroom teachers.

Activity - Conduct Science Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 Science Teachers will conduct annual science fair. Projects and activities will align with AMSTI science curriculum and project based learning activities.	Academic Support Program Community Engagement Extra Curricular	01/08/2018	05/11/2018	\$500 - Annual Giving Fund	Principal and K-5 classroom teachers.

**ACIP**

Johnson Elementary School

Activity - Utilize Maker Spaces in Media Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will have access to a new maker space in the media center. This space is complete with science tables, lab coats, googles, and storage for AMSTI science kits and materials. Many of the inquiry based lessons will be conducted in the media center. Furniture and supplies were purchased with a \$10,000 grant from Monsanto.	Academic Support Program	09/15/2017	05/11/2018	\$10000 - Other	Principal, media specialist, technology facilitator, and K-5 teachers.

Activity - Conduct Enrichment Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will schedule guest speakers and experts in the field of science (ex. Brad Travis, 48 Weather) to present and demonstrate practical science lessons.	Community Engagement Academic Support Program	09/15/2017	05/11/2018	\$0 - No Funding Required	Principal and K-5 classroom teachers.

**Goal 3:**

Increase Student Proficiency in Core Academic Subject of Reading

**Measurable Objective 1:**

A 15% increase of Kindergarten grade students will demonstrate a proficiency of First Sound Fluency in Reading by 05/15/2018 as measured by Dibels assessments .

**Strategy1:**

Reading and Multi-Sensory Interventions - All Tier 3 reading students and students identified with dyslexic tendencies will receive 30 minutes of interventions four times a week outside the classroom. Tier 3 teachers will document student progress in student notebooks.

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

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will meet with Tier 2 students in small groups to increase student achievement.	Academic Support Program	10/04/2017	05/23/2018	\$22000 - Title I Schoolwide	Intervention teachers

**Measurable Objective 2:**

A 5% increase of Second, Third, Fourth and Fifth grade students will increase student growth to 68% for 2nd grade, 63% for 3rd grade, 65% for 4th grade and 61% for fifth grade students meeting or exceeding annual growth target in Reading by 05/11/2018 as measured by Performance Series (Scantron) testing.

**Strategy1:**

Reading and Multi-Sensory Interventions - All Tier 3 reading students and students identified with dyslexic tendencies will receive 30 minutes of interventions four times a week outside the classroom. Tier 3 teachers will document student progress in student notebooks.

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Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will meet with Tier 2 students in small groups to increase student achievement.	Academic Support Program	10/04/2017	05/23/2018	\$22000 - Title I Schoolwide	Intervention teachers

**Goal 4:**

Provide a system of learning supports that reduces the effects of barriers to student achievement

**Measurable Objective 1:**

collaborate to provide learning supports through intervention programs to assist students by 05/11/2018 as measured by daily observation, attendance reports in Chalkable, PST documentation.

**Strategy1:**

Professional Learning - In order to increase rigor in the curriculum and reduce barriers to learning, teachers will attend various professional learning sessions throughout the year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

Activity - Professional Learning for Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all disciplines will attend professional learning sessions to increase rigor in the classroom and reduce barriers to student success. In addition to general classroom teachers, music, art, and PE teachers will become more knowledgeable in their fields and in supporting reading and math by participating in professional learning opportunities.	Professional Learning	09/15/2017	05/11/2018	\$1500 - Title I Schoolwide	Teachers and administrators

**Strategy2:**

Learning Supports - Teachers and staff will work to meet the learning needs of all students. They will identify barriers to student achievement in order to address students' need and provide academic support through intervention programs.

Category: Develop/Implement Learning Supports

Research Cited: Marzano, Robert. What Works in Schools: Translating Research into Action (2003)

Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning (2011)

Activity - Networking and Agencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cooperate with area churches, businesses, government agencies, and non-profits to provide more resources for students.	Community Engagement	09/15/2017	05/11/2018	\$0 - No Funding Required	Administration and teachers

Activity - Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Camp is offered over the summer to enrolling kindergarten students. New students will be oriented to the school, learn routines and procedures, and become familiar with the facilities. During this time the teachers informally evaluate the students to determine class lists. Students in 5th grade will visit Ardmore High School for a half-day in the spring. The students are introduced to sixth grade teachers, become familiar with the middle school, and meet the administrators.	Behavioral Support Program Academic Support Program	07/03/2017	05/11/2018	\$3459 - Title I Schoolwide	Teachers and administrators

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance for each grade level is posted each 9 weeks and awards are presented to the grade with the highest overall attendance. Administration and teachers will collaborate in communicating with parents of students with excessive absences. Students with more than 5 unexcused absences will be referred to the PST.	Academic Support Program	09/15/2017	05/11/2018	\$200 - Booster Fund	Teachers, PTO officers, administration

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Addresses the needs of students, including English Learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem solving team. The PST will meet every 20 days to discuss the needs of students.	Academic Support Program Behavioral Support Program	09/15/2017	05/11/2018	\$0 - No Funding Required	Administration and 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:**

Reduce Truancy at Johnson Elementary during the 2017 - 2018 school year.

**Measurable Objective 1:**

collaborate to reduce by 1% the number of students with 7 or more unexcused absences by 05/04/2018 as measured by comparing 2017 - 2018 attendance data with 2016 - 2017 attendance data.

**Strategy1:**

Attendance Monitoring & Intervention Plan - Attendance will be monitored for all students. Students with 3 or more unexcused absences during the first 40 days of school or had 7 or more unexcused absences the previous year will be monitored through PST and have an intervention plan in place.

Category: Other - School Processes

Research Cited: Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies from Research and Practice, Northwest Regional Educational Laboratory, June 2004. This report looks at practices and outcomes of attendance programs across the country. Although promising practices exist across the county, there is no "silver bullet" approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents, SRO will contact parents, and the truancy officer will contact parents. Parents will be called to Early Warning and Truancy Court if the problem continues.	Policy and Process	09/05/2017	05/04/2018	\$0 - No Funding Required	Counseling assistants, SRO, principal, and truancy officer.

Activity - PST Team Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST teams will implement plans for any student who has 3 or more unexcused absences within the first 40 days of school or had 7 or more unexcused absences the previous school year. Counselor will meet with students to determine possible factors for high rate of absenteeism. Parents will receive written notification of attendance problems and Tier 3 intervention plans.	Behavioral Support Program	09/05/2017	05/04/2018	\$0 - No Funding Required	PST Teams, counselor, and principal.

**Strategy2:**

Positive Behavior Support - Teachers will implement programs to recognize and reward students for positive actions.

Category: Develop/Implement Student and School Culture Program

Research Cited: h

Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increaseing school attendance for K-8 students: A review of research examining the effectiveness of truancy prevention program, Wilder Foundation, March 2007. This analysis examines several multi-faceted truancy prevention programs, which combine school based, family-based, and community-based interventions. This study focused on programs for elementary and middle school students.

Activity - Positive Behavior Support for Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use positive behavior support to recognize and reward students with good attendance. For students with attendance plans, contracts will be used to recognize and reward students for improvement rather than perfect attendance. Recognition programs include Breakfast of Champions and Gold Star Program.	Behavioral Support Program	10/16/2017	05/04/2018	\$0 - No Funding Required	Teachers, mentors, counselors, and principals.

**Strategy3:**

Mentoring Sessions - All students will receive mentoring sessions at least once monthly. Students identified for attendance tracking will focus on attendance and removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Balfanz, Robert and Vaughn, Byrnes, Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School Attendance and Its Implications for Other Cities, Everyone Graduates Center, Johns Hopkins University School of Education, November 2013. This report examines the impact of New York City Mayor Michael Bloomberg's task force on truancy, chronic absenteeism, and school engagement, a program that spanned 2010 - 2013 and reached more than 60,000 students in the NYC public schools. The study found that student who missed at least 20 days of school per year - the definition of chronic absenteeism - had lower grades and were more likely to drop out than students with better attendance. Yet, the researchers also found effects of absenteeism are reversible with the help of mentors, incentive programs, and awareness campaigns.

Activity - Mentoring Sessions Targeting Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports. Individual teachers will serve as mentors and meet weekly with Tier 3 attendance students.	Behavioral Support Program	09/05/2017	05/04/2018	\$0 - No Funding Required	Teachers, counselors, and principal.

**Goal 2:**

Provide a system of learning supports that reduces the effects of barriers to student achievement

**Measurable Objective 1:**

collaborate to provide learning supports through intervention programs to assist students by 05/11/2018 as measured by daily observation, attendance reports in Chalkable, PST documentation.

**Strategy1:**

Professional Learning - In order to increase rigor in the curriculum and reduce barriers to learning, teachers will attend various professional learning sessions throughout the year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

**ACIP**

Johnson Elementary School

Activity - Professional Learning for Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all disciplines will attend professional learning sessions to increase rigor in the classroom and reduce barriers to student success. In addition to general classroom teachers, music, art, and PE teachers will become more knowledgeable in their fields and in supporting reading and math by participating in professional learning opportunities.	Professional Learning	09/15/2017	05/11/2018	\$1500 - Title I Schoolwide	Teachers and administrators

**Strategy2:**

Learning Supports - Teachers and staff will work to meet the learning needs of all students. They will identify barriers to student achievement in order to address students' need and provide academic support through intervention programs.

Category: Develop/Implement Learning Supports

Research Cited: Marzano, Robert. What Works in Schools: Translating Research into Action (2003)

Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning (2011)

Activity - Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Camp is offered over the summer to enrolling kindergarten students. New students will be oriented to the school, learn routines and procedures, and become familiar with the facilities. During this time the teachers informally evaluate the students to determine class lists. Students in 5th grade will visit Ardmore High School for a half-day in the spring. The students are introduced to sixth grade teachers, become familiar with the middle school, and meet the administrators.	Behavioral Support Program Academic Support Program	07/03/2017	05/11/2018	\$3459 - Title I Schoolwide	Teachers and administrators

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance for each grade level is posted each 9 weeks and awards are presented to the grade with the highest overall attendance. Administration and teachers will collaborate in communicating with parents of students with excessive absences. Students with more than 5 unexcused absences will be referred to the PST.	Academic Support Program	09/15/2017	05/11/2018	\$200 - Booster Fund	Teachers, PTO officers, administration

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Addresses the needs of students, including English Learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem solving team. The PST will meet every 20 days to discuss the needs of students.	Academic Support Program Behavioral Support Program	09/15/2017	05/11/2018	\$0 - No Funding Required	Administration and Teachers

**ACIP**

Johnson Elementary School

Activity - Networking and Agencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cooperate with area churches, businesses, government agencies, and non-profits to provide more resources for students.	Community Engagement	09/15/2017	05/11/2018	\$0 - No Funding Required	Administration and teachers

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

Increase Student Proficiency in Core Academic Subject of Reading

**Measurable Objective 1:**

A 15% increase of Kindergarten grade students will demonstrate a proficiency of First Sound Fluency in Reading by 05/15/2018 as measured by Dibels assessments .

**Strategy1:**

Reading and Multi-Sensory Interventions - All Tier 3 reading students and students identified with dyslexic tendencies will receive 30 minutes of interventions four times a week outside the classroom. Tier 3 teachers will document student progress in student notebooks.

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

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will meet with Tier 2 students in small groups to increase student achievement.	Academic Support Program	10/04/2017	05/23/2018	\$22000 - Title I Schoolwide	Intervention teachers

**Measurable Objective 2:**

A 5% increase of Second, Third, Fourth and Fifth grade students will increase student growth to 68% for 2nd grade, 63% for 3rd grade, 65% for 4th grade and 61% for fifth grade students meeting or exceeding annual growth target in Reading by 05/11/2018 as measured by Performance Series (Scantron) testing.

**Strategy1:**

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

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Johnson Elementary School

<b>Activity - Intervention</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Intervention teachers will meet with Tier 2 students in small groups to increase student achievement.	Academic Support Program	10/04/2017	05/23/2018	\$22000 - Title I Schoolwide	Intervention teachers

**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.**

All active EL students, including those who have waived services, are given the ACCESS for ELL 2.0 test in the spring each year. The results can be provided in Spanish and other languages. The results are given to the parents during the I-ELP meetings within the first 30 days of the beginning of the new school year. We provide interpreters so the parents can discuss and understand the results. Providing an interpreter gives the parents an opportunity to ask any questions or voice concerns about their child.

**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	All JES paraprofessionals meet district and state qualifications. Limestone County Schools requires a minimum of 2 years of college credit and/or a passing score of 3 or above on the WorkKeys assessment in reading and math.	

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	All JES classroom teachers are highly qualified. Title One and Limestone County Schools require that all classroom teachers have a Highly Qualified (HQ) teaching certificate.	

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

Limestone County Schools and Johnson Elementary utilize the Teach in Alabama system to recruit and hire highly qualified classroom instructional leaders. Current teachers participate in Educate Alabama evaluation system to plan professional learning based on instructional practice needs. Administration utilizes walkthroughs to provide teacher feedback and document teacher growth and areas of improvement. Administration also reviews individual teacher assessment data (Dibels, Performance Series, and ACT Aspire) to determine if teachers are moving students forward academically. Administration also conducts annual reflection meetings with teachers to identify strengths and weaknesses. Reflection meetings also help determine grade placement and future instructional plans (departmentalization) for each teacher and grade level.

## 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?

JES is a small, close knit family of educators and friends. A majority of teachers enjoy working at JES and continue teaching until retirement. JES earned one additional state funded unit for 2017-18; therefore, a teacher was hired using state foundation funds instead of Title I funds. Two teachers left Johnson at the end of the year. One transferred to the high school to teach 6th grade because she coaches and her husband teaches there. The other left because her family had to move because of her husband's job transfer. We were able to obtain two teachers to replace those who left through in-district transfers. One came from Creekside Elementary and the other from East Limestone High School.

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

JES has a mixture of veteran teachers and newcomers. Out of 14 classroom teachers in grades K-5, more than half have over 5 years of teaching experience.

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

N/A

**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.**

JES has planned and implemented numerous professional development activities that meet the instructional and school culture needs of teachers. In September 2016, teachers began a book study on Carol Dweck's *Mindset: The New Psychology of Success*. During the summers of 2016 and 2017, all K-1 and all 2nd - 5th math and science teachers received two weeks of AMSTI math and science inquiry based training. AMSTI and the Investigations workbook is the new math and science curriculum used at JES, Math teachers also learned about Number Talks from Sherry Parrish in January 2017.

Reading teachers are attending district and grade level meetings on improving phonics instruction and multi-sensory instruction.

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

Classroom teachers will have numerous professional development activities including AMSTI math and science training, Number Talks with Sherry Parrish, vertical planning in reading and multi-sensory interventions, and a book study on the Growth Mindset. The principal has and/will participate in many of the teacher PD activities listed above.

Currently, the principal is participating in the Key Leaders Network and Learning Supports Planning. Paraprofessionals will receive classroom management and behavior training and suicide prevention training.

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

Limestone County Schools provides support and training for new teachers by utilizing SUCCESS school coordinators. Each coordinator receives a \$1000 stipend with benefits for serving as a school support mentor for new teachers. Additional professional development is provided as needed.

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

New teacher professional development begins upon hiring with training, "New Teacher Academy," scheduled at the central office staff. These meetings continue throughout the school year. Additional support provided at the local school level as needed based on observations, performance, and collaboration.

Currently, JES is in year one of AMSTI math and science professional development. Teachers will receive additional training throughout the school year and during the summers of 2017 and 2018.

## 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:

Provide a system of learning supports that reduces the effects of barriers to student achievement

### Measurable Objective 1:

collaborate to provide learning supports through intervention programs to assist students by 05/11/2018 as measured by daily observation, attendance reports in Chalkable, PST documentation.

### Strategy1:

Learning Supports - Teachers and staff will work to meet the learning needs of all students. They will identify barriers to student achievement in order to address students' need and provide academic support through intervention programs.

Category: Develop/Implement Learning Supports

Research Cited: Marzano, Robert. What Works in Schools: Translating Research into Action (2003)

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Cooperate with area churches, businesses, government agencies, and non-profits to provide more resources for students.	Community Engagement	09/15/2017	05/11/2018	\$0 - No Funding Required	Administration and teachers

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Addresses the needs of students, including English Learners, special education, dyslexia-specific reading difficulties, behavior issues, attendance problems in students through the problem solving team. The PST will meet every 20 days to discuss the needs of students.	Behavioral Support Program Academic Support Program	09/15/2017	05/11/2018	\$0 - No Funding Required	Administration and Teachers

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**Strategy2:**

Professional Learning - In order to increase rigor in the curriculum and reduce barriers to learning, teachers will attend various professional learning sessions throughout the year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning. (2011)

Activity - Professional Learning for Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all disciplines will attend professional learning sessions to increase rigor in the classroom and reduce barriers to student success. In addition to general classroom teachers, music, art, and PE teachers will become more knowledgeable in their fields and in supporting reading and math by participating in professional learning opportunities.	Professional Learning	09/15/2017	05/11/2018	\$1500 - Title I Schoolwide	Teachers and administrators

## 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?**

JES teachers participate in regularly scheduled data meetings each 9 Weeks to discuss Performance Series (Scantron) and DIBELS data. The Principal and instructional coach collaborate with teachers to identify achievement gaps in math and reading. All K-5 teachers also serve on Advisory, Technology, Math, and Literacy Committees that meet quarterly to identify academic issues and propose effective solutions to improve instruction and school operations. The principal also presents beginning, mid-year, and end of year ACIP reviews and data to demonstrate student growth or regression.

## **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?**

The JES Problem Solving Team (PST) meets quarterly to identify students who struggle in math, science, and reading. The PST team consists of the principal, counselor, instructional coach, intervention teachers, speech language pathologist, EL teachers, and grade level teachers to provide multiple perspectives on student performance. The team reviews Performance Series, Dibels, and ACT Aspire results to target specific skills that must be covered again during core, Tier 2, and Tier 3 instruction. In collaboration with the instructional coach, classroom teachers also utilize the Achievement Series to create assessments related to standards not mastered on the Performance Series assessments.

### **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?**

Each Monday - Thursday from 7:35 - 8:00 am, all K-5th students receive reading or math interventions. Tier 2 students work in small groups in the general ed. classroom. Tier 3 students are pulled out and receive intensive interventions in the resource room from an intervention teacher. During data meetings, teachers and reading coaches identify areas of improvement for individual students. Teachers and students review these standards during small group instruction and using technology (Moby Max). By spring time, students who normally struggle with state assessments are better prepared and more confident.

### **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.**

In past years, JES provided after school tutoring in math and reading. Unfortunately, due to cut backs within Title One funding, after school tutoring is no longer an option. However, teachers and the PTO have collaborated to plan and implement AR/Literacy Nights, Mac Book Nights, Math Nights, and Multi-Sensory Nights to invite parents and students to learn and experience first hand what students are doing during the school day.

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

The JES Learning Supports Team meets quarterly to plan and implement activities to assist special needs students and students facing other learning challenges. The team helps identify various issues including: food shortage, no water/power, medical bills, homelessness, neglect, and drug abuse in the home. In collaboration with area churches, non-profit groups, and community leaders, the team works to fill these needs and/or share information on available resources. Teachers and EL coordinators also work with translators during IEP and parent conference meetings to share resources with Spanish-speaking and migrant parents.

**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.**

With available Federal, State, and Local funds, JES developed a plan to improve reading skills, math skills, and multi-sensory interventions. Part-time intervention teachers, Number Talks, AMSTI training, AR reading program, multi-sensory training, and attendance procedures all contribute to the priority goals.

**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)?**

As a Title One school, JES provides free breakfast for all students PreK - 5th grade each morning.

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

Johnson Elementary uses an evaluation form provided by Limestone County Schools. In September, the principal met with the Leadership Team to review 2016-2017 schoolwide program and make recommendations for 2017-2018. All aspects of the schoolwide program were evaluated including: student achievement, parent involvement, learning supports, and parent communications. The parent feedback and suggestions were implemented in the 2017 CIP.

**How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?**

The Leadership Team and teachers reviewed ACT Aspire, DIBELS, and Performance Series results for 2016-2017 school year to determine areas of strength and needed improvement for math, science, and reading. The team also evaluated the Tier 2 and Tier 3 interventions for the previous year. After evaluating the results, individual students and specific learning targets were compiled to create an intervention schedule for the 2017-2018 school year.

**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?**

Each year, JES utilizes the Performance Series and Dibels assessments to determine overall student growth. Performance series reports indicate overall learning gains and target areas in math and reading. Along with Dibels, teachers and reading coach use progress monitoring to monitor weekly/monthly progress of students in reading. Based on these results, the PST team decides what type of additional interventions are needed or if a students should be referred for Special Ed. services.

**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 instructional coach meets with all teachers on a regular basis to monitor student growth. All assessment scores are posted in the data room which are analyzed during PST, data, and grade level meetings. Effective collaboration and communication among teachers, intervention teachers, reading coach, and administration to revise individual student plans for continuous growth.

# **2017-2018 Coordination of Resources - Comprehensive Budget**

## **Introduction**

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

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	18.38

Provide the number of classroom teachers.

18.38

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1024022.0

Total

1,024,022.00

### Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	69500.0

Total

69,500.00

### Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total

0.00

### Counselor

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

Provide the number of Counselors.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	36000.0

Total

36,000.00

### 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.	58000.0

Total

58,000.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

### Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

## Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	4416.0

Total

4,416.00

### 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.	1619.0

Total

1,619.00

### EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.5

Provide the number of EL Teachers.

.5

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	36000.0

Total

36,000.00

### 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.	8801.0

Total

8,801.00

### 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.	636.0

Total

636.00

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**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	88000.0

**Provide a brief explanation and breakdown of expenses.**

Instructional Assistant Salary and Benefits: \$53,706

Two instructional assistants were hired due to large class sizes. One was hired in 2nd grade and the other in 3rd grade.

Contract Salaries and Benefits: \$22,986

Three Interventionists are working with kindergarten, 4th, and 5th grade students in reading and math.

Technology: \$500.00

Software licenses for new Chromebooks

Materials and Supplies: \$4757.00

Student planners and paper

Professional Development: \$1500.00

Reimbursement for professional development

Kindergarten Camp Salaries and Benefits: \$2459.00

Kindergarten Camp Materials and Supplies: \$1000.00

Other: \$1092.00

Substitutes for professional development

Parent Involvement Allocation: \$910.02

Materials for Math Night and Multi-Sensory Dyslexia Awareness Night

**Title II**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**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

# 2017-2018 Parent and Family Engagement

## **Introduction**

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

## Parent and Family Engagement

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

JES conducted the annual Title One Parents Meeting on Monday, September 25. During the meeting, the principal presented a power point describing the Title One process, the Title One budget, plans for using Title One monies, how to encourage greater parent involvement, and outlining CIP goals. The 1% set-aside program was explained and future meetings have been scheduled for parent input related to the \$1,500 parent involvement budget. Also, during this meeting parents were given the opportunity to contribute to the rock garden for our outdoor classroom.

**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))**

JES will offer three parent meetings to discuss the parental involvement plan and the 1% set-aside program. Two meetings will be conducted during the evening hours and one during the school day to accommodate various work schedules. This year, parent involvement will be used to expand parent communications with additional newsletter and paper reminders to take home, as well as Remind 101, FaceBook and Twitter.

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

At the end of September each year, all JES parents receive a copy of the School-Parent Compact, Parents Right To Know form, and an outline of the Parental Involvement Plan. Parents also receive a copy of upcoming parent meetings. Title One info is also posted on the JES website, on FaceBook and Twitter, and frequent announcements are made via Remind 101. Spanish versions of all documents are also readily available.

**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))**

JES administration meets three times a year with parents to discuss school wide programs. The School-Parent compact is reviewed and updated during this time. Normally, few changes are made, but this year, we have a greater focus on attendance 2017-2018.

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

JES has a parent suggestion box in the front lobby. The principal's email is posted on the website. The principal is also available for informal parent conversations and communicates with parents via FaceBook. During the 2017-2018 school year, administration plans to continue the informal Coffee with the Principal each 9 weeks to expand parent relationships and gain new insights on school programs.

**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)**

JES schedules parent report card meetings on a regular basis. This is especially helpful for K-2nd grades on the Standardized Report Cards. In conjunction with PTO, JES also conducts literacy nights, math nights, and multi-sensory nights. All of these meetings focus on understanding CCRS standards and improving student achievement. Currently, the state of Alabama is developing an A-F grading system under the Accountability Act of 2012. Once this process is complete, JES will provide an information meeting to address any parent questions or concerns. Finally, JES has scheduled a PTO Open House meeting so students can present individual data to keep parents updated on student progress.

**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)**

Each year, JES conducts Kindergarten Orientation and 1st - 5th Orientation to discuss school and classroom procedures, encourage parental involvement, provide communication updates, and provide tips to support literacy. The instructional coach also sends home reading and math materials to help parents better understand how to help children with homework.

**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)**

Johnson Elementary is fortunate to have an active Parent Teacher Organization (PTO) that works closely with parents, teachers, and staff. In collaboration with PTO, JES plans and implements the following school/community programs: Fall Book Fair, Muffins for Moms, Donuts for Dads, Literacy Night, Musical Presentations, Veteran's Day, Award's Day, AR reading program, attendance initiatives, Harvest Festival, and Field Day. Most of these activities are the result of joint planning between teachers and parent volunteers. Many parent volunteers serve on committees and help coordinate student activities.

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

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

**Shall 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)**

Currently, JES has no plans to establish a parent resource center. JES faculty and JES PTO offers parents many opportunities to get involved with activities mentioned earlier.

**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)**

JES takes a practical approach when communicating with parents/stakeholders. We want to make sure parents receive up-to-date, reliable, and easy to understand information concerning school procedures and events. The school utilizes the JES website, Twitter, FaceBook, Remind 101, and newsletters to keep parents informed of upcoming events and student activities.

**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))**

JES will provide a Spanish version for any essential information distributed to parents. The LCS central office has provided the necessary resources to fulfill language requests.