



ACIP

Johnson Elementary School

Limestone County School District

Mr. Brad Lewis, Principal
21360 Alabama Highway 251
Athens, AL 35613

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Improvement Plan Stakeholder Involvement

Introduction.....	8
Improvement Planning Process.....	9

Student Performance Diagnostic

Introduction.....	12
Student Performance Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	17
Report Summary.....	19

ACIP Assurances

Introduction 21

ACIP Assurances 22

CIP Plan 2016 - 2017

Overview 24

Goals Summary 25

- Goal 1: Increase Student Proficiency in Core Academic Subject of Reading 26
- Goal 2: Increase Student Proficiency in Core Academic Subject of Math 27
- Goal 3: Increase Student Proficiency in Core Academic Subject of Science 29
- Goal 4: Increase College and Career Readiness for all K - 5th grade students 30
- Goal 5: Provide Learning Supports & Reduce the Effects of Barriers to Student Achievement 31

Activity Summary by Funding Source 33

Stakeholder Feedback Diagnostic

Introduction 38

Stakeholder Feedback Data 39

Evaluative Criteria and Rubrics 40

Areas of Notable Achievement 41

Areas in Need of Improvement 42

Report Summary 43

Title I Schoolwide Diagnostic

Introduction 45

Component 1: Comprehensive Needs Assessment 46

Component 2: Schoolwide Reform Strategies 48

Component 3: Instruction by Qualified Staff..... 72

Component 4: Strategies to Attract Qualified Teachers..... 73

Component 5: High Quality and Ongoing Professional Development..... 74

Component 6: Transition Strategies..... 76

Component 7: Teacher Participation in Making Assessment Decisions..... 77

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 78

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources. 80

Component 10: Evaluation..... 81

Coordination of Resources - Comprehensive Budget

Introduction..... 84

I. State Foundation Funds: 85

 Title I..... 86

 Title II..... 87

 Title III..... 88

 Title IV..... 89

 Title VI..... 90

 Career and Technical Education-Perkins IV..... 91

 Other..... 92

 Local Funds..... 93

Strategies to Increase Parental Involvement

Introduction..... 95

Strategies to Increase Parental Involvement..... 96

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 56% 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, 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. 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, all 3rd, 4th, 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 next three years, JES plans to expand the Leader in Me program to become a Lighthouse School. In the spring of 2017, we will conduct our 2nd Leadership Day to showcase Leader in Me activities. We want to provide new and diverse leadership development opportunities for students and faculty. Recently, JES applied for a Science, Technology, Engineering, Art, and Math (STEAM) grant to provide professional development opportunities for 5 teachers. Our goal is to establish a STEAM Academy at JES during the 2017-2018 school year. 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:

Brad Lewis- Principal

Mitzi Looney- Designated Assistant Principal & 2nd Grade Teacher

Stephanie Music - Kindergarten Teacher

Jennifer Howard - 1st Grade Teacher

Kim Scoggins- 2nd Grade Teacher

Tiffany Burns - 5th Grade Teacher

Rachael Wright - Technology Facilitator

Kandy Jones - Instructional Coach

Christy Gabardi, PTO Officer and Parent

Charla Harbin- PTO President 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
SY 2016-2017

objectives for the school's continuous improvement plan.

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	The JES Student Performance Data document highlights the three main sources of student data utilized: Dibels, Performance Series, and ACT Aspire. For the 2016 - 2017 school year, Johnson Elementary will once again utilize Moby Max for weekly assessments in reading and math. Moby Max serves as unofficial data source used to help determine specific RTI interventions.	Dibels Data 2014 - 2016 Aspire & PS 2014 - 2016

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

Based on recent ACT Aspire results (Spring 2016), Johnson Elementary has an overall math proficiency rate (Ready) of 69% for 3rd grade, 73% for 4th grade, and 57% for 5th grade. Compared to 2015 Aspire Math results, 3rd grade improved by 11 percentage points, 4th grade improved by 13 percentage points, and 5th grade decreased by 8 percentage points. Performance Series Math scores for 3rd - 5th are usually higher compared to reading scores. Overall, math proficiency continues to improve. With the addition of AMSTI inquiry based math and science curriculum, the JES faculty expects continued student growth in math.

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

During the 2015-2016 school year, JES continued to schedule a 30 minute intervention block for reading and math. Consistent Tier 2 and Tier 3 instruction in math help improve math scores. Based on the 2016 ACT Aspire results, math scores for 3rd and 4th increased significantly, while 5th grade math had an 8 point decrease compared to 2015. 4th grade girls achieved the best math scores with 83% reaching Ready or proficient status. Solid Tier 1 core instruction and small group interventions demonstrate a positive trend in math performance.

Which area(s) indicate the overall highest performance?

The areas of highest overall performance was reflected in ACT Aspire Math 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 and math throughout the year as indicated by Performance Series assessments.

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

Overall, students who receive free/reduced meals improved in math skill areas of Number & Operations in Base 10, Geometry, Operations & Algebraic Thinking, and Foundations. Free/reduced meal students also improved reading skills of Craft & Structure and Key Ideas and Details. Many of these students scored in the Ready category of ACT Aspire.

Between which subgroups is the achievement gap closing?

The achievement gap between free/reduced meal students and non free/reduced meals closed slightly.

With fewer than four minority students in each grade, it is difficult to determine if achievement gap narrowed when compared to whites. However, the number of EL students is increasing so more reading interventions are needed to improve achievement in reading.

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 deficiencies in reading for most students and revealed a real need for improvement in reading for 4th grade boys. In 2016, only 35% of 4th grade boys were Ready in reading.

Areas in Need of Improvement

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

Based on Performance Series, ACT Aspire, Dibels (K-2nd only), and STAR Reading data, reading performance is below expected levels, especially for boys. 2016 ACT Aspire results indicate that 3rd Grade boys scored 9 points lower than girls in reading. 4th grade boys were 13 points lower and 5th grade boys scored 22 points behind 5th grade girls. To improve reading proficiency, JES and Limestone County Schools will administer Dibels to all 3rd - 5th grade students. Teachers will also administer the STAR Reading test five times throughout the year to determine accurate reading levels. Teachers will also progress monitor struggling readers monthly and provide more small group instruction during core instruction times. The media specialist and reading coach have also revamped the Accelerated Reader program to encourage more reading.

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

Males in 3rd - 5th grades did not perform as well as the females with the 2016 ACT Aspire math and reading assessments. For 3rd grade reading, 41% were proficient in math compared to 50% for girls. 4th grade reading saw 35% Ready rate compared to 48% for girls and 5th grade reading was 45% Ready for boys and 55% for girls. 4th and 5th grade boys also struggled in math with a 59% Ready percentage compared to 83% Ready for 4th grade girls and 48% Ready compared to 68% for 5th grade girls. 5th grade boys also scored significantly lower than girls in science. Only 28% of 5th grade boys were considered proficient in science compared to 50% of girls. Overall, boys demonstrated a negative performance trend in reading, math, and science.

Which area(s) indicate the overall lowest performance?

Based on the 2016 ACT Aspire, many students struggled with Number and Operations related to Fractions (Math), Integration of Knowledge and Ideas (Reading), and Interpretation of Data (Science). Many students have difficulty figuring out graphs and tables which are common questions on the ACT Aspire. Teachers are utilizing more graphs and critical thinking activities within the AMSTI curriculum to address these deficiencies.

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?

Gap between free/reduced lunch students and non free/reduced lunch is growing. In 2013, we lost our Title One funding and was unable to offer after school tutoring and other remediation programs normally provided by Title One. In 2014, we regained Title One funding with an overall free/reduced lunch percentage of 58%. During the 2015-2016 school year, JES used Title One funds to hire two part-time intervention SY 2016-2017

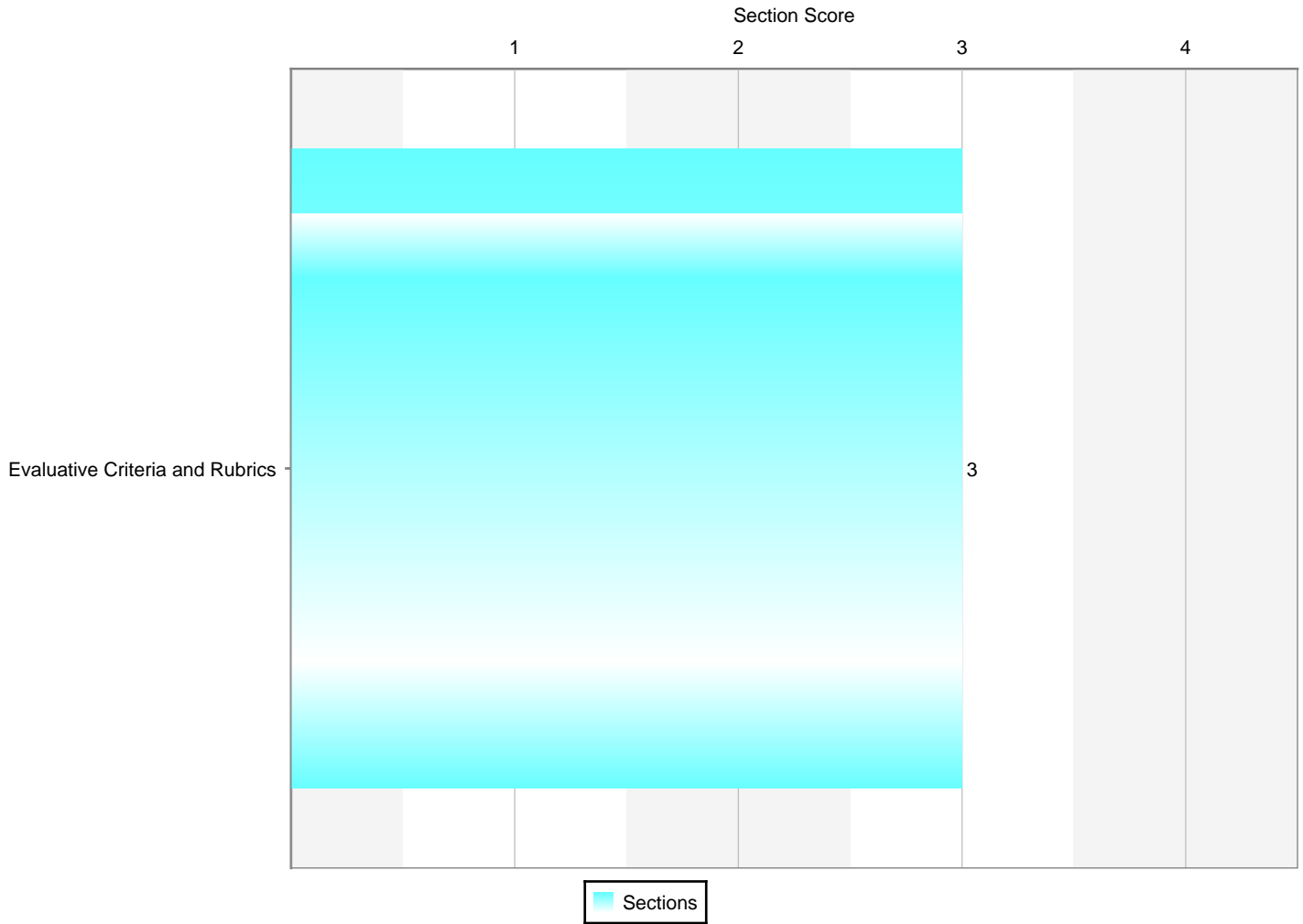
teachers and two full-time Title One classroom teachers. Additional classroom teachers and intervention teachers providing small group instruction, help improve student learning and achievement. Overall achievement scores are improving, but the JES poverty rate is steadily climbing.

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, the alphabet, and experience few adult conversations before kindergarten. These circumstances make kindergarten and 1st grade very challenging for students and teachers.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Signature page of all LCS and JES ACIP committee members 2016 - 2017 attached below.	LCS Signature Page JES Signature Page 2016

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	Documentation of compliance is attached below.	Compliance Letter

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	Limestone County Schools Executive Director of Operations and Human Resources, Mr. Tommy Hunter.	Mr. Hunter's Letter

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	JES Parent Involvement Plan 2016 - 2017 is attached below.	Parent Involvement Plan 2016 - 2017

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	JES School - Parent Compact 2016 - 2017 is attached below.	School-Parent Compact 2016 - 2017

CIP Plan 2016 - 2017

Overview

Plan Name

CIP Plan 2016 - 2017

Plan Description

Johnson Elementary 2016 - 2017

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 Reading	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$1000
2	Increase Student Proficiency in Core Academic Subject of Math	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$5400
3	Increase Student Proficiency in Core Academic Subject of Science	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$11500
4	Increase College and Career Readiness for all K - 5th grade students.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$900
5	Provide Learning Supports & Reduce the Effects of Barriers to Student Achievement	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$300

Goal 1: Increase Student Proficiency in Core Academic Subject of Reading

Measurable Objective 1:

demonstrate a proficiency in reading by 05/12/2017 as measured by Dibels assessments.

Strategy 1:

ARI Explicit Phonics Lessons - All K-5 classroom teachers and Title One intervention teachers will utilize ARI explicit phonics lessons on a daily basis.

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

Research Cited: What Works in School: Translating Research into Action (Marzano, 2003)

Activity - ARI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading coach will train teachers on new ARI modules, model effective lessons, and assist with progress monitoring.	Professional Learning	09/12/2016	05/12/2017	\$0	No Funding Required	Principal, reading coach, and classroom teachers.
Activity - Documentation of Explicit Phonics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will document instruction in lesson plans and progress monitoring notebooks. Administration and reading coach will review lesson plans and conduct weekly walkthroughs.	Policy and Process	09/12/2016	05/12/2017	\$0	No Funding Required	Principal, reading coach, and classroom teachers.
Activity - Reading and Multi-Sensory Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 classroom teachers will provide multi-sensory lessons during core instruction. All Tier 3 reading students and students identified with dyslexic tendencies will receive an additional 30 minutes of instruction outside the classroom four times per week.	Academic Support Program, Tutoring	08/29/2016	05/12/2017	\$0	No Funding Required	Principal, Reading Coach, all K-5 teachers, and Title One Intervention Teachers..

Strategy 2:

Accelerated Reading (AR) Program - In collaboration with classroom teachers, instructional coach, media specialist, and PTO volunteers, all K-5 students have more opportunities to read and complete AR assessments. This strategy will encourage students to read more and help teachers to closely monitor student reading progress.

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

ACIP

Johnson Elementary School

Activity - STAR Reading Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer the STAR Reading test five times during the school year to monitor student progress and allow students to track their improvement in reading.	Academic Support Program, Technology	09/12/2016	05/12/2017	\$0	No Funding Required	Principal, reading coach, media specialist, and K-5 teachers.
Activity - AR Awards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who improve AR reading scores will be eligible for specific prizes based on points accumulated. Prizes will be distributed bi-weekly by PTO volunteers.	Behavioral Support Program	09/19/2016	05/12/2017	\$1000	Booster Fund	Principal, media specialist, and PTO volunteers.

Goal 2: Increase Student Proficiency in Core Academic Subject of Math**Measurable Objective 1:**

demonstrate a proficiency in math by 05/12/2017 as measured by Performance Series & ACT Aspire assessments.

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	06/06/2016	05/12/2017	\$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	09/12/2016	05/12/2017	\$500	General Fund	Principal, instructional coach, and K-5 math teachers.
Activity - Number Talks Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Johnson Elementary School

Sherry Parrish, author of Number Talks, will provide PD for all K-5 teachers on January 4, 2017.	Direct Instruction, Professional Learning	01/04/2017	05/12/2017	\$2500	Title I Part A	Principal, Sherry Parrish, and K-5 teachers.
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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	01/05/2017	05/12/2017	\$0	No Funding Required	Principal and K-5 math teachers.

Activity - Moby Max 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.	Academic Support Program, Technology	09/12/2016	05/12/2017	\$1400	Booster Fund	Principal, technology facilitator, and K-5 classroom teachers.

Strategy 2:

Math PLC - All K-5 Math teachers will participate in a Math PLC during the 2016 - 2017 school year. This professional development activity will encourage 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

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	11/01/2016	05/12/2017	\$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	11/01/2016	05/12/2017	\$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
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Teachers will collaborate to develop and implement small group math centers/stations each week.	Academic Support Program	11/01/2016	05/12/2017	\$0	No Funding Required	Principal and K-5 classroom teachers.
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Goal 3: Increase Student Proficiency in Core Academic Subject of Science

Measurable Objective 1:

demonstrate a proficiency in science by 05/12/2017 as measured by ACT Aspire assessment.

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

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	09/12/2016	05/12/2017	\$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 Math PLCs, 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	11/01/2016	05/12/2017	\$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.	Academic Support Program, Community Engagement, Extra Curricular	01/04/2017	04/28/2017	\$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	10/03/2016	05/12/2017	\$0	No Funding Required	Principal and K-5 classroom teachers.

Goal 4: Increase College and Career Readiness for all K - 5th grade students.

Measurable Objective 1:

increase student growth in reading by 05/12/2017 as measured by Performance Series assessments.

Strategy 1:

Promote Teacher Leadership - Provide teachers will current and practical professional development activities.

Category: Develop/Implement College and Career Ready Standards

Activity - Conduct Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will read and present on the book Mindset: The New Psychology of Success by Carol S. Deweck.	Professional Learning	09/14/2016	12/16/2016	\$400	Title I Part A	Principal, reading coach, and all PreK - 5th classroom teachers.

Activity - Teacher Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5th grade classroom teachers will serve on one of the following committees: Advisory, Literacy, Math, and Technology. These committees allow teachers to stay updated on current issues and provide insight for future instructional and school operation decisions.	Other - Teacher Leadership	11/01/2016	05/12/2017	\$0	No Funding Required	Principal, reading coach, and all K-5 classroom teachers.

Strategy 2:

Promote Student Leadership - JES will plan and conduct numerous activities to encourage student growth and leadership. Students will share responsibility for monitoring individual progress and have opportunities for dialogue with teachers, counselors, and administration.

Category: Develop/Implement College and Career Ready Standards

Activity - Data Leadership Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be required to organize and maintain a leadership notebook including current student assessment data (ex. Dibels and Performance Series) and attendance.	Academic Support Program, Behavioral Support Program	09/12/2016	05/12/2017	\$300	General Fund	Principal, counselor, and K-5 classroom teachers.
Activity - Student Leadership Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year, a group of 3rd - 5th grade students are selected to serve on the Blue Crew. Blue Crew is a leadership committee that serves at official school functions (ex. grandparent's day) and also serves as an advisory committee for the principal.	Community Engagement, Extra Curricular	09/19/2016	05/12/2017	\$200	Booster Fund	Principal and 5th grade teachers.

Goal 5: Provide Learning Supports & Reduce the Effects of Barriers to Student Achievement

Measurable Objective 1:

collaborate to improve daily attendance and reduce tardies by 05/12/2017 as measured by monthly Chalkable reports.

Strategy 1:

Develop Effective Attendance and Behavior Interventions - Administration and teachers will develop positive activities including hallway posters, parent phone calls, and announcements on the Morning News that encourages greater attendance and fewer tardies.

Category: Develop/Implement Learning Supports

Activity - Attendance Bulletin Board	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 .	Behavioral Support Program	09/12/2016	05/12/2017	\$0	No Funding Required	Principal and Assistant Principal.
Activity - Attendance Calls to Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and teachers will collaborate in communicating with parents of students with excessive absences	Behavioral Support Program	09/12/2016	05/12/2017	\$0	No Funding Required	Principal, secretary, SRO, and K-5 classroom teachers.
Activity - Attendance Recognition & Awards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Johnson Elementary School

JES conducts a number of activities to encourage and recognize good attendance and behavior. These activities include: Breakfast of Champions, Awards Day, Bicycles for Perfect Attendance, and other prizes.	Behavioral Support Program	09/23/2016	05/12/2017	\$300	General Fund	Principal, instructional coach, classroom teachers, and PTO.
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Strategy 2:

Learning Supports Team - A committee of teachers, support staff, and community leaders will meet quarterly to discuss student needs and available resources. The committee will collaborate to identify needy/neglected students and locate appropriate resources to help improve home environments which will also improve student learning.

Category: Implement Community Based Support and Intervention System

Activity - Learning Support Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly meetings will be held to discuss specific needs.	Community Engagement	10/20/2016	05/12/2017	\$0	No Funding Required	Principal, nurse, guidance counselor, and PreK - 5th classroom teachers.

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers and support staff background on the need for learning supports. Staff will also learn how to more accurately identify struggling students and who to contact to provide student assistance.	Professional Learning, Community Engagement	10/20/2016	05/12/2017	\$0	No Funding Required	Principal

Activity - Networking and Agencies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cooperate with area churches, business, government agencies, and non-profits to provide more resources for students.	Community Engagement	10/20/2016	05/12/2017	\$0	No Funding Required	Principal and Learning Supports Team.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Conduct Book Study	All teachers will read and present on the book Mindset: The New Psychology of Success by Carol S. Deweck.	Professional Learning	09/14/2016	12/16/2016	\$400	Principal, reading coach, and all PreK - 5th classroom teachers.
Conduct Cross-Curricular Planning with Math Teachers	In conjunction with Math PLCs, 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	11/01/2016	05/12/2017	\$1000	Principal, media specialist, and K-5 classroom teachers.
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	11/01/2016	05/12/2017	\$1000	Principal, technology facilitator, and K-5 teachers.
Number Talks Professional Development	Sherry Parrish, author of Number Talks, will provide PD for all K-5 teachers on January 4, 2017.	Direct Instruction, Professional Learning	01/04/2017	05/12/2017	\$2500	Principal, Sherry Parrish, and K-5 teachers.
Total					\$4900	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/12/2016	05/12/2017	\$10000	Principal, media specialist, technology facilitator, and K-5 teachers.
Total					\$10000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Committees	All K-5th grade classroom teachers will serve on one of the following committees: Advisory, Literacy, Math, and Technology. These committees allow teachers to stay updated on current issues and provide insight for future instructional and school operation decisions.	Other - Teacher Leadership	11/01/2016	05/12/2017	\$0	Principal, reading coach, and all K-5 classroom teachers.
Networking and Agencies	Cooperate with area churches, business, government agencies, and non-profits to provide more resources for students.	Community Engagement	10/20/2016	05/12/2017	\$0	Principal and Learning Supports Team.
Small Group Instruction	Teachers will collaborate to develop and implement small group math centers/stations each week.	Academic Support Program	11/01/2016	05/12/2017	\$0	Principal and K-5 classroom teachers.
Learning Supports Professional Development	Provide teachers and support staff background on the need for learning supports. Staff will also learn how to more accurately identify struggling students and who to contact to provide student assistance.	Professional Learning, Community Engagement	10/20/2016	05/12/2017	\$0	Principal
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	11/01/2016	05/12/2017	\$0	Principal and K-5 classroom teachers.
Learning Support Team Meetings	Quarterly meetings will be held to discuss specific needs.	Community Engagement	10/20/2016	05/12/2017	\$0	Principal, nurse, guidance counselor, and PreK - 5th 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	01/05/2017	05/12/2017	\$0	Principal and K-5 math 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	06/06/2016	05/12/2017	\$0	Principal and all K-5 math teachers.
ARI Training	Reading coach will train teachers on new ARI modules, model effective lessons, and assist with progress monitoring.	Professional Learning	09/12/2016	05/12/2017	\$0	Principal, reading coach, and classroom teachers.

ACIP

Johnson Elementary School

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	10/03/2016	05/12/2017	\$0	Principal and K-5 classroom teachers.
Reading and Multi-Sensory Interventions	All K-5 classroom teachers will provide multi-sensory lessons during core instruction. All Tier 3 reading students and students identified with dyslexic tendencies will receive an additional 30 minutes of instruction outside the classroom four times per week.	Academic Support Program, Tutoring	08/29/2016	05/12/2017	\$0	Principal, Reading Coach, all K-5 teachers, and Title One Intervention Teachers..
Documentation of Explicit Phonics Instruction	Teachers will document instruction in lesson plans and progress monitoring notebooks. Administration and reading coach will review lesson plans and conduct weekly walkthroughs.	Policy and Process	09/12/2016	05/12/2017	\$0	Principal, reading coach, and classroom teachers.
Attendance Calls to Parents	Administration and teachers will collaborate in communicating with parents of students with excessive absences	Behavioral Support Program	09/12/2016	05/12/2017	\$0	Principal, secretary, SRO, and K-5 classroom teachers.
Attendance Bulletin Board	Attendance for each grade level is posted each 9 weeks and awards are presented to the grade with the highest overall attendance .	Behavioral Support Program	09/12/2016	05/12/2017	\$0	Principal and Assistant Principal.
STAR Reading Assessments	Teachers will administer the STAR Reading test five times during the school year to monitor student progress and allow students to track their improvement in reading.	Academic Support Program, Technology	09/12/2016	05/12/2017	\$0	Principal, reading coach, media specialist, and K-5 teachers.
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Leadership Notebooks	Students will be required to organize and maintain a leadership notebook including current student assessment data (ex. Dibels and Performance Series) and attendance.	Academic Support Program, Behavioral Support Program	09/12/2016	05/12/2017	\$300	Principal, counselor, and K-5 classroom teachers.
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	09/12/2016	05/12/2017	\$500	Principal, instructional coach, and K-5 math teachers.

ACIP

Johnson Elementary School

Attendance Recognition & Awards	JES conducts a number of activities to encourage and recognize good attendance and behavior. These activities include: Breakfast of Champions, Awards Day, Bicycles for Perfect Attendance, and other prizes.	Behavioral Support Program	09/23/2016	05/12/2017	\$300	Principal, instructional coach, classroom teachers, and PTO.
Total					\$1100	

Annual Giving Fund

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.	Academic Support Program, Community Engagement, Extra Curricular	01/04/2017	04/28/2017	\$500	Principal and K-5 classroom teachers.
Total					\$500	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AR Awards	Students who improve AR reading scores will be eligible for specific prizes based on points accumulated. Prizes will be distributed bi-weekly by PTO volunteers.	Behavioral Support Program	09/19/2016	05/12/2017	\$1000	Principal, media specialist, and PTO volunteers.
Student Leadership Committee	Each year, a group of 3rd - 5th grade students are selected to serve on the Blue Crew. Blue Crew is a leadership committee that serves at official school functions (ex. grandparent's day) and also serves as an advisory committee for the principal.	Community Engagement, Extra Curricular	09/19/2016	05/12/2017	\$200	Principal and 5th grade teachers.
Moby Max Interventions	K-5 students will utilize Moby Max Reading software program to improve phonics and reading comprehension. Moby Max subscription covers 2 year period.	Academic Support Program, Technology	09/12/2016	05/12/2017	\$1400	Principal, technology facilitator, and K-5 classroom teachers.
Total					\$2600	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Stakeholder Feedback Data form attached below.	JES Stakeholder Feedback Form

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 additional 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 2016-2017 school year, less Title One money is available, but the number of intervention teachers increased from 2 to 3. 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 student survey was question 18 with a score of 2.56 (My principal and teachers ask me what I think about school). Obviously, teachers and administration need to provide more feedback opportunities for students and listen to their concerns. 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 decreasing parent satisfaction (4.06) with available counseling and career planning services. As a small, rural PreK - 5th school with less than 350 students, JES does not qualify for a full time counselor. Mrs. Carter is available 2 days one week and 3 days the next week. 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. Unfortunately, Mrs. Carter is not always available for student counseling (K-2nd) or career planning with 5th grade students.

What are the implications for these stakeholder perceptions?

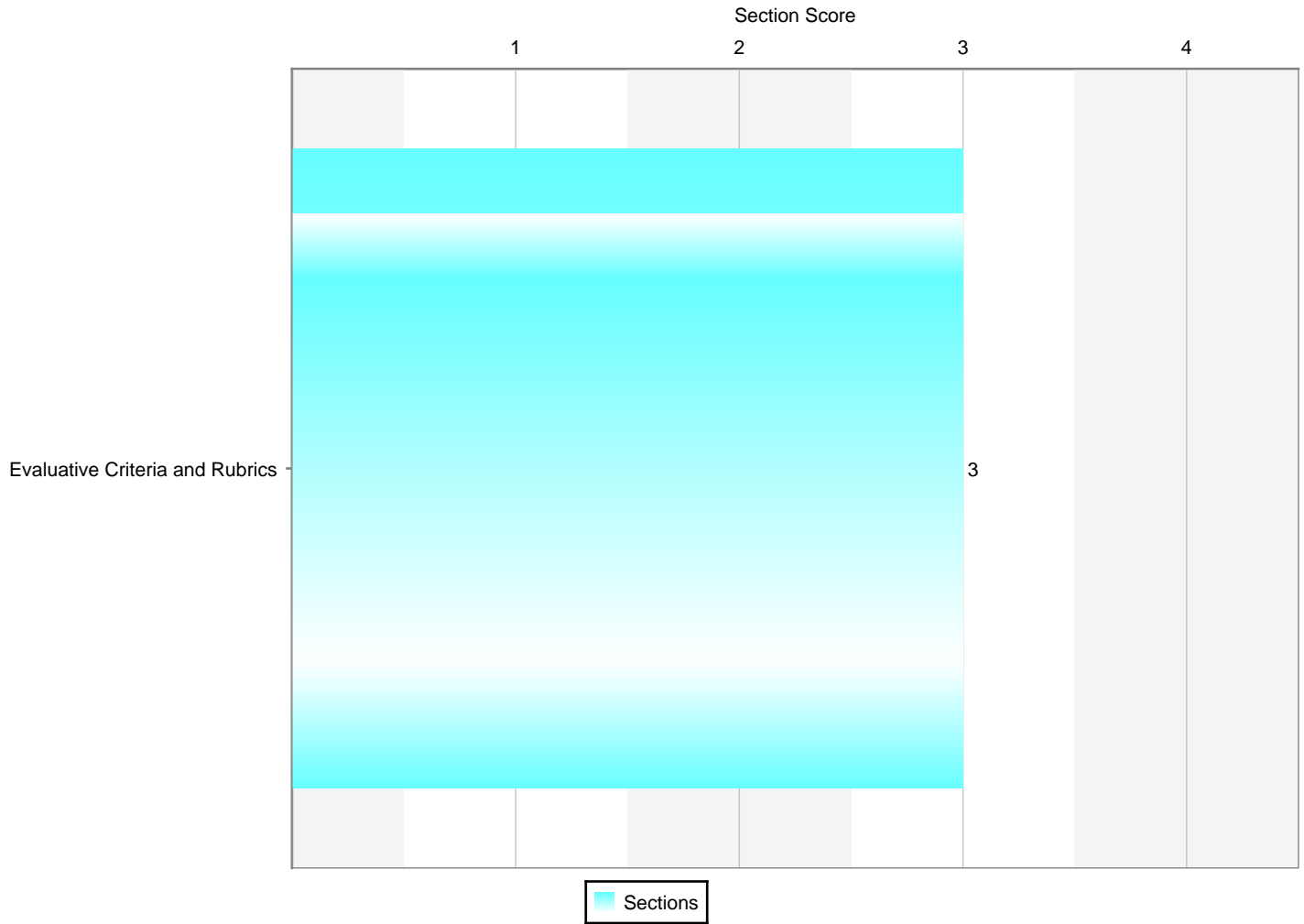
Currently, Limestone County Schools (LCS) and JES are working on a plan to secure funding for a full time counselor. With the merger of two elementary schools in western Limestone County, we hope Mrs. Carter can be transferred to full time counselor at JES. We are also working with the central office and behavior specialists to provide more counseling services for students.

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

Another area of concern consistent with needing more counseling services was Parent Survey question 23. 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. Again, being a small school with part time staff in key resource areas presents a real challenge for JES students and teachers.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

At the beginning of the 2016 - 2017 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 2016-2017 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 27, 2016.

2. 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. Unfortunately, due to increasing needs at other Limestone County Schools, Title One funds for JES decreased from \$139,000 in 2016 to \$64,000 in 2017. ACT Aspire and Dibels data also revealed an increasing number of non-proficient readers. During the spring of 2016, many struggling readers were screened for dyslexic tendencies and 32 students were identified for multi-sensory interventions. Based on this information, the ACIP Leadership team recommend that a majority of Title One funds be used for reading and multi-sensory interventions.

3. What conclusions were drawn from the results?

Based on the needs assessment surveys and discussions, students needed support in the following areas: 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 three part-time intervention teachers to assist with reading and multi-sensory interventions. Teachers and PTO are also working together to create positive behavior supports and incentives for good attendance.

4. 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 have a positive perception of JES. Student achievement continues to improve with higher standards. Test scores (ACT Aspire) continue to increase. New school programs (AMSTI and multi-sensory interventions) are improving 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.

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

JES has five priority goals for 2016 - 2017:

1. Increase Student Proficiency in Reading.
2. Increase Student Proficiency in Math.
3. Increase Student Proficiency in Science.
4. Increase College and Career Readiness.
5. 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.

6. 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 2015-2016 school year, only 54% of kindergarten students reached Dibels benchmark status with letter naming and 39% with words read correctly. At the beginning of 2016-2017 school year, only 42% of kindergarten students benchmarked with letter naming. Many kindergarten students could not name any letters. The 2016 ACT Aspire result shows that only 45% of 3rd graders, 43% of 4th graders , and 49% 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 also revamping the AR program in an effort to improve reading skills, parent involvement, and attendance. Based on the data, improving reading is the main focus.

7. 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 poor and white. The free & reduced lunch percentage is 56%. Many JES students face some form of poverty on a regular basis. With a total student population of 290, only 13 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

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

Goal 1:

Increase Student Proficiency in Core Academic Subject of Reading

Measurable Objective 1:

demonstrate a proficiency in reading by 05/12/2017 as measured by Dibels assessments.

Strategy1:

Accelerated Reading (AR) Program - In collaboration with classroom teachers, instructional coach, media specialist, and PTO volunteers, all K-5 students have more opportunities to read and complete AR assessments. This strategy will encourage students to read more and help teachers to closely monitor student reading progress.

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

Research Cited:

Activity - STAR Reading Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the STAR Reading test five times during the school year to monitor student progress and allow students to track their improvement in reading.	Technology Academic Support Program	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, media specialist, and K-5 teachers.

Activity - AR Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who improve AR reading scores will be eligible for specific prizes based on points accumulated. Prizes will be distributed bi-weekly by PTO volunteers.	Behavioral Support Program	09/19/2016	05/12/2017	\$1000 - Booster Fund	Principal, media specialist, and PTO volunteers.

Strategy2:

ARI Explicit Phonics Lessons - All K-5 classroom teachers and Title One intervention teachers will utilize ARI explicit phonics lessons on a daily basis.

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

Research Cited: What Works in School: Translating Research into Action (Marzano, 2003)

ACIP

Johnson Elementary School

Activity - Problem Solving Team & Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will participate in regularly scheduled Problem-Solving Team (PST) meetings and Data meetings to identify struggling students in reading and monitor student progress.	Policy and Process	09/07/2016	05/12/2017	\$0 - No Funding Required	Principal, counselor, reading coach, speech language pathologists, and K-5 classroom teachers.

Activity - Documentation of Explicit Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document instruction in lesson plans and progress monitoring notebooks. Administration and reading coach will review lesson plans and conduct weekly walkthroughs.	Policy and Process	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, and classroom teachers.

Activity - ARI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach will train teachers on new ARI modules, model effective lessons, and assist with progress monitoring.	Professional Learning	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, and classroom teachers.

Activity - Reading and Multi-Sensory Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 classroom teachers will provide multi-sensory lessons during core instruction. All Tier 3 reading students and students identified with dyslexic tendencies will receive an additional 30 minutes of instruction outside the classroom four times per week.	Academic Support Program Tutoring	08/29/2016	05/12/2017	\$0 - No Funding Required	Principal, Reading Coach, all K-5 teachers, and Title One Intervention Teachers..

Activity - Moby Max 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.	Technology Academic Support Program	09/12/2016	05/12/2017	\$1400 - Booster Fund	Principal, technology facilitator, and K-5 teachers.

Goal 2:

Increase Student Proficiency in Core Academic Subject of Math

Measurable Objective 1:

demonstrate a proficiency in math by 05/12/2017 as measured by Performance Series & ACT Aspire assessments.

Strategy1:

Math PLC - All K-5 Math teachers will participate in a Math PLC during the 2016 - 2017 school year. This professional development activity will encourage 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:

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	11/01/2016	05/12/2017	\$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.	Academic Support Program	11/01/2016	05/12/2017	\$0 - No Funding Required	Principal and K-5 classroom 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	11/01/2016	05/12/2017	\$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 - Moby Max 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.	Technology Academic Support Program	09/12/2016	05/12/2017	\$1400 - Booster Fund	Principal, technology facilitator, and K-5 classroom 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	01/05/2017	05/12/2017	\$0 - No Funding Required	Principal 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	06/06/2016	05/12/2017	\$0 - No Funding Required	Principal and all K-5 math teachers.

ACIP

Johnson Elementary School

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	09/12/2016	05/12/2017	\$500 - General Fund	Principal, instructional coach, and K-5 math teachers.

Activity - Number Talks Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sherry Parrish, author of Number Talks, will provide PD for all K-5 teachers on January 4, 2017.	Direct Instruction Professional Learning	01/04/2017	05/12/2017	\$2500 - Title I Part A	Principal, Sherry Parrish, and K-5 teachers.

Goal 3:

Increase Student Proficiency in Core Academic Subject of Science

Measurable Objective 1:

demonstrate a proficiency in science by 05/12/2017 as measured by ACT Aspire assessment.

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:

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, goggles, 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	09/12/2016	05/12/2017	\$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	Funding Amount & Source	Staff Responsible
In conjunction with Math PLCs, 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	11/01/2016	05/12/2017	\$1000 - Title I Part A	Principal, media specialist, and K-5 classroom teachers.

ACIP

Johnson Elementary School

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	10/03/2016	05/12/2017	\$0 - No Funding Required	Principal 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	01/04/2017	04/28/2017	\$500 - Annual Giving Fund	Principal and K-5 classroom teachers.

Goal 4:

Increase College and Career Readiness for all K - 5th grade students.

Measurable Objective 1:

increase student growth in reading by 05/12/2017 as measured by Performance Series assessments.

Strategy1:

Promote Teacher Leadership - Provide teachers will current and practical professional development activities.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Teacher Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5th grade classroom teachers will serve on one of the following committees: Advisory, Literacy, Math, and Technology. These committees allow teachers to stay updated on current issues and provide insight for future instructional and school operation decisions.	Other - Teacher Leadership	11/01/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, and all K-5 classroom teachers.

Activity - Conduct Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will read and present on the book Mindset: The New Psychology of Success by Carol S. Deweck.	Professional Learning	09/14/2016	12/16/2016	\$400 - Title I Part A	Principal, reading coach, and all PreK - 5th classroom teachers.

Strategy2:

Promote Student Leadership - JES will plan and conduct numerous activities to encourage student growth and leadership. Students will share responsibility for monitoring individual progress and have opportunities for dialogue with teachers, counselors, and administration.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

SY 2016-2017

ACIP

Johnson Elementary School

Activity - Data Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be required to organize and maintain a leadership notebook including current student assessment data (ex. Dibels and Performance Series) and attendance.	Academic Support Program Behavioral Support Program	09/12/2016	05/12/2017	\$300 - General Fund	Principal, counselor, and K-5 classroom teachers.

Activity - Student Leadership Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each year, a group of 3rd - 5th grade students are selected to serve on the Blue Crew. Blue Crew is a leadership committee that serves at official school functions (ex. grandparent's day) and also serves as an advisory committee for the principal.	Extra Curricular Community Engagement	09/19/2016	05/12/2017	\$200 - Booster Fund	Principal and 5th grade teachers.

Goal 5:

Provide Learning Supports & Reduce the Effects of Barriers to Student Achievement

Measurable Objective 1:

collaborate to improve daily attendance and reduce tardies by 05/12/2017 as measured by monthly Chalkable reports.

Strategy1:

Develop Effective Attendance and Behavior Interventions - Administration and teachers will develop positive activities including hallway posters, parent phone calls, and announcements on the Morning News that encourages greater attendance and fewer tardies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Recognition & Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES conducts a number of activities to encourage and recognize good attendance and behavior. These activities include: Breakfast of Champions, Awards Day, Bicycles for Perfect Attendance, and other prizes.	Behavioral Support Program	09/23/2016	05/12/2017	\$300 - General Fund	Principal, instructional coach, classroom teachers, and PTO.

Activity - Attendance Bulletin Board	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 .	Behavioral Support Program	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal and Assistant Principal.

ACIP

Johnson Elementary School

Activity - Attendance Calls to Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will collaborate in communicating with parents of students with excessive absences	Behavioral Support Program	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, secretary, SRO, and K-5 classroom teachers.

Strategy2:

Learning Supports Team - A committee of teachers, support staff, and community leaders will meet quarterly to discuss student needs and available resources. The committee will collaborate to identify needy/neglected students and locate appropriate resources to help improve home environments which will also improve student learning.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Networking and Agencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cooperate with area churches, business, government agencies, and non-profits to provide more resources for students.	Community Engagement	10/20/2016	05/12/2017	\$0 - No Funding Required	Principal and Learning Supports Team.

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers and support staff background on the need for learning supports. Staff will also learn how to more accurately identify struggling students and who to contact to provide student assistance.	Community Engagement Professional Learning	10/20/2016	05/12/2017	\$0 - No Funding Required	Principal

Activity - Learning Support Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly meetings will be held to discuss specific needs.	Community Engagement	10/20/2016	05/12/2017	\$0 - No Funding Required	Principal, nurse, guidance counselor, and PreK - 5th classroom teachers.

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

Increase Student Proficiency in Core Academic Subject of Reading

Measurable Objective 1:

demonstrate a proficiency in reading by 05/12/2017 as measured by Dibels assessments.

Strategy1:

ARI Explicit Phonics Lessons - All K-5 classroom teachers and Title One intervention teachers will utilize ARI explicit phonics lessons on a daily basis.

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

Research Cited: What Works in School: Translating Research into Action (Marzano, 2003)

Activity - Documentation of Explicit Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document instruction in lesson plans and progress monitoring notebooks. Administration and reading coach will review lesson plans and conduct weekly walkthroughs.	Policy and Process	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, and classroom teachers.

Activity - Problem Solving Team & Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will participate in regularly scheduled Problem-Solving Team (PST) meetings and Data meetings to identify struggling students in reading and monitor student progress.	Policy and Process	09/07/2016	05/12/2017	\$0 - No Funding Required	Principal, counselor, reading coach, speech language pathologists, and K-5 classroom teachers.

Activity - ARI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach will train teachers on new ARI modules, model effective lessons, and assist with progress monitoring.	Professional Learning	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, and classroom teachers.

Activity - Moby Max 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.	Technology Academic Support Program	09/12/2016	05/12/2017	\$1400 - Booster Fund	Principal, technology facilitator, and K-5 teachers.

Activity - Reading and Multi-Sensory Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 classroom teachers will provide multi-sensory lessons during core instruction. All Tier 3 reading students and students identified with dyslexic tendencies will receive an additional 30 minutes of instruction outside the classroom four times per week.	Tutoring Academic Support Program	08/29/2016	05/12/2017	\$0 - No Funding Required	Principal, Reading Coach, all K-5 teachers, and Title One Intervention Teachers..

Strategy2:

Accelerated Reading (AR) Program - In collaboration with classroom teachers, instructional coach, media specialist, and PTO volunteers, all K-5 students have more opportunities to read and complete AR assessments. This strategy will encourage students to read more and help teachers to closely monitor student reading progress.

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

Research Cited:

ACIP

Johnson Elementary School

Activity - AR Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who improve AR reading scores will be eligible for specific prizes based on points accumulated. Prizes will be distributed bi-weekly by PTO volunteers.	Behavioral Support Program	09/19/2016	05/12/2017	\$1000 - Booster Fund	Principal, media specialist, and PTO volunteers.

Activity - STAR Reading Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the STAR Reading test five times during the school year to monitor student progress and allow students to track their improvement in reading.	Technology Academic Support Program	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, media specialist, and K-5 teachers.

Goal 2:

Increase Student Proficiency in Core Academic Subject of Math

Measurable Objective 1:

demonstrate a proficiency in math by 05/12/2017 as measured by Performance Series & ACT Aspire assessments.

Strategy1:

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	01/05/2017	05/12/2017	\$0 - No Funding Required	Principal and 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	09/12/2016	05/12/2017	\$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	06/06/2016	05/12/2017	\$0 - No Funding Required	Principal and all K-5 math teachers.

ACIP

Johnson Elementary School

Activity - Number Talks Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sherry Parrish, author of Number Talks, will provide PD for all K-5 teachers on January 4, 2017.	Direct Instruction Professional Learning	01/04/2017	05/12/2017	\$2500 - Title I Part A	Principal, Sherry Parrish, and K-5 teachers.

Activity - Moby Max 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.	Academic Support Program Technology	09/12/2016	05/12/2017	\$1400 - Booster Fund	Principal, technology facilitator, and K-5 classroom teachers.

Strategy2:

Math PLC - All K-5 Math teachers will participate in a Math PLC during the 2016 - 2017 school year. This professional development activity will encourage 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:

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	11/01/2016	05/12/2017	\$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.	Academic Support Program	11/01/2016	05/12/2017	\$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	11/01/2016	05/12/2017	\$1000 - Title I Part A	Principal, technology facilitator, and K-5 teachers.

Goal 3:

Increase Student Proficiency in Core Academic Subject of Science

Measurable Objective 1:

demonstrate a proficiency in science by 05/12/2017 as measured by ACT Aspire assessment.

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:

Activity - Conduct Cross-Curricular Planning with Math Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with Math PLCs, 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	11/01/2016	05/12/2017	\$1000 - Title I Part A	Principal, media specialist, and K-5 classroom 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	10/03/2016	05/12/2017	\$0 - No Funding Required	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	09/12/2016	05/12/2017	\$10000 - Other	Principal, media specialist, technology facilitator, and K-5 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.	Extra Curricular Community Engagement Academic Support Program	01/04/2017	04/28/2017	\$500 - Annual Giving Fund	Principal and K-5 classroom teachers.

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

Goal 1:

Increase Student Proficiency in Core Academic Subject of Reading

Measurable Objective 1:

demonstrate a proficiency in reading by 05/12/2017 as measured by Dibels assessments.

Strategy1:

ARI Explicit Phonics Lessons - All K-5 classroom teachers and Title One intervention teachers will utilize ARI explicit phonics lessons on a daily basis.

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

Research Cited: What Works in School: Translating Research into Action (Marzano, 2003)

Activity - Reading and Multi-Sensory Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 classroom teachers will provide multi-sensory lessons during core instruction. All Tier 3 reading students and students identified with dyslexic tendencies will receive an additional 30 minutes of instruction outside the classroom four times per week.	Tutoring Academic Support Program	08/29/2016	05/12/2017	\$0 - No Funding Required	Principal, Reading Coach, all K-5 teachers, and Title One Intervention Teachers..

Activity - Moby Max 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.	Academic Support Program Technology	09/12/2016	05/12/2017	\$1400 - Booster Fund	Principal, technology facilitator, and K-5 teachers.

Activity - Problem Solving Team & Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will participate in regularly scheduled Problem-Solving Team (PST) meetings and Data meetings to identify struggling students in reading and monitor student progress.	Policy and Process	09/07/2016	05/12/2017	\$0 - No Funding Required	Principal, counselor, reading coach, speech language pathologists, and K-5 classroom teachers.

Activity - ARI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach will train teachers on new ARI modules, model effective lessons, and assist with progress monitoring.	Professional Learning	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, and classroom teachers.

Activity - Documentation of Explicit Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document instruction in lesson plans and progress monitoring notebooks. Administration and reading coach will review lesson plans and conduct weekly walkthroughs.	Policy and Process	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, and classroom teachers.

Goal 2:

Increase Student Proficiency in Core Academic Subject of Math

Measurable Objective 1:

demonstrate a proficiency in math by 05/12/2017 as measured by Performance Series & ACT Aspire assessments.

Strategy1:

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	01/05/2017	05/12/2017	\$0 - No Funding Required	Principal and K-5 math teachers.

Activity - Number Talks Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sherry Parrish, author of Number Talks, will provide PD for all K-5 teachers on January 4, 2017.	Direct Instruction Professional Learning	01/04/2017	05/12/2017	\$2500 - Title I Part A	Principal, Sherry Parrish, and K-5 teachers.

Activity - Moby Max 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.	Academic Support Program Technology	09/12/2016	05/12/2017	\$1400 - Booster Fund	Principal, technology facilitator, and K-5 classroom 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	06/06/2016	05/12/2017	\$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	09/12/2016	05/12/2017	\$500 - General Fund	Principal, instructional coach, and K-5 math teachers.

Goal 3:

Increase Student Proficiency in Core Academic Subject of Science

Measurable Objective 1:

demonstrate a proficiency in science by 05/12/2017 as measured by ACT Aspire assessment.

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:

Activity - Conduct Cross-Curricular Planning with Math Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with Math PLCs, 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	11/01/2016	05/12/2017	\$1000 - Title I Part A	Principal, media specialist, 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	09/12/2016	05/12/2017	\$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	10/03/2016	05/12/2017	\$0 - No Funding Required	Principal 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.	Extra Curricular Community Engagement Academic Support Program	01/04/2017	04/28/2017	\$500 - Annual Giving Fund	Principal and K-5 classroom teachers.

Goal 4:

Provide Learning Supports & Reduce the Effects of Barriers to Student Achievement

Measurable Objective 1:

collaborate to improve daily attendance and reduce tardies by 05/12/2017 as measured by monthly Chalkable reports.

Strategy1:

Learning Supports Team - A committee of teachers, support staff, and community leaders will meet quarterly to discuss student needs and available resources. The committee will collaborate to identify needy/neglected students and locate appropriate resources to help improve home environments which will also improve student learning.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers and support staff background on the need for learning supports. Staff will also learn how to more accurately identify struggling students and who to contact to provide student assistance.	Professional Learning Community Engagement	10/20/2016	05/12/2017	\$0 - No Funding Required	Principal

Activity - Networking and Agencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cooperate with area churches, business, government agencies, and non-profits to provide more resources for students.	Community Engagement	10/20/2016	05/12/2017	\$0 - No Funding Required	Principal and Learning Supports Team.

Activity - Learning Support Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly meetings will be held to discuss specific needs.	Community Engagement	10/20/2016	05/12/2017	\$0 - No Funding Required	Principal, nurse, guidance counselor, and PreK - 5th classroom teachers.

Strategy2:

Develop Effective Attendance and Behavior Interventions - Administration and teachers will develop positive activities including hallway posters, parent phone calls, and announcements on the Morning News that encourages greater attendance and fewer tardies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Recognition & Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES conducts a number of activities to encourage and recognize good attendance and behavior. These activities include: Breakfast of Champions, Awards Day, Bicycles for Perfect Attendance, and other prizes.	Behavioral Support Program	09/23/2016	05/12/2017	\$300 - General Fund	Principal, instructional coach, classroom teachers, and PTO.

ACIP

Johnson Elementary School

Activity - Attendance Bulletin Board	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 .	Behavioral Support Program	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal and Assistant Principal.

Activity - Attendance Calls to Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will collaborate in communicating with parents of students with excessive absences	Behavioral Support Program	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, secretary, SRO, and K-5 classroom teachers.

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

Increase College and Career Readiness for all K - 5th grade students.

Measurable Objective 1:

increase student growth in reading by 05/12/2017 as measured by Performance Series assessments.

Strategy1:

Promote Teacher Leadership - Provide teachers with current and practical professional development activities.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Teacher Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5th grade classroom teachers will serve on one of the following committees: Advisory, Literacy, Math, and Technology. These committees allow teachers to stay updated on current issues and provide insight for future instructional and school operation decisions.	Other - Teacher Leadership	11/01/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, and all K-5 classroom teachers.

Activity - Conduct Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will read and present on the book Mindset: The New Psychology of Success by Carol S. Deweck.	Professional Learning	09/14/2016	12/16/2016	\$400 - Title I Part A	Principal, reading coach, and all PreK - 5th classroom teachers.

Strategy2:

Promote Student Leadership - JES will plan and conduct numerous activities to encourage student growth and leadership. Students will share responsibility for monitoring individual progress and have opportunities for dialogue with teachers, counselors, and administration.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Data Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be required to organize and maintain a leadership notebook including current student assessment data (ex. Dibels and Performance Series) and attendance.	Academic Support Program Behavioral Support Program	09/12/2016	05/12/2017	\$300 - General Fund	Principal, counselor, and K-5 classroom teachers.

Activity - Student Leadership Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each year, a group of 3rd - 5th grade students are selected to serve on the Blue Crew. Blue Crew is a leadership committee that serves at official school functions (ex. grandparent's day) and also serves as an advisory committee for the principal.	Extra Curricular Community Engagement	09/19/2016	05/12/2017	\$200 - Booster Fund	Principal and 5th grade teachers.

Goal 2:

Provide Learning Supports & Reduce the Effects of Barriers to Student Achievement

Measurable Objective 1:

collaborate to improve daily attendance and reduce tardies by 05/12/2017 as measured by monthly Chalkable reports.

Strategy1:

Develop Effective Attendance and Behavior Interventions - Administration and teachers will develop positive activities including hallway posters, parent phone calls, and announcements on the Morning News that encourages greater attendance and fewer tardies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Calls to Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will collaborate in communicating with parents of students with excessive absences	Behavioral Support Program	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, secretary, SRO, and K-5 classroom teachers.

Activity - Attendance Bulletin Board	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 .	Behavioral Support Program	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal and Assistant Principal.

ACIP

Johnson Elementary School

Activity - Attendance Recognition & Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES conducts a number of activities to encourage and recognize good attendance and behavior. These activities include: Breakfast of Champions, Awards Day, Bicycles for Perfect Attendance, and other prizes.	Behavioral Support Program	09/23/2016	05/12/2017	\$300 - General Fund	Principal, instructional coach, classroom teachers, and PTO.

Strategy2:

Learning Supports Team - A committee of teachers, support staff, and community leaders will meet quarterly to discuss student needs and available resources. The committee will collaborate to identify needy/neglected students and locate appropriate resources to help improve home environments which will also improve student learning.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Learning Support Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly meetings will be held to discuss specific needs.	Community Engagement	10/20/2016	05/12/2017	\$0 - No Funding Required	Principal, nurse, guidance counselor, and PreK - 5th classroom teachers.

Activity - Networking and Agencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cooperate with area churches, business, government agencies, and non-profits to provide more resources for students.	Community Engagement	10/20/2016	05/12/2017	\$0 - No Funding Required	Principal and Learning Supports Team.

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers and support staff background on the need for learning supports. Staff will also learn how to more accurately identify struggling students and who to contact to provide student assistance.	Professional Learning Community Engagement	10/20/2016	05/12/2017	\$0 - No Funding Required	Principal

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

Goal 1:

Increase Student Proficiency in Core Academic Subject of Reading

Measurable Objective 1:

demonstrate a proficiency in reading by 05/12/2017 as measured by Dibels assessments.

Strategy1:

Accelerated Reading (AR) Program - In collaboration with classroom teachers, instructional coach, media specialist, and PTO volunteers, all K-5 students have more opportunities to read and complete AR assessments. This strategy will encourage students to read more and help teachers to closely monitor student reading progress.

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

Research Cited:

Activity - STAR Reading Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the STAR Reading test five times during the school year to monitor student progress and allow students to track their improvement in reading.	Technology Academic Support Program	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, media specialist, and K-5 teachers.

Activity - AR Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who improve AR reading scores will be eligible for specific prizes based on points accumulated. Prizes will be distributed bi-weekly by PTO volunteers.	Behavioral Support Program	09/19/2016	05/12/2017	\$1000 - Booster Fund	Principal, media specialist, and PTO volunteers.

Strategy2:

ARI Explicit Phonics Lessons - All K-5 classroom teachers and Title One intervention teachers will utilize ARI explicit phonics lessons on a daily basis.

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

Research Cited: What Works in School: Translating Research into Action (Marzano, 2003)

Activity - Moby Max 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.	Academic Support Program Technology	09/12/2016	05/12/2017	\$1400 - Booster Fund	Principal, technology facilitator, and K-5 teachers.

Activity - Problem Solving Team & Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will participate in regularly scheduled Problem-Solving Team (PST) meetings and Data meetings to identify struggling students in reading and monitor student progress.	Policy and Process	09/07/2016	05/12/2017	\$0 - No Funding Required	Principal, counselor, reading coach, speech language pathologists, and K-5 classroom teachers.

Activity - ARI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach will train teachers on new ARI modules, model effective lessons, and assist with progress monitoring.	Professional Learning	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, and classroom teachers.

Activity - Reading and Multi-Sensory Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 classroom teachers will provide multi-sensory lessons during core instruction. All Tier 3 reading students and students identified with dyslexic tendencies will receive an additional 30 minutes of instruction outside the classroom four times per week.	Tutoring Academic Support Program	08/29/2016	05/12/2017	\$0 - No Funding Required	Principal, Reading Coach, all K-5 teachers, and Title One Intervention Teachers..

Activity - Documentation of Explicit Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document instruction in lesson plans and progress monitoring notebooks. Administration and reading coach will review lesson plans and conduct weekly walkthroughs.	Policy and Process	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, and classroom teachers.

Goal 2:

Increase Student Proficiency in Core Academic Subject of Math

Measurable Objective 1:

demonstrate a proficiency in math by 05/12/2017 as measured by Performance Series & ACT Aspire assessments.

Strategy1:

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	09/12/2016	05/12/2017	\$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	06/06/2016	05/12/2017	\$0 - No Funding Required	Principal and all K-5 math teachers.

ACIP

Johnson Elementary School

Activity - Number Talks Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sherry Parrish, author of Number Talks, will provide PD for all K-5 teachers on January 4, 2017.	Professional Learning Direct Instruction	01/04/2017	05/12/2017	\$2500 - Title I Part A	Principal, Sherry Parrish, and K-5 teachers.

Activity - Moby Max 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.	Technology Academic Support Program	09/12/2016	05/12/2017	\$1400 - Booster Fund	Principal, technology facilitator, and K-5 classroom 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	01/05/2017	05/12/2017	\$0 - No Funding Required	Principal and K-5 math teachers.

Goal 3:

Provide Learning Supports & Reduce the Effects of Barriers to Student Achievement

Measurable Objective 1:

collaborate to improve daily attendance and reduce tardies by 05/12/2017 as measured by monthly Chalkable reports.

Strategy1:

Learning Supports Team - A committee of teachers, support staff, and community leaders will meet quarterly to discuss student needs and available resources. The committee will collaborate to identify needy/neglected students and locate appropriate resources to help improve home environments which will also improve student learning.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Learning Support Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly meetings will be held to discuss specific needs.	Community Engagement	10/20/2016	05/12/2017	\$0 - No Funding Required	Principal, nurse, guidance counselor, and PreK - 5th classroom teachers.

Activity - Networking and Agencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cooperate with area churches, business, government agencies, and non-profits to provide more resources for students.	Community Engagement	10/20/2016	05/12/2017	\$0 - No Funding Required	Principal and Learning Supports Team.

ACIP

Johnson Elementary School

Activity - Learning Supports Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers and support staff background on the need for learning supports. Staff will also learn how to more accurately identify struggling students and who to contact to provide student assistance.	Community Engagement Professional Learning	10/20/2016	05/12/2017	\$0 - No Funding Required	Principal

Strategy2:

Develop Effective Attendance and Behavior Interventions - Administration and teachers will develop positive activities including hallway posters, parent phone calls, and announcements on the Morning News that encourages greater attendance and fewer tardies.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Attendance Calls to Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will collaborate in communicating with parents of students with excessive absences	Behavioral Support Program	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, secretary, SRO, and K-5 classroom teachers.

Activity - Attendance Bulletin Board	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 .	Behavioral Support Program	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal and Assistant Principal.

Activity - Attendance Recognition & Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES conducts a number of activities to encourage and recognize good attendance and behavior. These activities include: Breakfast of Champions, Awards Day, Bicycles for Perfect Attendance, and other prizes.	Behavioral Support Program	09/23/2016	05/12/2017	\$300 - General Fund	Principal, instructional coach, classroom teachers, and PTO.

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

Increase Student Proficiency in Core Academic Subject of Reading

Measurable Objective 1:

demonstrate a proficiency in reading by 05/12/2017 as measured by Dibels assessments.

Strategy1:

ARI Explicit Phonics Lessons - All K-5 classroom teachers and Title One intervention teachers will utilize ARI explicit phonics lessons on a

ACIP

Johnson Elementary School

daily basis.

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

Research Cited: What Works in School: Translating Research into Action (Marzano, 2003)

Activity - Problem Solving Team & Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 teachers will participate in regularly scheduled Problem-Solving Team (PST) meetings and Data meetings to identify struggling students in reading and monitor student progress.	Policy and Process	09/07/2016	05/12/2017	\$0 - No Funding Required	Principal, counselor, reading coach, speech language pathologists, and K-5 classroom teachers.

Activity - Documentation of Explicit Phonics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will document instruction in lesson plans and progress monitoring notebooks. Administration and reading coach will review lesson plans and conduct weekly walkthroughs.	Policy and Process	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, and classroom teachers.

Activity - Moby Max 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.	Academic Support Program Technology	09/12/2016	05/12/2017	\$1400 - Booster Fund	Principal, technology facilitator, and K-5 teachers.

Activity - Reading and Multi-Sensory Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 classroom teachers will provide multi-sensory lessons during core instruction. All Tier 3 reading students and students identified with dyslexic tendencies will receive an additional 30 minutes of instruction outside the classroom four times per week.	Academic Support Program Tutoring	08/29/2016	05/12/2017	\$0 - No Funding Required	Principal, Reading Coach, all K-5 teachers, and Title One Intervention Teachers..

Activity - ARI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach will train teachers on new ARI modules, model effective lessons, and assist with progress monitoring.	Professional Learning	09/12/2016	05/12/2017	\$0 - No Funding Required	Principal, reading coach, and classroom teachers.

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

Goal 1:

Increase Student Proficiency in Core Academic Subject of Science

Measurable Objective 1:

demonstrate a proficiency in science by 05/12/2017 as measured by ACT Aspire assessment.

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:

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, goggles, 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	09/12/2016	05/12/2017	\$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	Funding Amount & Source	Staff Responsible
In conjunction with Math PLCs, 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	11/01/2016	05/12/2017	\$1000 - Title I Part A	Principal, media specialist, and K-5 classroom 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	10/03/2016	05/12/2017	\$0 - No Funding Required	Principal 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.	Extra Curricular Academic Support Program Community Engagement	01/04/2017	04/28/2017	\$500 - Annual Giving Fund	Principal and K-5 classroom teachers.

Component 3: Instruction by Qualified Staff

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

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

3. Describe how staffing decision ensure that 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

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

JES is has a small, close knit family of educators and friends. A majority of teachers enjoy working at JES and continue teaching until retirement. For the 2015 - 2016 school year, three teachers left JES. One teacher retired and the remaining two teachers were non-renewed due to decreased Title One funding.

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

JES has a mixture of veteran teachers and newcomers. Out of 13 classroom teachers, three teachers have less than 5 years experience, three teachers have 5 - 10 years experience, and the remaining seven teachers have 10 or more years in teaching. The instructional coach and media specialist both have obtained an Ed.S.

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

N/A

Component 5: High Quality and Ongoing Professional Development

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

JES has planned and implemented numerous professional development activities that meets the instructional and school culture needs of teachers and aligns with the 2016 - 2017 ACIP. In September 2016, teachers began a book study on Carol Dweck's *Mindset: The New Psychology of Success*. Each teacher was assigned to a group and will present a chapter during the 1st semester. During the summer of 2016, 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 are also participating in a PLC focused on improving inquiry based instruction and teacher collaboration. Math teachers will also learn 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. Administration has also scheduled 1/2 day vertical planning sessions to allow reading teachers the opportunity to collaborate on small group and Tier 2 instruction.

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

During the 2016 - 2017 school year, classroom teachers will have numerous professional development activities including AMSTI math and science training, Number Talks with Sherry Parrish, Math PLCs, vertical planning in reading and multi-sensory interventions, and a book study on the Growth Mindset. The principal has and/or will participate in many of the teacher PD activities listed above. The principal is also a member of PLCs in developing effective math and science PLCs, improving school culture, and STEM initiatives. Currently, the principal is participating in the Key Leaders Network, AMSTI PLU, Principally Speaking Network, and Learning Supports Planning. Paraprofessionals will receive classroom management and behavior training and suicide prevention training. Parents will have the opportunity to participate in Accelerated Reader (AR), Title One Training, and Number Talks training.

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

Each year, new teachers are assigned an individual mentor and work closely with the mentor throughout the year. During the 2016-2017 school year, one K-5 teacher, one PreK teacher, and one Special Ed. teacher is involved in mentoring activities. Mentors also receive training from the district office on how to assist new teachers with classroom management, documentation, RTI, Educate Alabama, and standards based instruction.

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

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. The Math PLC and Reading vertical training sessions will continue to grow and improve each year. JES also plans on scheduling additional multi-sensory training for all classroom teachers. With the training and PLCs

ACIP

Johnson Elementary School

mentioned above, JES will receive "sustained and ongoing" PD that meets currently ACIP and future ACIP goals.

Component 6: Transition Strategies

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

Johnson Elementary is fortunate to have 3 inclusive PreK classes and one OSR (Office of School Readiness) class to prepare 3-4 year old children for kindergarten. Utilizing Title One funds, many of these students also attend a week of Kindergarten camp each July. As a small PreK - 5th school, some graduating 5th graders struggle to transition to middle school at Ardmore High School. Throughout their last year, 5th grade teachers discuss with students the importance of good study skills, organization skills, and good attendance to be successful. Each spring, administration schedules a 5th grade tour of the Ardmore campus. JES also invites Ardmore teachers, administrators, and counselors to meet with parents and students at Johnson for a brief orientation and question/answer session. These strategies and activities help better prepare students during transition grades and help ease parent fears and concerns.

Component 7: Teacher Participation in Making Assessment Decisions

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

JES teachers participate in regularly scheduled data meetings each 9 Weeks to discuss Performance Series and ACT Aspire Data. Principal and instructional coach collaborates 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. 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

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

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.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Each Monday - Thursday from 7:55 - 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.

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

The school readiness gap continues to grow among JES students. Few students are adequately prepared for kindergarten. Over time, the gap narrows for many students, but differentiation is essential to improve instruction and learning. JES utilizes more small group and less whole group during core instruction. Students are grouped based on achievement levels indicated by Performance Series and ACT Aspire results. This allows teachers to focus on key skills needed for each small group. Teachers also utilize one-on-one instruction and peer tutoring for differentiated instruction.

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

In past years, JES provided after school tutoring in math and reading. Unfortunately, due to cuts in 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.

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

The 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.

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

N/A

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

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

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, math PLCs, Number Talks, AMSTI training, AR reading program, multi-sensory training, and attendance procedures all contribute to the five priority goals.

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

Alabama College and Career Ready Standards and Alabama Reading Initiative (ARI) is the foundation of the reading program. CCRS and Alabama Math, Science, & Technology Initiative (AMSTI) and the Investigations curriculum is the basis for the math and science program. Local reading and STEM initiatives also support CCRS, ARI, and AMSTI. Title One funds are utilized to provide the additional instructional and material supports need to achieve schoolwide goals and improve student learning.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Component 10: Evaluation

1. 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 2015-2016 schoolwide program and make recommendations for 2016 - 2017. 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.

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

The Leadership Team and teachers reviewed ACT Aspire and Performance Series results for 2015-2016 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 2016-2017 school year.

3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

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 uses 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.

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

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

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

Yes. Each year, JES has one goal related to reading and math. For the past two years, JES also included a goal on preparing all students for CCRS standards. Based on recent ACT Aspire data, math achievement has improved, but our reading goals have not been reached yet. AMSTI activities will continue to improve math skills. With new ARI training, revamped AR programs, progress monitoring, greater use of data, explicit phonics lessons, and multi-sensory interventions, we expect reading to improve significantly during the 2016 - 2017 school year.
SY 2016-2017

Most teachers are now comfortable with CCRS standards, have developed/secured appropriate standards based resources, and do not use textbooks as often. Overall, JES have learned to teach the standards instead of the textbooks.

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

Two goals from the 2015 CIP completely revised or deleted include each child having an adult advocate and improved technology. JES students have numerous opportunities to interact individually with teachers, so each child truly has an advocate. We have also significantly improved technology with more devices and better equipment. Overall, JES no longer has critical technology needs.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	17.85	20.35	1,001,313.00
Administrator Units	1.00	17.85	82,500.00
Assistant Principal	0.00	0.00	0.00
Counselor	0.50	0.5	30,000.00
Librarian	1.00	1.0	60,000.00
Career and Technical Education Administrator	0.00	0.00	0.00
Career and Technical Education Counselor	0.00	0.00	0.00
Technology	20.35	3446.0	3,446.00
Professional Development	20.35	1298.0	1,298.00
State ELL Funds	0.10	.10	0.00
Instructional Supplies	20.35	8251.0	8,251.00
Library Enhancement	20.35	433.92	433.92
Totals			1,187,241.92

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	64000.0

Provide a brief explanation and breakdown of expenses.

1. Part-Time Intervention Teachers - \$49,000
2. Technology - \$2,500
3. Kindergarten Camp & Materials - \$2,800
4. Materials & Supplies - \$5,000
5. Parental Involvement - \$1,500
6. Professional Development - \$3,500

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activities Provide the total.	3500.0

Provide a brief explanation and a breakdown of expenses.

Title One Professional development budget consists of literacy and math workshops. In January 2017, Sherry Parrish, creator of Number Talks math strategies, will present to all K-5 teachers. Estimated cost is \$2500. Remaining \$1000 will be used for substitutes during local reading workshops and math PLCs.

Title III

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

Provide a brief explanation and a breakdown of expenses.

JES has a small EL student population. EL students will receive academic supports during tier reading and multi-sensory interventions four days a week.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

JES does not offer Career and Technical Education courses.

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

Provide a brief explanation and breakdown of expenses.

JES does not offer Tech Prep.

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

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

JES conducted the annual Title One Parents Meeting on Tuesday, September 27. 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.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

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.

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

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 Face Book and Twitter, and frequent announcements are made via Remind 101. Title One information is also discussed in the Principal's Blog. Spanish versions of all documents are also readily available.

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

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 and promoting greater parent involvement for 2016-2017.

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

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 Face Book messenger. During the 2016-2017 school year, administration plans to begin an informal Coffee with the Principal each 9 weeks to expand parent relationships and gain new insights on school programs.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

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.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

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 reading coach also sends home reading and math materials to help parents better understand how to help children with homework. The staff is also planning a special parent training night to inform parents about Lexile levels, Dibels benchmarks, and Moby Max scores.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

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.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

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.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

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, Face Book, Remind 101, and newsletters to keep parents informed of upcoming events and student activities.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

The front office and principal strive to maintain a positive work environment where everyone feels welcome and appreciated each day. JES is

ready and willing to assist parents at any time with any activity.

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

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.