



ACIP

Maryvale Elementary School

Mobile County Board of Education

June C Stanford, Principal
1901 North Maryvale Street
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Executive Summary

Introduction

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

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

Description of the School

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

Maryvale Elementary is an urban school located in the Maysville community of Mobile, Alabama. The teacher faculty is 100% Highly Qualified, with 78% of the faculty having acquired tenure. Thirty-nine percent of the teaching faculty is Caucasian and 61% is African American. The student population is 96% African American, 2.8% Caucasian, 1% Hispanic, and less than 1% Native American. Ninety-eight percent of the students are considered economically disadvantaged. Maryvale serves a community that is a mixture of homeowners and renters. The community has a high transiency rate, therefore many students are entering or withdrawing from Maryvale throughout the school year.

The projected enrollment for 2016-2017 is 535 students including Pre-k through fifth grade. Maryvale has experienced large population changes for two different years due to school zone redistricting during the 2012-2013 and 2014-2015 school years.

School's Purpose

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

"The mission of Maryvale Elementary is to prepare our students to become productive and thoughtful citizens who make lifelong contributions to the diverse world where they live. This will be accomplished through a challenging and motivating curriculum dedicated to educating the whole child, led by the efforts of our staff, parents, and community in a safe and nurturing environment."

In order to encourage, motivate and challenge students, Maryvale offers Extended Day Tutoring for third through fifth grade students, an engineering club for fourth and fifth grade students, Project Based Learning (PBL) in all grade levels, a math team for fifth grade students, Coding Club for fourth and fifth grade students, Archery for fourth and fifth grade students, and an Honor Choir. Maryvale participates yearly in a district wide math competition and spelling bee. In addition, Maryvale has an active Student Council to help develop citizenship and leadership qualities in students, and Maryvale inducts students into the National Elementary Honor Society each year to recognize outstanding leadership and academic accomplishments. Maryvale also has a Spirit Team squad to encourage schoolwide academic success and community service.

Maryvale employs an Instructional Partner to assist teachers with instructional strategies, lesson plans, curriculum, assessments, and lesson modeling. Maryvale also utilizes three retired certified intervention teachers to work with struggling K-2nd grade students during the day.

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.

Maryvale's ACT Aspire scores increased in reading and math from the 2013-2014 and 2014-2015 school year to the 2015-2016 school year. The number of Accelerated Reading tests passed increased from 4,144 at the end of the 2014-2015 school year to 15,983 by the end of the 2015-2016 school year.

Each classroom has a SMART Board, LCD projector, a document camera, a minimum of three computers available for student use, and at least one Samsung Galaxy tablet for student usage. Two computer labs, one with thirty desktop computers and one with 24 desktop computers, and a media center with 15 desktop computers are also provided.

An Ipad for each K-2nd grade classroom was purchased at the end of the 2015-2016 school year and 24 desktop computers were purchased and installed in the middle of the 2015-2016 school year for a 2nd computer lab giving each class twice the amount of computer lab time each week.

Maryvale has hosted Parent Academies throughout the school year since the 2014-2015 school year. Each year the school implements a new activity or program within the Parent Academy to fit the needs of the parents. The goal is to teach strategies to parents to enable them to help their children in the areas of reading, math, social skills and to foster the school-family connection. During the 2015-2016 school year, a Family Board Game Day was held. Parents had fun family time with their children while their children were learning math, language, social and decision making skills. The school counselor initiated a Counselor Chat for parents to educate and facilitate discussion concerning school issues, and an All Pro Dad program began which focuses on positive male role models in the family. Both of these programs began during the 2015-2016 school year. Maryvale has seen an increase of parental involvement in the past two years in part, due to these programs.

Maryvale began Project Based Learning (PBL) during the 2014-2015 school year to provide more opportunities for students to work collaboratively, research and solve real world problems. PBL will continue during the 2016-2017 academic school year.

During the 2016-2017 school year, Maryvale will begin the Digital Literacy Project. This will offer participating educators proven strategies for integrating educational technologies and digital media into classroom instruction.

Maryvale's areas for improvement for the 2016-2017 school year are to increase reading and math ACT Aspire scores. In addition, there is a need to increase the number of nonfiction texts read independently by students across all grade levels. This will assist in increasing the ACT Aspire reading test scores.

Additional Information

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

The school faculty continuously collects and analyzes data through grade level, Problem Solving Team (PST) and academic team meetings to identify struggling students and develop strategies to meet all students' needs. Teachers participate in ongoing professional development based on student and teacher needs which enables teachers to continuously strive for quality teaching and high academic achievement. New strategies are continuously researched and implemented to encourage, motivate, and challenge all students. Lessons are modeled by the District Reading Coaches and the Instructional Partner, and side-by-side coaching is utilized. Students are learning to work collaboratively to research and solve real world problems through Project Based Learning (PBL) which is utilized school wide. Maryvale has partnered with Mobile's Delta Bike Project to encourage students to read books, and bikes will be given to the top fourth and fifth grade students with the top Accelerated Reading scores at the end of third quarter.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Acip committee, comprised of one teacher from each grade level, a special education resource teacher, the media specialist, counselor, Title I Facilitator, Instructional Partner, paraprofessional, principal and parent representatives, collaborated to develop and provide their input to the improvement plan. The committee met at various times during the summer and the school year to accommodate the different personnel's schedules. The parent representatives volunteered to be on the committee. Teachers on the committee are rotated off every few years to give all teachers the opportunity to actively be engaged with school planning.

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

The faculty and staff representatives are comprised of one teacher from each grade level, the Principal, Counselor, Instructional Partner, Title I Facilitator, Special Education Resource teacher and paraprofessional. The faculty and staff representatives disaggregated and analyzed data and collaborated to create objectives, strategies and activities that were tailored to Maryvale's needs. Volunteer parent representatives met with staff members and helped to review and revise the Parental Involvement Plan, the School-Parent Compact, and they provided input for programs and/or activities they would like to see implemented at Maryvale. Parents were also given the opportunity to provide input on the ACIP goals and its components. The data is presented, and when the plan is completed, all representatives have an opportunity to review it and offer additional comments.

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 the plan is completed, it is presented to all of the faculty for discussion. It is then posted to the school's website, and a copy is placed in the school office and Title I Facilitator's room. A notice is placed in the school newsletter and on the school website that the plan is completed and available for all stakeholders to read. The plan is reviewed and updated quarterly and is revised if needed. Review documentation is placed on the school's 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 | Maryvale Student Performance Data is uploaded. | Maryvale Student Performance 2016-2017 |

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

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected. | Level 2 |

| | 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?

Fourth grade students scored 37% Ready on the 2015-2016 math ACT Aspire test. This is an increase of 4% from 2015-2016.

Third grade students scored 26% Ready on the 2015-2016 math ACT Aspire test. This was an increase of 10% from 2015-2016.

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

Maryvale fourth grade students scored 17% proficient on the 2016 spring ACT Aspire reading test. This is an increase of 7% from the spring 2015 ACT Aspire. Maryvale third through fifth grade students' 2016 spring ACT Aspire reading scores increased by 3% proficient from the spring 2015 ACT Aspire. Third grade math 2016 spring ACT Aspire scores increased by 10% from the spring 2015 ACT Aspire. This is an increase from 16% proficient to 26% proficient. Maryvale third through fifth grade students' spring 2016 math ACT Aspire scores increased by 6% from the 2015 spring math ACT Aspire. This is an increase from 20% to 26% proficient. Fourth grade reading ACT Aspire scores increased 9.2% from 2013-2014 to 2015-2016. Third grade female students math spring 2016 ACT Aspire scores increased by 14.3% from the 2015 math spring ACT Aspire scores. This was an increase from 11% to 26% proficient. Universal Screening (STAR) results indicate the percentage of student that benchmarked in math increased from 16% in 2014-2015 to 31% by the end of the 2015-2016 school year.

Which area(s) indicate the overall highest performance?

Third grade math spring ACT Aspire scores increased by 10% from 2014-2015 to 2015-2016 from 16% proficient to 26% proficient. Fourth grade 2016 math spring ACT Aspire scores increased by 4% from the 2015 spring ACT Aspire scores. This is an increase from 33% to 37%.

Third through fifth grade students scored 26% proficient on the spring 2016 math ACT Aspire. This is an increase of 5% from the spring 2015 ACT Aspire.

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

Third grade male math ACT Aspire scores increased the past three years from 29.3% (2013-2014) to 35.0% (2014-2015) to 42.0% (2015-2016) proficient.

Fourth grade female students' math ACT Aspire scores have increased for the past three years from 29.3% (2013-2014) to 35.0% (2014-2015) to 42.0% (2015-2016) proficient.

Fourth grade male students' math ACT Aspire scores have increased for the past three years from 21.2% (2013-2014) to 31.6% (2014-2015) to 33.3% (2015-2016) proficient.

Third and fourth grade female students reading ACT Aspire scores have steadily increased for the past three years from 2.9% (2013-2014) to 5.7% (2014-2015) to 14.3% (2015-2016) proficient for third grade and 7.3% (2013-2014) to 12.5% (2014-2015) to 21.2% (2015-2016)

proficient for fourth grade.

Between which subgroups is the achievement gap closing?

Third grade female students scored 25.7% and third grade male students scored 26.8% on the spring ACT Aspire math test. This is a difference of 1.1% between the two subgroups.

The achievement gap between fifth grade male and female students for reading is closing.

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

The Universal Screening Assessment (STAR) shows data that correlates and is consistent with the reported findings.

Areas in Need of Improvement

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

Fifth grade students scored 7% proficient on the reading 2015-2016 ACT Aspire reading.

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

5th grade math ACT Aspire scores have decreased from 28% proficient from the spring 2013-2014 ACT Aspire, to 13.3% proficient on the spring 2015-2016 ACT Aspire..

Which area(s) indicate the overall lowest performance?

Fifth grade students scored 7% proficient on the 2015-2016 ACT Aspire reading. STAR data indicates the same level of performance as 5% of 5th grade students benchmarked on the STAR reading assessment at the end of the 2015-2016 school year.

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

Fifth grade female students' math ACT Aspire scores have decreased from 29.4% proficient in 2014-2015 to 11.6% proficient in 2015-2016. Third grade male students reading ACT Aspire scores decreased from 16.4% proficient (2014-2015) to 10.7% proficient (2015-2016). Fifth grade female reading ACT Aspire scores have decreased three years from 2013-2014 to 2015-2016 from 13.7% (2013-2014) proficient to 7.0% (2015-2016) proficient.

Between which subgroups is the achievement gap becoming greater?

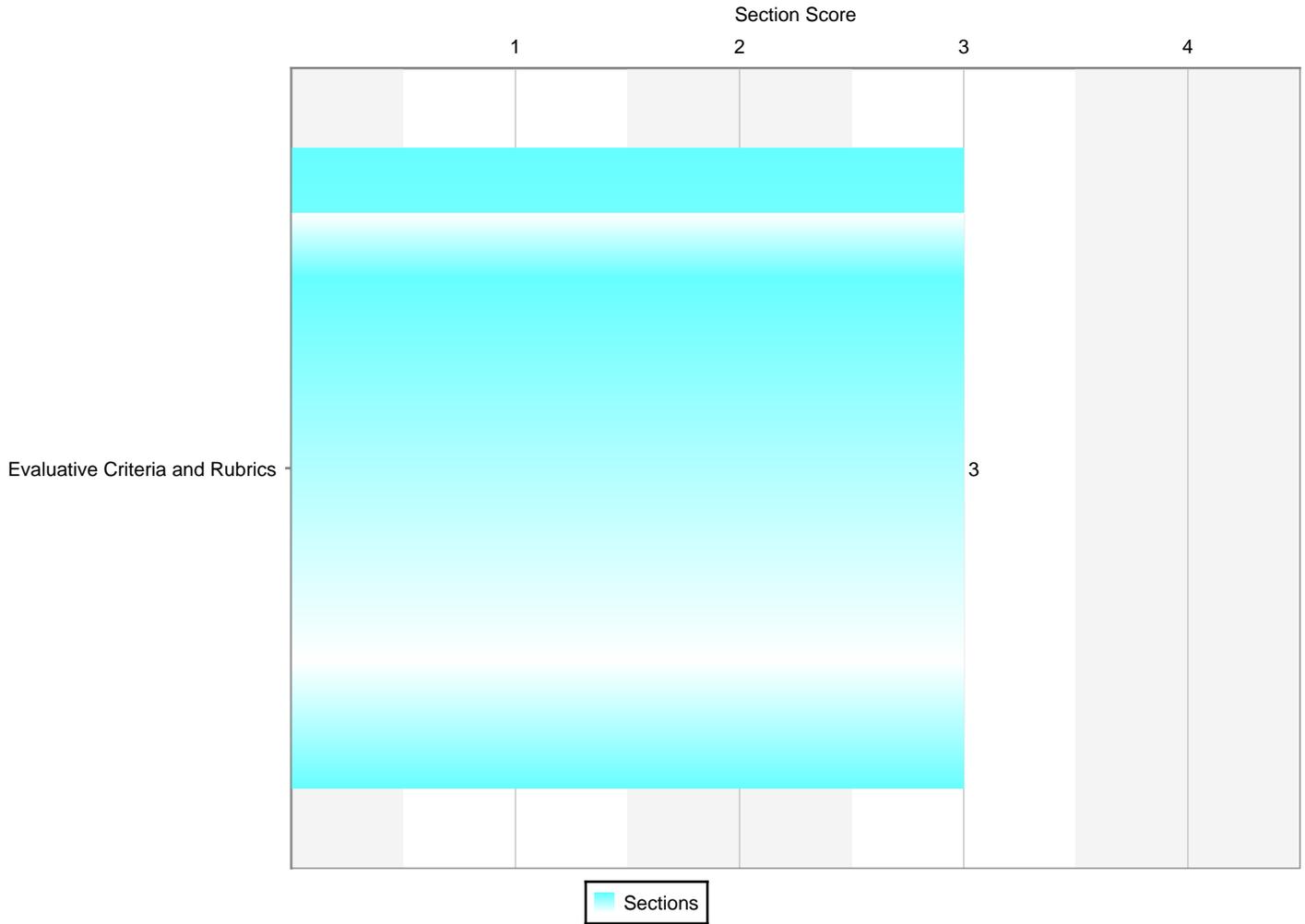
Fifth grade male student's math scores increased to 15.0% proficient on the 2015-2016 math ACT Aspire while fifth grade female students' math scores decreased to 11.4%.

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

Data indicates 5% of 5th grade students benchmarked on the STAR assessment for 2015-2016, and 7% of 5th grade students were proficient in reading on the 2015-2016 ACT Aspire.

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 | | Maryvale Acip Committee Members 2016-2017 |

| 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 | | Maryvale Assurance 16-17 |

| 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 | June Stanford, Principal 1901 N. Maryvale St Mobile, Al. 36605 251-221-1810 | Maryvale Principal Assurance |

| 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 | | Maryvale Parental Involvement Plan 16-17 |

| 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 | | Maryvale School-Parent Compact 16-17 |

Maryvale 2016-2017

Overview

Plan Name

Maryvale 2016-2017

Plan Description

2016-2017 plan

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 by 2% the total number of Accelerated Reader quizzes passed by K-5th grade students from 15,983 at the end of the 2015-2016 school year to 16,302 by the end of the 2016-2017 school year to be measured at the end of each quarter. | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$654706 |
| 2 | Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas. | Objectives: 4 Strategies: 4 Activities: 9 | Academic | \$1144635 |
| 3 | Prepare and Support Teachers to graduate College and Career Ready Students | Objectives: 2 Strategies: 2 Activities: 4 | Organizational | \$173989 |
| 4 | Provide digital tools and resources to all educators and students. | Objectives: 2 Strategies: 3 Activities: 4 | Organizational | \$223980 |
| 5 | Prepare and support students through student support services | Objectives: 5 Strategies: 5 Activities: 7 | Organizational | \$283528 |

Goal 1: Increase by 2% the total number of Accelerated Reader quizzes passed by K-5th grade students from 15, 983 at the end of the 2015-2016 school year to 16,302 by the end of the 2016-2017 school year to be measured at the end of each quarter.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in comprehension by 06/01/2017 in Reading by 06/01/2017 as measured by a 2% increase in the number of Accelerated Reader tests passed..

Strategy 1:

Reading Comprehension - Grade level teachers will work together with support personnel to provide literature for students to read and assess comprehension through Accelerated Reader quizzes. Reports will be generate quarterly to monitor progress.

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

Research Cited: National Center on Intensive Intervention at American Institutes for Research

| Activity - Accelerated Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|--|---------------------------------------|
| Grade level teachers will work together with support personnel to provide literature for students to read and assess comprehension through Accelerated Reader quizzes. Report will be generated quarterly to monitor progress. | Academic Support Program | 08/22/2016 | 06/02/2017 | \$654706 | State Funds, District Funding, State Funds, Title I Part A | teachers, principal, media specialist |

Goal 2: Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency to meet or exceed the state APLA of 53% in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment for teachers of ESL students..

Strategy 1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA World-Class Instructional Design and Assessment

| Activity - ELL instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|---|
| Teachers of ELL students will utilize strategies designed for academic instruction in English throughout the content area. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$120000 | District Funding | Content teachers, administrators, ELL Coordinator |

Measurable Objective 2:

90% of All Students will increase student growth in skills in Reading by 06/02/2017 as measured by STAR reading scale score and ACT Aspire.

Strategy 1:

Targeted and engaged reading instruction - Teachers in grades 2-5 will provide targeted, engaged and rigorous reading instruction.

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

Research Cited: Daggett, Willard. (2014) Learner Engagement for Academic Success. Local data

| Activity - Be a Reading Star | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|---|
| Teachers in grades 2-5 will provide engaging reading instruction using the Be a Reading Star reading program. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$182437 | State Funds | Teachers, District Reading Coach, Principal |

| Activity - Sondag System | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-----------------------------|--|
| Teachers in grade K-5 will provide engaging and rigorous phonics instruction utilizing Sondag System. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$188272 | State Funds, Title I Part A | Teachers, Support Teachers, Principal, ARI Reading Coach |

| Activity - Common Formative Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|--|------------------------------------|
| Teachers will create and utilize CFAs to guide their instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$102682 | State Funds, Title I Part A, Title I Part A, State Funds | Teachers, Support Staff, Principal |

| Activity - Wonders | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Maryvale Elementary School

| | | | | | | |
|---|--------------------|------------|------------|---------|-------------|---|
| Teachers in grades K-5 were provided with Wonders reading series to begin utilizing for whole group and small group reading instruction. Teachers will receive professional development, and they will receive support from the ARI Literacy Coach, | Direct Instruction | 01/09/2017 | 06/01/2017 | \$91218 | State Funds | Principal, teachers, ARI Literacy Coach |
|---|--------------------|------------|------------|---------|-------------|---|

Measurable Objective 3:

15% of Fifth grade students will demonstrate a proficiency in interpreting diagrams, charts, and graphs in Science by 04/28/2017 as measured by Science ACT Aspire.

Strategy 1:

Direct Instruction - Teachers will provide direct instruction in the science content area with purposeful instruction in reading and interpreting charts, diagrams, and graphs.

Category: Develop/Implement Learning Supports

Research Cited: Local data

| Activity - Close Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|----------------------|
| Teachers will utilize Close Reading in the science content area. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$182437 | State Funds | Teachers, Principal, |

| Activity - Picture Perfect | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|---------------------|
| Teachers will grades 4 and 5 will utilize Picture Perfect lessons in their science instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$182437 | State Funds | Teachers, Prinicpal |

Measurable Objective 4:

90% of All Students will increase student growth in skills in Mathematics by 06/01/2017 as measured by STAR math scale scores and ACT Aspire..

Strategy 1:

Targeted math instruction - Teachers will provide targeted, engaged and rigorous math instruction.

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

Research Cited: Daggett, Willard (2014) Learner Engagement for Academic Success, Local Data

| Activity - Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|---------------------|
| Teachers will provide Tier II and Tier III as needed for identified students. | Academic Support Program | 08/15/2016 | 06/01/2017 | \$91219 | State Funds | Teachers, Principal |

| Activity - Math Enrichment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|-----------------------------|
| Identified students will participate in math enrichment after school during the 2nd and 3rd quarters. | Direct Instruction | 10/18/2016 | 04/05/2017 | \$3933 | Title I Part A | Lori Williams, Jay Smithson |

Goal 3: Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to provide rigorous reading instruction by 06/02/2017 as measured by classroom observations.

Strategy 1:

Reading Instructional Support - Kindergarten through fifth grade teachers will receive reading instruction support as needed by the ARI Literacy Coach.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Reading Initiative

| Activity - ARI Literacy Coach | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-----------------------------|---|
| The ARI Coach will provide focused reading coaching for third grade teachers and will support K-5th grade teachers through modeling, professional development, and providing resources. | Academic Support Program | 08/22/2016 | 06/05/2017 | \$6924 | State Funds, Title I Part A | Principal, ARI Literacy Coach, Teachers |

Measurable Objective 2:

increase student growth through quality professional development by 06/02/2017 as measured by classroom observations utilizing the ELEOT system..

Strategy 1:

Professional Development - Professional development will be provided by state, district and local professionals.

Category: Develop/Implement Professional Learning and Support

Research Cited: Daggett, Willard. Learner Engagement for Academic Success

| Activity - Be a Reading Star | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---|--|
| The ARI Literacy Coach will provide professional development for Be a Reading Star for 2nd-5th grade teachers as needed. | Professional Learning | 08/22/2016 | 06/02/2017 | \$61605 | Title I Part A, Title I Part A, Title I Part A, State Funds | ARI Literacy Coach, Principal, 2nd-5th grade teachers, |

| Activity - Book Studies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|---|
| Maryvale teachers will participate in a The Leader in Me book study designed to aid students in taking on leadership qualities and roles. | Professional Learning | 08/30/2016 | 05/16/2017 | \$52730 | State Funds | Instructional Partner, Principal, Teachers, Support Staff |

| Activity - Marzano's Becoming a Reflective Teacher | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|--|
| Maryvale teachers will participate in training on engagement strategies and becoming a reflective teacher. | Professional Learning | 08/23/2016 | 05/15/2017 | \$52730 | State Funds | Instructional Partner, Principal, Teachers |

Goal 4: Provide digital tools and resources to all educators and students.

Measurable Objective 1:

collaborate to locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College and Career Ready Standards by 06/02/2017 as measured by lesson plans.

Strategy 1:

digital sources - Teachers and support staff will locate and use interactive digital content and curriculum materials and text in their instruction.

Category: Align Fiscal Resources

Research Cited: Local data

| Activity - Instructional Software | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|--|
| Teachers will locate and utilize digital resources in their instruction and assessment including USA Test Prep, Lumio, Learnzillion, and STEMscopes software. | Technology | 08/10/2016 | 06/02/2017 | \$8300 | Title I Part A | teachers, resource teachers, Principal |

Strategy 2:

Technology for classroom - Based on the technology inventory and funds available, outdated computers will be replaced.

Category: Align Fiscal Resources

Research Cited: United State Department of Education

| Activity - Funds for technology | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|--|--|
| As available, funds will be expended to purchase technology tools for the classroom and computer labs. | Technology | 10/03/2016 | 06/02/2017 | \$124462 | Title I Part A, State Funds, State Funds, Title I Part A | Principal, Title I Facilitator, Media Specialist |

Measurable Objective 2:

collaborate to use research based best practices in digital media integration in the content areas by 05/29/2017 as measured by a culminating project.

Strategy 1:

digital media integration - Teachers will collaborate to provide digital media integration for the school.

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

Research Cited: United States Department of Education

| Activity - Digital Literacy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|---------------------------------------|
| Teachers will collaborate to integrate digital literacy in the classroom culminating in a minimum of one final project by the end of the 2016-2017 school year. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 | Title I Part A | Principal, Media Specialist, teachers |
| Activity - digital production | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Classes, groups or individual students will create a product using technology to present. | Technology | 01/09/2017 | 06/01/2017 | \$91218 | State Funds | Teachers, principal |

Goal 5: Prepare and support students through student support services

Measurable Objective 1:

increase student growth of students scoring in the lowest 25% in reading by 06/02/2017 as measured by STAR reading assessment scale scores for K-5th grade students and ACT Aspire scores (for 4th and 5th grade students)..

Strategy 1:

Academic Support - Additional academic support will be provided to identified students.

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

Research Cited: Local school data

| Activity - Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-----------------------------|--|
| Intervention will be provided by the classroom teachers, support teachers, and certified retired intervention teachers for K-5th grade students scoring in the lowest 25% on the STAR reading assessment. | Academic Support Program | 09/05/2016 | 06/01/2017 | \$77740 | State Funds, Title I Part A | Teachers, support teachers, certified retired intervention teachers, principal |
| Activity - Extended Day Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|--------------------------|------------|------------|--------|----------------|---------------------|
| Identified students will be offered small group Tier III instruction after school during first and second semesters. | Academic Support Program | 10/11/2016 | 04/20/2017 | \$3934 | Title I Part A | Principal, teachers |
|--|--------------------------|------------|------------|--------|----------------|---------------------|

Measurable Objective 2:

increase student growth of students scoring in the lowest 25% in math by 06/01/2017 as measured by STAR math scale scores for 2nd -5th grade students and ACT Aspire for 4th and 5th grade students..

Strategy 1:

Targeted Instruction - Targeted and focused instruction will be provided by teachers to improve areas of weakness identified through disaggregation of the 2016 ACT Aspire data and STAR math.

Category: Develop/Implement Learning Supports

Research Cited: Local Data

| Activity - Extended Day Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|---------------------|
| Identified students in grades 3-5 will be offered Extended Day instruction during the first and second semesters. | Academic Support Program | 10/11/2016 | 04/18/2017 | \$3933 | Title I Part A | Principal, teachers |

| Activity - Focused Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-----------------------------|------------------------------------|
| Focused instruction will be provided by teachers to improve areas of weakness identified through disaggregation of the 2016 ACT Aspire data and STAR math. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$58565 | Title I Part A, State Funds | Teachers, support staff, principal |

Measurable Objective 3:

collaborate to create a school climate in which all learners are successful by 06/01/2017 as measured by RTI report..

Strategy 1:

RTI - Response to Instruction will continue to be implemented.

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

Research Cited: American Institute for Research

| Activity - Problem Solving Team | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|--|---------------------------------|
| A team of professionals will meet periodically to analyze student data and develop instructional intervention strategies for identified students. | Academic Support Program | 08/26/2016 | 05/22/2017 | \$89857 | State Funds, Title I Part A, State Funds, Title I Part A | Principal, teachers, counselor, |

Measurable Objective 4:

collaborate to encourage 95% student attendance by 06/01/2017 as measured by average daily attendance report..

Strategy 1:

Attendance Collaboration - Counselors, teachers and parents will collaborate to identify barriers to student attendance and provide incentives to encourage students to attend school daily.

Category: Other - Parental involvement

Research Cited: Eric Jensen

| Activity - Incentives | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|------------|------------|-------------------|-------------------|---|
| The school and community will provide incentives to encourage daily student attendance. | Community Engagement | 08/10/2016 | 06/01/2017 | \$1000 | Other | Principal, faculty and staff, parents, community stakeholders |

Measurable Objective 5:

collaborate to decrease the number of students with disruptive behavior by 06/01/2017 as measured by the number of students with an office referral..

Strategy 1:

Behavior Support - Faculty and staff will use the Behavior Specialist, Alta Pointe Counselor and school Counselor as resources for behavior strategies and management.

Category: Other - Behavior support

Research Cited: Eric Jensen

| Activity - Behavior Support Personnel | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|-------------------|--|
| Teachers will refer students needing additional behavior support to the Behavior Specialist, School Counselor or Alta Pointe Counselor for additional services if needed. | Behavioral Support Program | 08/10/2016 | 06/01/2017 | \$48499 | State Funds | Principal, teachers, counselor, Alta Pointe counselor, Behavior Specialist |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|---|----------------------|------------|------------|-------------------|---|
| Incentives | The school and community will provide incentives to encourage daily student attendance. | Community Engagement | 08/10/2016 | 06/01/2017 | \$1000 | Principal, faculty and staff, parents, community stakeholders |
| Total | | | | | \$1000 | |

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------|--|--------------------------|------------|------------|-------------------|--|
| Digital Literacy | Teachers will collaborate to integrate digital literacy in the classroom culminating in a minimum of one final project by the end of the 2016-2017 school year. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 | Principal, Media Specialist, teachers |
| Extended Day Learning | Identified students will be offered small group Tier III instruction after school during first and second semesters. | Academic Support Program | 10/11/2016 | 04/20/2017 | \$3934 | Principal, teachers |
| Accelerated Reading | Grade level teachers will work together with support personnel to provide literature for students to read and assess comprehension through Accelerated Reader quizzes. Report will be generated quarterly to monitor progress. | Academic Support Program | 08/22/2016 | 06/02/2017 | \$2521 | teachers, principal, media specialist |
| Instructional Software | Teachers will locate and utilize digital resources in their instruction and assessment including USA Test Prep, Lumio, Learnzillion, and STEMscopes software. | Technology | 08/10/2016 | 06/02/2017 | \$8300 | teachers, resource teachers, Principal |
| Common Formative Assessment | Teachers will create and utilize CFAs to guide their instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$1787 | Teachers, Support Staff, Principal |
| Sonday System | Teachers in grade K-5 will provide engaging and rigorous phonics instruction utilizing Sonday System. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$5835 | Teachers, Support Teachers, Principal, ARI Reading Coach |

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|-----------------------------|---|--------------------------|------------|------------|---------|--|
| Be a Reading Star | The ARI Literacy Coach will provide professional development for Be a Reading Star for 2nd-5th grade teachers as needed. | Professional Learning | 08/22/2016 | 06/02/2017 | \$1088 | ARI Literacy Coach, Principal, 2nd-5th grade teachers, |
| Funds for technology | As available, funds will be expended to purchase technology tools for the classroom and computer labs. | Technology | 10/03/2016 | 06/02/2017 | \$28069 | Principal, Title I Facilitator, Media Specialist |
| Be a Reading Star | The ARI Literacy Coach will provide professional development for Be a Reading Star for 2nd-5th grade teachers as needed. | Professional Learning | 08/22/2016 | 06/02/2017 | \$1787 | ARI Literacy Coach, Principal, 2nd-5th grade teachers, |
| Math Enrichment | Identified students will participate in math enrichment after school during the 2nd and 3rd quarters. | Direct Instruction | 10/18/2016 | 04/05/2017 | \$3933 | Lori Williams, Jay Smithson |
| Funds for technology | As available, funds will be expended to purchase technology tools for the classroom and computer labs. | Technology | 10/03/2016 | 06/02/2017 | \$37187 | Principal, Title I Facilitator, Media Specialist |
| Focused Instruction | Focused instruction will be provided by teachers to improve areas of weakness identified through disaggregation of the 2016 ACT Aspire data and STAR math. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$5835 | Teachers, support staff, principal |
| ARI Literacy Coach | The ARI Coach will provide focused reading coaching for third grade teachers and will support K-5th grade teachers through modeling, professional development, and providing resources. | Academic Support Program | 08/22/2016 | 06/05/2017 | \$5836 | Principal, ARI Literacy Coach, Teachers |
| Problem Solving Team | A team of professionals will meet periodically to analyze student data and develop instructional intervention strategies for identified students. | Academic Support Program | 08/26/2016 | 05/22/2017 | \$1787 | Principal, teachers, counselor, |
| Common Formative Assessment | Teachers will create and utilize CFAs to guide their instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$7500 | Teachers, Support Staff, Principal |
| Problem Solving Team | A team of professionals will meet periodically to analyze student data and develop instructional intervention strategies for identified students. | Academic Support Program | 08/26/2016 | 05/22/2017 | \$36439 | Principal, teachers, counselor, |
| Be a Reading Star | The ARI Literacy Coach will provide professional development for Be a Reading Star for 2nd-5th grade teachers as needed. | Professional Learning | 08/22/2016 | 06/02/2017 | \$6000 | ARI Literacy Coach, Principal, 2nd-5th grade teachers, |
| Extended Day Learning | Identified students in grades 3-5 will be offered Extended Day instruction during the first and second semesters. | Academic Support Program | 10/11/2016 | 04/18/2017 | \$3933 | Principal, teachers |

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|--------------|---|--------------------------|------------|------------|-----------------|--|
| Intervention | Intervention will be provided by the classroom teachers, support teachers, and certified retired intervention teachers for K-5th grade students scoring in the lowest 25% on the STAR reading assessment. | Academic Support Program | 09/05/2016 | 06/01/2017 | \$25000 | Teachers, support teachers, certified retired intervention teachers, principal |
| Total | | | | | \$186771 | |

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|--|--------------------------|------------|------------|-------------------|---|
| Accelerated Reading | Grade level teachers will work together with support personnel to provide literature for students to read and assess comprehension through Accelerated Reader quizzes. Report will be generated quarterly to monitor progress. | Academic Support Program | 08/22/2016 | 06/02/2017 | \$469000 | teachers, principal, media specialist |
| ELL instruction | Teachers of ELL students will utilize strategies designed for academic instruction in English throughout the content area. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$120000 | Content teachers, administrators, ELL Coordinator |
| Total | | | | | \$589000 | |

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|--|--------------------------|------------|------------|-------------------|--|
| Focused Instruction | Focused instruction will be provided by teachers to improve areas of weakness identified through disaggregation of the 2016 ACT Aspire data and STAR math. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$52730 | Teachers, support staff, principal |
| digital production | Classes, groups or individual students will create a product using technology to present. | Technology | 01/09/2017 | 06/01/2017 | \$91218 | Teachers, principal |
| Marzano's Becoming a Reflective Teacher | Maryvale teachers will participate in training on engagement strategies and becoming a reflective teacher. | Professional Learning | 08/23/2016 | 05/15/2017 | \$52730 | Instructional Partner, Principal, Teachers |
| Problem Solving Team | A team of professionals will meet periodically to analyze student data and develop instructional intervention strategies for identified students. | Academic Support Program | 08/26/2016 | 05/22/2017 | \$1088 | Principal, teachers, counselor, |
| Picture Perfect | Teachers will grades 4 and 5 will utilize Picture Perfect lessons in their science instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$182437 | Teachers, Prinicpal |

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|-----------------------------|---|----------------------------|------------|------------|----------|--|
| Wonders | Teachers in grades K-5 were provided with Wonders reading series to begin utilizing for whole group and small group reading instruction. Teachers will receive professional development, and they will receive support from the ARI Literacy Coach, | Direct Instruction | 01/09/2017 | 06/01/2017 | \$91218 | Principal, teachers, ARI Literacy Coach |
| Intervention | Intervention will be provided by the classroom teachers, support teachers, and certified retired intervention teachers for K-5th grade students scoring in the lowest 25% on the STAR reading assessment. | Academic Support Program | 09/05/2016 | 06/01/2017 | \$52740 | Teachers, support teachers, certified retired intervention teachers, principal |
| Close Reading | Teachers will utilize Close Reading in the science content area. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$182437 | Teachers, Principal, |
| Intervention | Teachers will provide Tier II and Tier III as needed for identified students. | Academic Support Program | 08/15/2016 | 06/01/2017 | \$91219 | Teachers, Principal |
| Accelerated Reading | Grade level teachers will work together with support personnel to provide literature for students to read and assess comprehension through Accelerated Reader quizzes. Report will be generated quarterly to monitor progress. | Academic Support Program | 08/22/2016 | 06/02/2017 | \$182437 | teachers, principal, media specialist |
| Funds for technology | As available, funds will be expended to purchase technology tools for the classroom and computer labs. | Technology | 10/03/2016 | 06/02/2017 | \$5780 | Principal, Title I Facilitator, Media Specialist |
| Common Formative Assessment | Teachers will create and utilize CFAs to guide their instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$2176 | Teachers, Support Staff, Principal |
| Accelerated Reading | Grade level teachers will work together with support personnel to provide literature for students to read and assess comprehension through Accelerated Reader quizzes. Report will be generated quarterly to monitor progress. | Academic Support Program | 08/22/2016 | 06/02/2017 | \$748 | teachers, principal, media specialist |
| Be a Reading Star | Teachers in grades 2-5 will provide engaging reading instruction using the Be a Reading Star reading program. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$182437 | Teachers, District Reading Coach, Principal |
| Behavior Support Personnel | Teachers will refer students needing additional behavior support to the Behavior Specialist, School Counselor or Alta Pointe Counselor for additional services if needed. | Behavioral Support Program | 08/10/2016 | 06/01/2017 | \$48499 | Principal, teachers, counselor, Alta Pointe counselor, Behavior Specialist |

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| | | | | | | |
|-----------------------------|---|--------------------------|------------|------------|------------------|---|
| Problem Solving Team | A team of professionals will meet periodically to analyze student data and develop instructional intervention strategies for identified students. | Academic Support Program | 08/26/2016 | 05/22/2017 | \$50543 | Principal, teachers, counselor, |
| Funds for technology | As available, funds will be expended to purchase technology tools for the classroom and computer labs. | Technology | 10/03/2016 | 06/02/2017 | \$53426 | Principal, Title I Facilitator, Media Specialist |
| Common Formative Assessment | Teachers will create and utilize CFAs to guide their instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$91219 | Teachers, Support Staff, Principal |
| ARI Literacy Coach | The ARI Coach will provide focused reading coaching for third grade teachers and will support K-5th grade teachers through modeling, professional development, and providing resources. | Academic Support Program | 08/22/2016 | 06/05/2017 | \$1088 | Principal, ARI Literacy Coach, Teachers |
| Book Studies | Maryvale teachers will participate in a The Leader in Me book study designed to aid students in taking on leadership qualities and roles. | Professional Learning | 08/30/2016 | 05/16/2017 | \$52730 | Instructional Partner, Principal, Teachers, Support Staff |
| Sunday System | Teachers in grade K-5 will provide engaging and rigorous phonics instruction utilizing Sunday System. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$182437 | Teachers, Support Teachers, Principal, ARI Reading Coach |
| Be a Reading Star | The ARI Literacy Coach will provide professional development for Be a Reading Star for 2nd-5th grade teachers as needed. | Professional Learning | 08/22/2016 | 06/02/2017 | \$52730 | ARI Literacy Coach, Principal, 2nd-5th grade teachers, |
| Total | | | | | \$1704067 | |

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 | | Maryvale Stakeholder Feedback 16-17 |

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

| | Statement or Question | Response | Rating |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented. | Level 4 |

Areas of Notable Achievement

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

According to the fall 2016 staff, parent and student surveys:

Students: 100% of early elementary students indicated their teacher wants them to learn. 100% also indicated they know what to do everyday in school. 99% of elementary indicated they are learning new things that will help them in the future, 99% indicated their teachers want them to do their best, and 99% indicated their principal and teachers help them to be ready for the next grade.

Staff: 97% of the staff indicated the school's purpose statement is clearly focused on student achievement, 97% indicated they use a variety of instructional technologies as instructional resources, and 97% indicated school leaders monitor data related to school continuous improvement goals.

Parents: 97% of parents indicated administrators and teachers monitor and inform the parents of their child's learning progress. 96.7% indicated the school has high expectations for students in all classes and the school provides a safe environment.

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

According to the fall parent, staff and student surveys:

100% of k-2 indicated they know what to do in class compared with 88% last year. 95% of staff indicated the school has an adequate supply of learning resources compared to 74% last year. 87% of parents indicated their child knows the expectations for learning this year compared to 86.6% last year. 98% of students indicated they are learning things that will help them in the future compared to 95% last year.

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

The parent surveys are consistent with verbal discussions during stakeholder meetings.

Areas in Need of Improvement

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

According to the fall 2016 parent survey, 85% of parents indicated the school's governing body does not interfere with the operation or leadership of or school. For the upper elementary, 51% agree and 29.9% are not sure that students treat adults with respect. For the lower elementary, 70.8% stated yes and 12.5% stated maybe their parents like to come to school. For the staff survey, 50% state there is a formal process in place to support new staff members in their professional practice.

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

Comparing the spring 2016 survey and the fall 2016 survey, the results indicate:

Elementary- spring 2016- 100% of k-2 students stated their teacher is fair to me, fall 2016- 83% indicated this, spring 2016- 100% indicated their teacher wants them to do their best, fall 2016- 92% indicated this.

Staff survey: spring 2016- 100% indicated a formal structure exists so that each student is well know by at least one adult advocate, fall 2016 76% indicated this. spring 2016- 75% indicate there is a formal process to support new staff members, fall 2016- 50% indicated this.

What are the implications for these stakeholder perceptions?

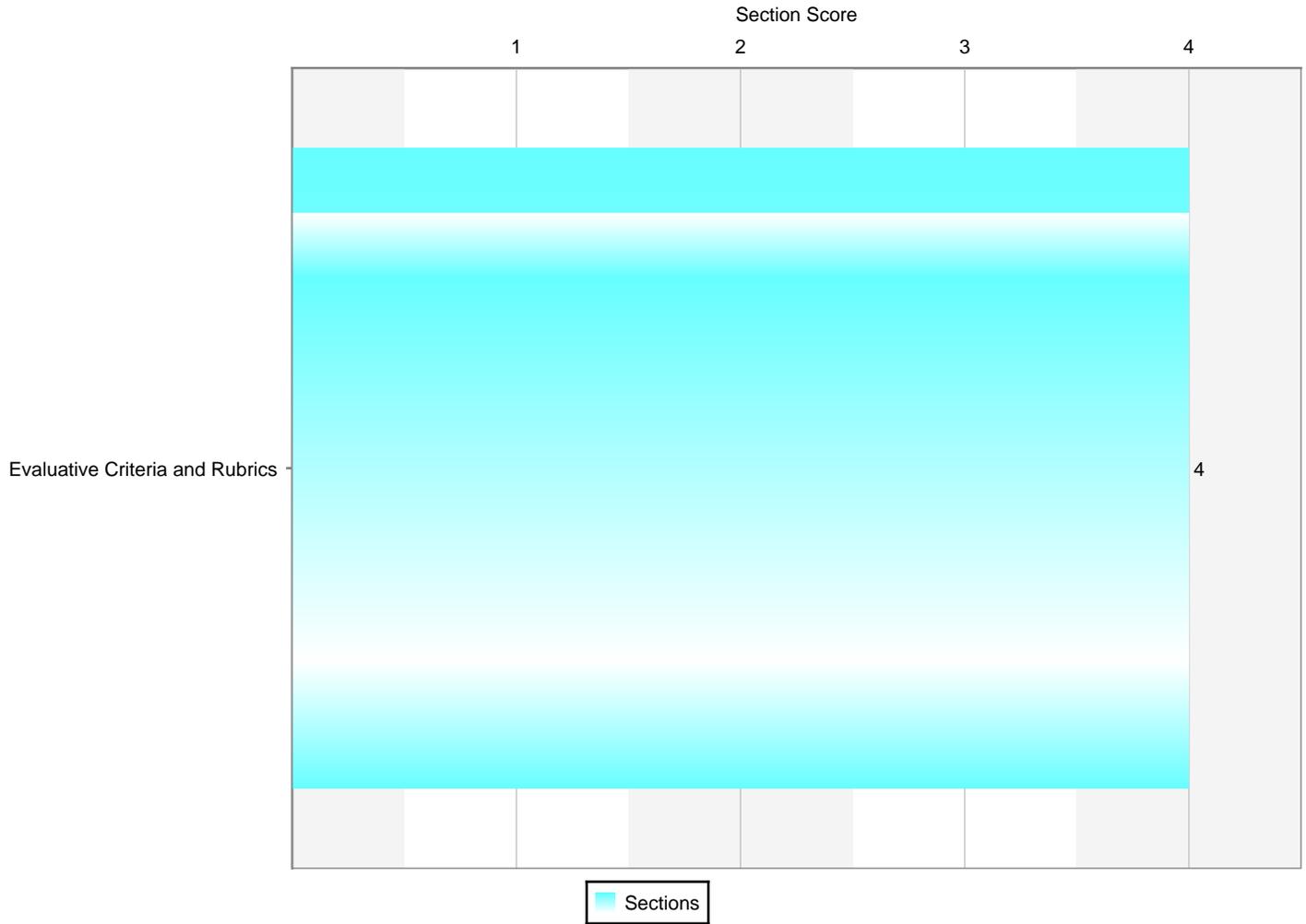
Teachers have focused more on making students aware of the importance of their learning for their future and students are more aware of what they should be doing in class. Teachers indicate they have more earning resources this year. Parents indicated the school has high expectations for their children.

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

Teacher input during faculty and grade level meetings indicated the need for additional resources, and they were provided.

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?

The ACIP Committee met to disaggregate data from the Spring 2016 ACT Aspire test and Universal Screening (STAR), and strengths and weaknesses were identified. ACT Aspire data reports were generated for each student, grade level and content area. Student scores for the past three years were examined to identify trends within the content area. Individual standards were also examined to identify areas of focus. STAR initial screening reports were also generated and compared to the individual ACT Aspire scores to support the ACT data. During 3rd-5th grade data meetings, teachers identified students needing extra support and students whose scores are improving. All of the data was presented to the faculty and staff and areas of strengths and areas needing improvement were presented to the k-2nd grade teachers so they are also able to focus on those areas. Areas that have not improved over the past three years were identified, and areas that have seen improvement were identified. Strategies for targeting both areas were identified. The ACIP committee met again, including parents and stakeholders, to review all of the findings and create goals and objectives based on the data. Attendance and discipline data were also reviewed and discussed. Goals and strategies for these areas were identified.

2. What were the results of the comprehensive needs assessment?

Course failure rate- The data showed there was a 5% of course failure for reading which was a 3% decrease from 2014-2015. The course failure rate for math was 3% which was the same as for the 2014-2015 school year.

Suspensions- 15 students were suspended for a total of 23 suspension days This is a decrease from 15 suspensions during the 2014-2015 school year.

Attendance- Average daily attendance for the 2015-2016 school year was 95.6%

ACT Aspire- ACT Aspire data shows reading scores increased by 3% from 2014-2015 to 2015-2016. ACT Aspire math scores increased by 6% in the same time period.

Universal Screening- The number of Accelerated Reading quizzes passed increased from 4,155 during the 2014-2015 school year to 15,983 during the 2015-2016 school year. Data indicates 20.2% of students were at benchmark for reading at the end of the 2015-2016 school year. This is a decrease of 8% from 2014-2015. 31% of students benchmarked for math during the 2015-2016 school year. This is an increase of 15% from the 2014-2015 school year.

ELL- 100% in Adequate Progress in Language Acquisition (APLA)

3. What conclusions were drawn from the results?

Gains were made in student achievement in reading and math from the 2014-2015 to the 2015-2016 school year, however Maryvale needs additional resources and training to increase student achievement in these areas. School attendance has been consistent for the past three SY 2016-2017

years ranging from 95.3% to 95.7%. Second and third grades consistently average attendance at 96.0-96.6% Pre-K's attendance has ranged from 92.0% to 95.3% over the past three school year.

Student suspensions have increased for the past three years from 4 students and 6 suspension days during 2013-2014, 4 students and 14 suspension days during 2014-2015, to 15 students and 24 suspension days during the 2015-2016 school year.

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

According to the data, additional support is needed for reading, math and science instruction. Additional professional development for teachers in creating a rigorous, relevant and engaging learning environment that integrates all content areas is needed.

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

Maryvale has determined there is a need to hire retired certified intervention teachers to provide Tier III instruction in reading. A schoolwide intervention time will continue to be implemented for additional Tier II and Tier III intervention, and the school schedule has been adjusted to implement an extended grade level planning time to collaborate, review assessments, and identify strategies to implement for classroom instruction. A Behavior Specialist and a counselor from Alta Pointe provide services to identified students to reduce suspensions and provide an opportunity for these students to achieve academically and socially. The Attendance Officer, Registrar, Principal, teachers and Counselor will continue to monitor attendance.

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

Data was analyzed from end of quarter grades, STAR screening assessment, and ACT Aspire, and it was determined there is a need for increased student support for math and reading instruction.

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

Retired certified intervention teachers are employed part time to provide Tier III instruction to identified students in Kindergarten, first, second and fourth grades. Paraprofessionals and resources teachers provide additional support to all grade levels, and an ARI Literacy Coach supports all grades levels. Extended Day Learning is provided for struggling students. For children in need, we provide assistance with uniforms and school supplies, provide the opportunity to participate in the Back Pack Snack program, and provide the opportunity to participate in the Extended Day Learning, additional academic support if needed.

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 by 2% the total number of Accelerated Reader quizzes passed by K-5th grade students from 15, 983 at the end of the 2015-2016 school year to 16,302 by the end of the 2016-2017 school year to be measured at the end of each quarter.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in comprehension by 06/01/2017 in Reading by 06/01/2017 as measured by a 2% increase in the number of Accelerated Reader tests passed..

Strategy1:

Reading Comprehension - Grade level teachers will work together with support personnel to provide literature for students to read and assess comprehension through Accelerated Reader quizzes. Reports will be generated quarterly to monitor progress.

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

Research Cited: National Center on Intensive Intervention at American Institutes for Research

| Activity - Reading Comprehension | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|--|
| Grade level teachers will work together with support personnel to provide literature for students to read and assess comprehension through Accelerated Reader quizzes. Report will be generated quarterly to monitor progress. | Academic Support Program | 08/22/2016 | 06/02/2017 | \$469000 - District Funding | teachers, principal, media, specialist |

Goal 2:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

15% of Fifth grade students will demonstrate a proficiency in interpreting diagrams, charts, and graphs in Science by 04/28/2017 as measured by Science ACT Aspire.

Strategy1:

Direct Instruction - Teachers will utilize Close Reading Strategy in the science content area.

Category: Develop/Implement Learning Supports

Research Cited: Local data

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------|
| Teachers will utilize Close Reading in the science content area. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Teachers, Principal, |

| Activity - Picture Perfect | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---------------------|
| Teachers will grades 4 and 5 will utilize Picture Perfect lessons in their science instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Teachers, Prinicpal |

Measurable Objective 2:

90% of All Students will increase student growth in skills in Reading by 06/02/2017 as measured by STAR reading scale score and ACT Aspire.

Strategy1:

Targeted and engaged reading instruction - Teachers in grades 2-5 will provide targeted ,engaged and rigorous reading instruction.

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

Research Cited: Daggett, Willard. (2014) Learner Engagement for Academic Success. Local data

| Activity - Common Formative Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|------------------------------------|
| Teachers will create and utilize CFAs to guide their instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$17190 - Title I Schoolwide | Teachers, Support Staff, Principal |

| Activity - Sondag System | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|--|
| Teachers in grade K-5 will provide engaging and rigorous phonics instruction utilizing Sondag System. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$14036 - Title I Schoolwide | Teachers, Support Teachers, Principal, ARI Reading Coach |

| Activity - Be a Reading Star | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Teachers in grades 2-5 will provide engaging reading instruction using the Be a Reading Star reading program. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Teachers, District Reading Coach, Principal |

Measurable Objective 3:

90% of All Students will increase student growth in skills in Mathematics by 06/01/2017 as measured by STAR math scale scores and ACT Aspire..

Strategy1:

Targeted math instruction - Teachers will provide targeted, engaged and rigorous math instruction.

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

Research Cited: Daggett, Willard (2014) Learner Engagement for Academic Success, Local Data

| Activity - Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------|
| Teachers will provide Tier II and Tier III as needed for identified students. | Academic Support Program | 08/15/2016 | 06/01/2017 | \$0 - No Funding Required | Teachers, Principal |

Measurable Objective 4:

57% of English Learners students will demonstrate a proficiency to meet or exceed the state APLA of 53% in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment for teachers of ESL students..

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA World-Class Instructional Design and Assessment

| Activity - ELL instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-----------------------------|---|
| Teachers of ELL students will utilize strategies designed for academic instruction in English throughout the content area. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$120000 - District Funding | Content teachers, administrators, ELL Coordinator |

Goal 3:

Provide digital tools and resources to all educators and students.

Measurable Objective 1:

collaborate to locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College and Career Ready Standards by 06/02/2017 as measured by lesson plans.

Strategy1:

digital sources - Teachers and support staff will locate and use interactive digital content and curriculum materials and text in their instruction.

Category: Align Fiscal Resources

Research Cited: Local data

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| Activity - Instructional Software | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-----------------------------|--|
| Teachers will locate and utilize digital resources in their instruction and assessment including USA Test Prep, Lumio, Learnzillion, and STEMscopes software. | Technology | 08/10/2016 | 06/02/2017 | \$7300 - Title I Schoolwide | teachers, resource teachers, Principal |

Strategy2:

Technology for classroom - Based on the technology inventory and funds available, outdated computers will be replaced.

Category: Align Fiscal Resources

Research Cited: United State Department of Education

| Activity - Funds for technology | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|------------------------------|--|
| As available, funds will be expended to purchase technology tools for the classroom and computer labs. | Technology | 10/03/2016 | 06/02/2017 | \$20000 - Title I Schoolwide | Principal, Title I Facilitator, Media Specialist |

Measurable Objective 2:

collaborate to use research based best practices in digital media integration in the content areas by 05/29/2017 as measured by a culminating project.

Strategy1:

digital media integration - Identified teachers, the Principal and Media Specialist will participate in the Digital Literacy Project to provide digital media integration support for the school.

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

Research Cited: United States Department of Education

| Activity - Digital Literacy Project | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|---------------------------------------|
| A select group of teachers, Media Specialist and Principal will participate in the Digital Literacy Project which will culminate with a final project by the end of the 2016-2017 school year. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$17000 - Title I Schoolwide | Principal, Media Specialist, teachers |

Goal 4:

Prepare and support students through student support services

Measurable Objective 1:

increase student growth of students scoring in the lowest 25% in reading by 06/02/2017 as measured by STAR reading assessment scale scores for K-5th grade students and ACT Aspire scores (for 4th and 5th grade students)..

Strategy1:

Academic Support - Additional academic support will be provided to identified students.

SY 2016-2017

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

Research Cited: Local school data

| Activity - Extended Day Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---------------------|
| Identified students will be offered small group Tier III instruction after school during first and second semesters. | Academic Support Program | 10/11/2016 | 04/20/2017 | \$5000 - Title I Schoolwide | Principal, teachers |

| Activity - Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|--|
| Intervention will be provided by the classroom teachers, support teachers, and certified retired intervention teachers for K-5th grade students scoring in the lowest 25% on the STAR reading assessment. | Academic Support Program | 09/05/2016 | 06/01/2017 | \$25000 - Title I Schoolwide | Teachers, support teachers, certified retired intervention teachers, principal |

Measurable Objective 2:

collaborate to create a school climate in which all learners are successful by 06/01/2017 as measured by RTI report..

Strategy1:

RTI - Response to Instruction will continue to be implemented.

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

Research Cited: American Institute for Research

| Activity - Problem Solving Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---------------------------------|
| A team of professionals will meet periodically to analyze student data and develop instructional intervention strategies for identified students. | Academic Support Program | 08/26/2016 | 05/22/2017 | \$17000 - Title I Schoolwide | Principal, teachers, counselor, |

Measurable Objective 3:

collaborate to decrease the number of students with disruptive behavior by 06/01/2017 as measured by the number of students with an office referral..

Strategy1:

Behavior Support - Faculty and staff will use the Behavior Specialist, Alta Pointe Counselor and school Counselor as resources for behavior strategies and management.

Category: Other - Behavior support

Research Cited: Eric Jensen

| Activity - Behavior Support Personnel | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--|
| Teachers will refer students needing additional behavior support to the Behavior Specialist, School Counselor or Alta Pointe Counselor for additional services if needed. | Behavioral Support Program | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Principal, teachers, counselor, Alta Pointe counselor, Behavior Specialist |

Measurable Objective 4:

increase student growth of students scoring in the lowest 25% in math by 06/01/2017 as measured by STAR math scale scores for K-5th grade students and ACT Aspire for 4th and 5th grade students..

Strategy1:

Focused Instruction - Focused instruction will be provided by teachers to improve areas of weakness identified through disaggregation of the 2016 ACCT Aspire data and STAR math.

Category: Develop/Implement Learning Supports

Research Cited: Local Data

| Activity - Extended Day Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|---------------------|
| Identified students in grades 3-5 will be offered Extended Day instruction during the first and second semesters. | Academic Support Program | 10/11/2016 | 04/18/2017 | \$5000 - Title I Schoolwide | Principal, teachers |

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

Increase by 2% the total number of Accelerated Reader quizzes passed by K-5th grade students from 15, 983 at the end of the 2015-2016 school year to 16,302 by the end of the 2016-2017 school year to be measured at the end of each quarter.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in comprehension by 06/01/2017 in Reading by 06/01/2017 as measured by a 2% increase in the number of Accelerated Reader tests passed..

Strategy1:

Reading Comprehension - Grade level teachers will work together with support personnel to provide literature for students to read and assess comprehension through Accelerated Reader quizzes. Reports will be generate quarterly to monitor progress.

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

Research Cited: National Center on Intensive Intervention at American Institutes for Research

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| Activity - Reading Comprehension | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|--|
| Grade level teachers will work together with support personnel to provide literature for students to read and assess comprehension through Accelerated Reader quizzes. Report will be generated quarterly to monitor progress. | Academic Support Program | 08/22/2016 | 06/02/2017 | \$469000 - District Funding | teachers, principal, media, specialist |

Goal 2:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

90% of All Students will increase student growth in skills in Mathematics by 06/01/2017 as measured by STAR math scale scores and ACT Aspire..

Strategy1:

Targeted math instruction - Teachers will provide targeted, engaged and rigorous math instruction.

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

Research Cited: Daggett, Willard (2014) Learner Engagement for Academic Success, Local Data

| Activity - Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------|
| Teachers will provide Tier II and Tier III as needed for identified students. | Academic Support Program | 08/15/2016 | 06/01/2017 | \$0 - No Funding Required | Teachers, Principal |

Measurable Objective 2:

15% of Fifth grade students will demonstrate a proficiency in interpreting diagrams, charts, and graphs in Science by 04/28/2017 as measured by Science ACT Aspire.

Strategy1:

Direct Instruction - Teachers will utilize Close Reading Strategy in the science content area.

Category: Develop/Implement Learning Supports

Research Cited: Local data

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------|
| Teachers will utilize Close Reading in the science content area. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Teachers, Principal, |

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| Activity - Picture Perfect | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---------------------|
| Teachers will grades 4 and 5 will utilize Picture Perfect lessons in their science instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Teachers, Prinicpal |

Measurable Objective 3:

90% of All Students will increase student growth in skills in Reading by 06/02/2017 as measured by STAR reading scale score and ACT Aspire.

Strategy1:

Targeted and engaged reading instruction - Teachers in grades 2-5 will provide targeted ,engaged and rigorous reading instruction.

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

Research Cited: Daggett, Willard. (2014) Learner Engagement for Academic Success. Local data

| Activity - Be a Reading Star | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Teachers in grades 2-5 will provide engaging reading instruction using the Be a Reading Star reading program. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Teachers, District Reading Coach, Principal |

| Activity - Common Formative Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|------------------------------------|
| Teachers will create and utilize CFAs to guide their instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$17190 - Title I Schoolwide | Teachers, Support Staff, Principal |

| Activity - Sondag System | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|--|
| Teachers in grade K-5 will provide engaging and rigorous phonics instruction utilizing Sondag System. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$14036 - Title I Schoolwide | Teachers, Support Teachers, Principal, ARI Reading Coach |

Goal 3:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to provide rigorous reading instruction by 06/02/2017 as measured by classroom observations.

Strategy1:

Reading Instruction Support - Kindergarten through fifth grade teachers will receive reading instruction support as needed by the ARI Literacy Coach

Category: Develop/Implement Professional Learning and Support

Research Cited: Local Data

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| Activity - ARI Literacy Coach | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| The ARI Coach will provide focused reading coaching for third grade teachers and will support K- 5th grade teachers through modeling, professional development, and providing resources. | Academic Support Program | 08/22/2016 | 06/02/2017 | \$0 - State Funds | Principal, ARI Literacy Coach, Teachers |

Measurable Objective 2:

increase student growth through quality professional development by 06/02/2017 as measured by classroom observations utilizing the ELEOT system..

Strategy1:

Professional Development - Professional development will be provided by state, district and local professionals.

Category: Develop/Implement Professional Learning and Support

Research Cited: Daggett, Willard. Learner Engagement for Academic Success

| Activity - Digital Literacy Project | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|------------------------------|--|
| Select teachers, the Principal, and Media Specialist will participate in professional development for the Digital Literacy Project | Professional Learning | 08/10/2016 | 06/01/2017 | \$17000 - Title I Schoolwide | Principal, Media Specialist, selected teachers |

| Activity - Be a Reading Star | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| The ARI Literacy Coach will provide professional development for Be a Reading Star for 2nd-5th grade teachers as needed. | Professional Learning | 08/22/2016 | 06/02/2017 | \$0 - State Funds | ARI Literacy Coach, Principal, 2nd-5th grade teachers, |

| Activity - Book Studies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Maryvale teachers will participate in a The Leader in Me book study designed to aid students in taking on leadership qualities and roles. | Professional Learning | 08/30/2016 | 05/16/2017 | \$0 - No Funding Required | Instructional Partner, Principal, Teachers, Support Staff |

| Activity - Marzano's Becoming a Reflective Teacher | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Maryvale teachers will participate in training on engagement strategies and becoming a reflective teacher. | Professional Learning | 08/23/2016 | 05/15/2017 | \$0 - No Funding Required | Instructional Partner, Principal, Teachers |

Goal 4:

Prepare and support students through student support services

Measurable Objective 1:

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increase student growth of students scoring in the lowest 25% in reading by 06/02/2017 as measured by STAR reading assessment scale scores for K-5th grade students and ACT Aspire scores (for 4th and 5th grade students)..

Strategy1:

Academic Support - Additional academic support will be provided to identified students.

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

Research Cited: Local school data

| Activity - Extended Day Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---------------------|
| Identified students will be offered small group Tier III instruction after school during first and second semesters. | Academic Support Program | 10/11/2016 | 04/20/2017 | \$5000 - Title I Schoolwide | Principal, teachers |

| Activity - Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|--|
| Intervention will be provided by the classroom teachers, support teachers, and certified retired intervention teachers for K-5th grade students scoring in the lowest 25% on the STAR reading assessment. | Academic Support Program | 09/05/2016 | 06/01/2017 | \$25000 - Title I Schoolwide | Teachers, support teachers, certified retired intervention teachers, principal |

Measurable Objective 2:

increase student growth of students scoring in the lowest 25% in math by 06/01/2017 as measured by STAR math scale scores for K-5th grade students and ACT Aspire for 4th and 5th grade students..

Strategy1:

Focused Instruction - Focused instruction will be provided by teachers to improve areas of weakness identified through disaggregation of the 2016 ACCT Aspire data and STAR math.

Category: Develop/Implement Learning Supports

Research Cited: Local Data

| Activity - Extended Day Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|---------------------|
| Identified students in grades 3-5 will be offered Extended Day instruction during the first and second semesters. | Academic Support Program | 10/11/2016 | 04/18/2017 | \$5000 - Title I Schoolwide | Principal, teachers |

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

Increase by 2% the total number of Accelerated Reader quizzes passed by K-5th grade students from 15, 983 at the end of the 2015-2016

school year to 16,302 by the end of the 2016-2017 school year to be measured at the end of each quarter.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in comprehension by 06/01/2017 in Reading by 06/01/2017 as measured by a 2% increase in the number of Accelerated Reader tests passed..

Strategy1:

Reading Comprehension - Grade level teachers will work together with support personnel to provide literature for students to read and assess comprehension through Accelerated Reader quizzes. Reports will be generate quarterly to monitor progress.

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

Research Cited: National Center on Intensive Intervention at American Institutes for Research

| Activity - Reading Comprehension | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|--|
| Grade level teachers will work together with support personnel to provide literature for students to read and assess comprehension through Accelerated Reader quizzes. Report will be generated quarterly to monitor progress. | Academic Support Program | 08/22/2016 | 06/02/2017 | \$469000 - District Funding | teachers, principal, media, specialist |

Goal 2:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

15% of Fifth grade students will demonstrate a proficiency in interpreting diagrams, charts, and graphs in Science by 04/28/2017 as measured by Science ACT Aspire.

Strategy1:

Direct Instruction - Teachers will utilize Close Reading Strategy in the science content area.

Category: Develop/Implement Learning Supports

Research Cited: Local data

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------|
| Teachers will utilize Close Reading in the science content area. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Teachers, Principal, |

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| Activity - Picture Perfect | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Teachers will grades 4 and 5 will utilize Picture Perfect lessons in their science instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Teachers, Prinicipal |

Measurable Objective 2:

90% of All Students will increase student growth in skills in Reading by 06/02/2017 as measured by STAR reading scale score and ACT Aspire.

Strategy1:

Targeted and engaged reading instruction - Teachers in grades 2-5 will provide targeted ,engaged and rigorous reading instruction.

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

Research Cited: Daggett, Willard. (2014) Learner Engagement for Academic Success. Local data

| Activity - Be a Reading Star | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Teachers in grades 2-5 will provide engaging reading instruction using the Be a Reading Star reading program. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Teachers, District Reading Coach, Principal |

| Activity - Sondag System | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|--|
| Teachers in grade K-5 will provide engaging and rigorous phonics instruction utilizing Sondag System. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$14036 - Title I Schoolwide | Teachers, Support Teachers, Principal, ARI Reading Coach |

| Activity - Common Formative Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|------------------------------------|
| Teachers will create and utilize CFAs to guide their instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$17190 - Title I Schoolwide | Teachers, Support Staff, Principal |

Goal 3:

Prepare and support students through student support services

Measurable Objective 1:

increase student growth of students scoring in the lowest 25% in reading by 06/02/2017 as measured by STAR reading assessment scale scores for K-5th grade students and ACT Aspire scores (for 4th and 5th grade students)..

Strategy1:

Academic Support - Additional academic support will be provided to identified students.

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

Research Cited: Local school data

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| Activity - Extended Day Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---------------------|
| Identified students will be offered small group Tier III instruction after school during first and second semesters. | Academic Support Program | 10/11/2016 | 04/20/2017 | \$5000 - Title I Schoolwide | Principal, teachers |

| Activity - Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|--|
| Intervention will be provided by the classroom teachers, support teachers, and certified retired intervention teachers for K-5th grade students scoring in the lowest 25% on the STAR reading assessment. | Academic Support Program | 09/05/2016 | 06/01/2017 | \$25000 - Title I Schoolwide | Teachers, support teachers, certified retired intervention teachers, principal |

Measurable Objective 2:

collaborate to create a school climate in which all learners are successful by 06/01/2017 as measured by RTI report..

Strategy1:

RTI - Response to Instruction will continue to be implemented.

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

Research Cited: American Institute for Research

| Activity - Problem Solving Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---------------------------------|
| A team of professionals will meet periodically to analyze student data and develop instructional intervention strategies for identified students. | Academic Support Program | 08/26/2016 | 05/22/2017 | \$17000 - Title I Schoolwide | Principal, teachers, counselor, |

Goal 4:

Provide digital tools and resources to all educators and students.

Measurable Objective 1:

collaborate to use research based best practices in digital media integration in the content areas by 05/29/2017 as measured by a culminating project.

Strategy1:

digital media integration - Identified teachers, the Principal and Media Specialist will participate in the Digital Literacy Project to provide digital media integration support for the school.

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

Research Cited: United States Department of Education

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| Activity - Digital Literacy Project | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|---------------------------------------|
| A select group of teachers, Media Specialist and Principal will participate in the Digital Literacy Project which will culminate with a final project by the end of the 2016-2017 school year. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$17000 - Title I Schoolwide | Principal, Media Specialist, teachers |

Goal 5:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

increase student growth through quality professional development by 06/02/2017 as measured by classroom observations utilizing the ELEOT system..

Strategy1:

Professional Development - Professional development will be provided by state, district and local professionals.

Category: Develop/Implement Professional Learning and Support

Research Cited: Daggett, Willard. Learner Engagement for Academic Success

| Activity - Be a Reading Star | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| The ARI Literacy Coach will provide professional development for Be a Reading Star for 2nd-5th grade teachers as needed. | Professional Learning | 08/22/2016 | 06/02/2017 | \$0 - State Funds | ARI Literacy Coach, Principal, 2nd-5th grade teachers, |

| Activity - Book Studies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Maryvale teachers will participate in a The Leader in Me book study designed to aid students in taking on leadership qualities and roles. | Professional Learning | 08/30/2016 | 05/16/2017 | \$0 - No Funding Required | Instructional Partner, Principal, Teachers, Support Staff |

| Activity - Digital Literacy Project | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|------------------------------|--|
| Select teachers, the Principal, and Media Specialist will participate in professional development for the Digital Literacy Project | Professional Learning | 08/10/2016 | 06/01/2017 | \$17000 - Title I Schoolwide | Principal, Media Specialist, selected teachers |

| Activity - Marzano's Becoming a Reflective Teacher | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Maryvale teachers will participate in training on engagement strategies and becoming a reflective teacher. | Professional Learning | 08/23/2016 | 05/15/2017 | \$0 - No Funding Required | Instructional Partner, Principal, Teachers |

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

Increase by 2% the total number of Accelerated Reader quizzes passed by K-5th grade students from 15, 983 at the end of the 2015-2016 school year to 16,302 by the end of the 2016-2017 school year to be measured at the end of each quarter.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in comprehension by 06/01/2017 in Reading by 06/01/2017 as measured by a 2% increase in the number of Accelerated Reader tests passed..

Strategy1:

Reading Comprehension - Grade level teachers will work together with support personnel to provide literature for students to read and assess comprehension through Accelerated Reader quizzes. Reports will be generate quarterly to monitor progress.

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

Research Cited: National Center on Intensive Intervention at American Institutes for Research

| Activity - Reading Comprehension | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|--|
| Grade level teachers will work together with support personnel to provide literature for students to read and assess comprehension through Accelerated Reader quizzes. Report will be generated quarterly to monitor progress. | Academic Support Program | 08/22/2016 | 06/02/2017 | \$469000 - District Funding | teachers, principal, media, specialist |

Goal 2:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

90% of All Students will increase student growth in skills in Reading by 06/02/2017 as measured by STAR reading scale score and ACT Aspire.

Strategy1:

Targeted and engaged reading instruction - Teachers in grades 2-5 will provide targeted ,engaged and rigorous reading instruction.

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

Research Cited: Daggett, Willard. (2014) Learner Engagement for Academic Success. Local data

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| Activity - Common Formative Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|------------------------------------|
| Teachers will create and utilize CFAs to guide their instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$17190 - Title I Schoolwide | Teachers, Support Staff, Principal |

| Activity - Be a Reading Star | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Teachers in grades 2-5 will provide engaging reading instruction using the Be a Reading Star reading program. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Teachers, District Reading Coach, Principal |

| Activity - Souday System | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|--|
| Teachers in grade K-5 will provide engaging and rigorous phonics instruction utilizing Souday System. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$14036 - Title I Schoolwide | Teachers, Support Teachers, Principal, ARI Reading Coach |

Measurable Objective 2:

15% of Fifth grade students will demonstrate a proficiency in interpreting diagrams, charts, and graphs in Science by 04/28/2017 as measured by Science ACT Aspire.

Strategy1:

Direct Instruction - Teachers will utilize Close Reading Strategy in the science content area.

Category: Develop/Implement Learning Supports

Research Cited: Local data

| Activity - Picture Perfect | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---------------------|
| Teachers will grades 4 and 5 will utilize Picture Perfect lessons in their science instruction. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Teachers, Prinicpal |

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------|
| Teachers will utilize Close Reading in the science content area. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Teachers, Principal, |

Goal 3:

Provide digital tools and resources to all educators and students.

Measurable Objective 1:

collaborate to use research based best practices in digital media integration in the content areas by 05/29/2017 as measured by a culminating project.

Strategy1:

digital media integration - Identified teachers, the Principal and Media Specialist will participate in the Digital Literacy Project to provide digital media integration support for the school.

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

Research Cited: United States Department of Education

| Activity - Digital Literacy Project | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|---------------------------------------|
| A select group of teachers, Media Specialist and Principal will participate in the Digital Literacy Project which will culminate with a final project by the end of the 2016-2017 school year. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$17000 - Title I Schoolwide | Principal, Media Specialist, teachers |

Goal 4:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

increase student growth through quality professional development by 06/02/2017 as measured by classroom observations utilizing the ELEOT system..

Strategy1:

Professional Development - Professional development will be provided by state, district and local professionals.

Category: Develop/Implement Professional Learning and Support

Research Cited: Daggett, Willard. Learner Engagement for Academic Success

| Activity - Be a Reading Star | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| The ARI Literacy Coach will provide professional development for Be a Reading Star for 2nd-5th grade teachers as needed. | Professional Learning | 08/22/2016 | 06/02/2017 | \$0 - State Funds | ARI Literacy Coach, Principal, 2nd-5th grade teachers, |

| Activity - Book Studies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Maryvale teachers will participate in a The Leader in Me book study designed to aid students in taking on leadership qualities and roles. | Professional Learning | 08/30/2016 | 05/16/2017 | \$0 - No Funding Required | Instructional Partner, Principal, Teachers, Support Staff |

| Activity - Marzano's Becoming a Reflective Teacher | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Maryvale teachers will participate in training on engagement strategies and becoming a reflective teacher. | Professional Learning | 08/23/2016 | 05/15/2017 | \$0 - No Funding Required | Instructional Partner, Principal, Teachers |

| Activity - Digital Literacy Project | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|------------------------------|--|
| Select teachers, the Principal, and Media Specialist will participate in professional development for the Digital Literacy Project | Professional Learning | 08/10/2016 | 06/01/2017 | \$17000 - Title I Schoolwide | Principal, Media Specialist, selected teachers |

Goal 5:

Prepare and support students through student support services

Measurable Objective 1:

increase student growth of students scoring in the lowest 25% in reading by 06/02/2017 as measured by STAR reading assessment scale scores for K-5th grade students and ACT Aspire scores (for 4th and 5th grade students)..

Strategy1:

Academic Support - Additional academic support will be provided to identified students.

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

Research Cited: Local school data

| Activity - Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|--|
| Intervention will be provided by the classroom teachers, support teachers, and certified retired intervention teachers for K-5th grade students scoring in the lowest 25% on the STAR reading assessment. | Academic Support Program | 09/05/2016 | 06/01/2017 | \$25000 - Title I Schoolwide | Teachers, support teachers, certified retired intervention teachers, principal |

| Activity - Extended Day Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---------------------|
| Identified students will be offered small group Tier III instruction after school during first and second semesters. | Academic Support Program | 10/11/2016 | 04/20/2017 | \$5000 - Title I Schoolwide | Principal, teachers |

Measurable Objective 2:

collaborate to create a school climate in which all learners are successful by 06/01/2017 as measured by RTI report..

Strategy1:

RTI - Response to Instruction will continue to be implemented.

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

Research Cited: American Institute for Research

| Activity - Problem Solving Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---------------------------------|
| A team of professionals will meet periodically to analyze student data and develop instructional intervention strategies for identified students. | Academic Support Program | 08/26/2016 | 05/22/2017 | \$17000 - Title I Schoolwide | Principal, teachers, counselor, |

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

Goal 1:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

90% of All Students will increase student growth in skills in Mathematics by 06/01/2017 as measured by STAR math scale scores and ACT Aspire..

Strategy1:

Targeted math instruction - Teachers will provide targeted, engaged and rigorous math instruction.

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

Research Cited: Daggett, Willard (2014) Learner Engagement for Academic Success, Local Data

| Activity - Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------|
| Teachers will provide Tier II and Tier III as needed for identified students. | Academic Support Program | 08/15/2016 | 06/01/2017 | \$0 - No Funding Required | Teachers, Principal |

Measurable Objective 2:

57% of English Learners students will demonstrate a proficiency to meet or exceed the state APLA of 53% in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment for teachers of ESL students..

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA World-Class Instructional Design and Assessment

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| Activity - ELL instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-----------------------------|---|
| Teachers of ELL students will utilize strategies designed for academic instruction in English throughout the content area. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$120000 - District Funding | Content teachers, administrators, ELL Coordinator |

Goal 2:

Prepare and support students through student support services

Measurable Objective 1:

increase student growth of students scoring in the lowest 25% in math by 06/01/2017 as measured by STAR math scale scores for K-5th grade students and ACT Aspire for 4th and 5th grade students..

Strategy1:

Focused Instruction - Focused instruction will be provided by teachers to improve areas of weakness identified through disaggregation of the 2016 ACCT Aspire data and STAR math.

Category: Develop/Implement Learning Supports

Research Cited: Local Data

| Activity - Extended Day Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|---------------------|
| Identified students in grades 3-5 will be offered Extended Day instruction during the first and second semesters. | Academic Support Program | 10/11/2016 | 04/18/2017 | \$5000 - Title I Schoolwide | Principal, teachers |

Measurable Objective 2:

increase student growth of students scoring in the lowest 25% in reading by 06/02/2017 as measured by STAR reading assessment scale scores for K-5th grade students and ACT Aspire scores (for 4th and 5th grade students)..

Strategy1:

Academic Support - Additional academic support will be provided to identified students.

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

Research Cited: Local school data

| Activity - Extended Day Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---------------------|
| Identified students will be offered small group Tier III instruction after school during first and second semesters. | Academic Support Program | 10/11/2016 | 04/20/2017 | \$5000 - Title I Schoolwide | Principal, teachers |

| Activity - Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|--|
| Intervention will be provided by the classroom teachers, support teachers, and certified retired intervention teachers for K-5th grade students scoring in the lowest 25% on the STAR reading assessment. | Academic Support Program | 09/05/2016 | 06/01/2017 | \$25000 - Title I Schoolwide | Teachers, support teachers, certified retired intervention teachers, principal |

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

Goal 1:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency to meet or exceed the state APLA of 53% in English Language Arts by 06/02/2015 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English

Category:

Research Cited: WIDA World-Class Instructional Design and Assessment

| Activity - ELL Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-----------------------------|---|
| Teachers of ELL students will utilize strategies designed for academic instruction in English throughout the content area. | Direct Instruction | 08/10/2015 | 06/01/2016 | \$120000 - District Funding | Content teachers, administrators, ELL Coordinator |

Goal 2:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency to meet or exceed the state APLA of 53% in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment for teachers of ESL students..

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA World-Class Instructional Design and Assessment

| Activity - ELL instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-----------------------------|---|
| Teachers of ELL students will utilize strategies designed for academic instruction in English throughout the content area. | Direct Instruction | 08/10/2016 | 06/02/2017 | \$120000 - District Funding | Content teachers, administrators, ELL Coordinator |

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:

Provide digital tools and resources to all educators and students.

Measurable Objective 1:

collaborate to use research based best practices in digital media integration in the content areas by 05/29/2017 as measured by a culminating project.

Strategy1:

digital media integration - Identified teachers, the Principal and Media Specialist will participate in the Digital Literacy Project to provide digital media integration support for the school.

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

Research Cited: United States Department of Education

| Activity - Digital Literacy Project | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|---------------------------------------|
| A select group of teachers, Media Specialist and Principal will participate in the Digital Literacy Project which will culminate with a final project by the end of the 2016-2017 school year. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$17000 - Title I Schoolwide | Principal, Media Specialist, 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 | | |

| 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 | | |

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

Qualified and effective instructional staff is placed based on student population numbers and the needs for each grade level.

Component 4: Strategies to Attract Qualified Teachers

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

Maryvale lost 5 teachers after the 2015-2016 school year. Three were due to moves out of state, and one was a teaching unit eliminated due to state funding. 94% of the teaching staff returned for the 2016-2017 school year.

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

80% of Maryvale teachers have at least three years of teaching experience.

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

There is not a high turnover rate. Maryvale wants all teachers to be successful in their field. Support is offered to the teachers by the ARI Reading Coach, an Instructional Partner, and peer teachers. Professional Development and resources are provided as needed. Assessment data is studied to determine where the needs are, and if assistance is needed, it is provided.

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?

- ELL Cultural Awareness Training
- ARI Reading Coach provides modeling and professional development as needed for Sonday System, 6 Traits Plus 1 Writing, Be a Reading Star, and differentiated instruction.
- Common Formative Assessment (CFA) Training is provided by Central Office
- Robert Marzano's Being a Reflective Teacher and Engagement Strategies
- Stephen Covey's The Leader in Me
- Digital Literacy Project

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

- ELL Cultural Awareness
 - Be a Reading Star reading
 - Sonday System phonics
 - 6 Traits Writing
 - Common Formative Assessment (CFA)
 - Computer software training for software programs purchased
 - Effective Parenting Workshop
 - Digital Literacy Project
- Paraprofessionals are included in professional development training sessions as needed.

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.

Maryvale does not have any first year teachers this year. However, if we were to add a new teacher, he/she will be supported by a master teacher throughout the school year who has a proved record of effectiveness. All teachers are mentored through weekly grade level meetings held with the Instructional Partner and/or Principal or Assistant Principal. Grade level teachers support each other through sharing of lesson plans, creating CFAs and grade level meetings.

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

All professional development is sustained and ongoing throughout the school year. Observations, lesson plans, faculty and grade level meetings are used as a conduit for revisiting the professional development and determining the effectiveness and need for more professional

development on the topic.

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.

Maryvale offers a Bridges program during the summer for incoming kindergarten students that is designed to introduce the students to the day-to-day procedures experienced during a normal school day. During the spring of each year, K-4 students participate in a grade-to-grade transition program designed to introduce the students to the expectations and activities of the grade to which they will be promoted. Fifth grade students either visit the middle school(s), or the middle school counselor from the feeder pattern will visit Maryvale fifth grade classes. During the fourth quarter, Kindergarten teachers visit daycares servicing Maryvale to introduce the children to kindergarten. Successful parenting tips are distributed to the parents at this time.

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?

As soon as statewide academic assessment results are made available, the data is analyzed schoolwide in a faculty meeting and weekly grade level data meetings. Teachers identify strengths and weaknesses for reading, math and science to determine focus areas of instruction for the grade level and for individual students.

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?

Data from the ACT Aspire (3rd-5th), Universal Screening assessments (STAR), End of Quarter tests (EQTs), Common Formative Assessments (CFAs) and DIBELS (K-2nd grade) are used to identify students who are experiencing difficulty mastering standards. A Problem Solving Team (PST) comprised of the classroom teachers, Principal, Counselor, Instructional Partners, Resource teacher and an Intervention teacher meet to analyze work samples and academic data for students in need. Intervention strategies are then identified to aid the student.

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?

Classroom teachers provide daily Tier II and Tier III intervention to students who are struggling to master standards. Intervention teachers and paraprofessionals provide additional Tier III intervention. An Extended Day Learning program for 3rd-5th grade students is offered two days a week during a specific period during the fall and spring semesters. Maryvale utilizes four retired certified intervention teachers for Tier III instruction for K-2nd and 4th grades. An intervention teacher provides intervention for third grade.

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

First delivery of the material is presented to the class, then the teachers provide small group instruction to students based on their needs and abilities. Tier II and Tier III instruction is provided daily to an individual or to small groups of students based on their need(s). This is provided by the classroom teacher and retired certified intervention teachers, Title I intervention teacher or paraprofessionals. There is a school wide intervention period where staff members are providing Tier III instruction to students. Manipulatives are available to be utilized during lessons to provide concrete lessons before moving on to the abstract thinking. When appropriate, students are allowed to select the format of a presentation or project they are completing to allow for differences in interest levels.

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.

Extended Day Learning is offered at specific times after school during the first and second semester for remediation and reinforcement of reading and math skills for students in grades 3-5 needing additional academic assistance. Data is collected from ACT Aspire, STAR Screening assessments, and classroom assessments to determine which students need intervention.

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 Board of Education provides resource personnel on an individual basis. All homeless, migratory, delinquent, neglected, and LEP students have equal access to the same educational opportunities. Free and comprehensive services are provided for each of these subgroups (Migrant, Limited English Proficient, neglected or Delinquent, and Homeless) through the following district wide initiatives: 1. Migrant- Department of Special Programs. 2. LEP- Department of Special Programs 3. Neglected or Delinquent- Division of Federal programs. 4. - Homeless-Student Support Services.

Migrant: Equal Access: The MCPSS ensures that Migrant students will not be denied access to any programs or opportunities offered within the MCPSS on the basis of their migratory status. Migrant students must have access to instructional programs and related services for special populations including, but not limited to, pre-school programs, career/technical programs, special education programs, and extracurricular activities. All student support programs and services are available to Migrant students on the same basis that they are available to other students in a school. Migrant students participate in all local and state assessments on the same basis as other students. Migrant students' academic progress reports are monitored on a quarterly basis by Migrant personnel to ensure that they are meeting state academic content standards.

English Learners: The MCPSS EL curriculum is rooted in the WIDA Consortium's English Language Proficiency Standards for English learners (EL's). The WIDA ELP Standards are designed as a curriculum planning and assessment preparation to help educators determine children's English language proficiency levels and how to appropriately challenge them in reaching higher levels. ESL and classroom teachers receive training in the WIDA standards and their implementation in instruction and assessment. In the MCPSS System of Support Framework, ELs receive the Tier I first delivery of instruction from the classroom teacher with appropriate instructional and assessment accommodations. Tier II services are provided through ESL pull-out or inclusion classes. Tier III services are provided through an IELP (Individualized English Learning Plan). Classroom teachers receive training in the SIOP (Sheltered Instruction Observation Protocol) strategies, a scientifically research based model for training teachers in strategies for instructing ELs in the regular classroom. ELs receive pullout ESL services provided by ESL teachers or bilingual paraprofessionals. ESL teachers cannot issue grades but can provide input on student progress. Uniform assistance, Extended Day services, and preferential placement of at-risk students is provided by Maryvale to the underserved population.

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?

Maryvale follows all federal, state, and local guidelines when allocating Title I funds. All teachers are state funded units. Title I funds are used to employ an intervention teacher/Title I Facilitator and part time retired certified intervention teachers. Funds are allocated to purchase materials and supplies, computer software, support academic clubs, (an engineering club, math team, Coding Club, archery), and provide professional development for teachers. Also, an Extended Day Tutorial program is funded with Title I funds to assist struggling students in reading and math. Maryvale Elementary adheres to the federal guidelines that stipulates that 1% of the federal budget be set aside to promote parental involvement and training.

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.

Maryvale's Federal Title I monies, State Foundation funds and local funds are coordinated to achieve the schoolwide goals. All monies are used for professional development, materials and supplies, Extended Day Learning opportunities, and retired intervention teachers. After analyzing school data, monies are allocated based on student need to help achieve the schoolwide goals. A nutritious and healthy breakfast and lunch is provided to all students at no charge to ensure that their ability to focus and concentrate is not impeded by hunger. In addition, once a week, a fresh fruit or vegetable is provided to all students through the to provide a healthy snack and teach students about healthy eating habits. This snack is provided through a grant from the Fresh Fruit and Vegetable Program.

Maryvale attempts to prevent bullying and disruptive behavior from interfering with academics and maintains an anti-bullying campus. The concepts from the Olweus anti-bullying curriculum are still being implemented school-wide. This curriculum fosters an atmosphere of respect for others. The GREAT program, sponsored by Mobile City Police Department, prevents youth violence while developing positive relationships between youth and criminal justice professionals. The curriculum teaches ways to change negative attitudes and behavior through a variety of interactive skills and training methods. The school counselor also meets with small groups of students who demonstrate bullying or at risk behavior.

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.

Maryvale has received a federal grant titled "Fresh Fruit and Vegetable Program" to provide a fresh fruit or vegetable snack once a week for each child. In addition, the grant provides educational materials for the teacher to use in the classroom to help students make healthy choices in their diet. The school is provided with a Behavior Specialist and a counselor from Alta pointe to work with identified students. The Assistance League of Mobile assists in providing uniforms and backpacks for children who are in need, and the Bay Area Food Bank of Mobile assists in providing Back Pack Snacks for identified children.

A nutritious and healthy breakfast and lunch is provided to all students at no charge to ensure that their ability to focus and concentrate is not impeded by hunger. In addition, once a week, a fresh fruit or vegetable is provided to all students through the to provide a healthy snack and teach students about healthy eating habits. This snack is provided through a grant from the Fresh Fruit and Vegetable Program.

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Maryvale attempts to prevent bullying and disruptive behavior from interfering with academics and maintains an anti-bullying campus. The concepts from the Olweus anti-bullying curriculum are still being implemented school-wide. This curriculum fosters an atmosphere of respect for others. The GREAT program, sponsored by Mobile City Police Department, prevents youth violence while developing positive relationships between youth and criminal justice professionals. The curriculum teaches ways to change negative attitudes and behavior through a variety of interactive skills and training methods. The school counselor also meets with small groups of students who demonstrate bullying or at risk behavior.

Component 10: Evaluation

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

The Acip committee convenes quarterly to evaluate the implementation of the schoolwide program and determine if the plan is being effectively implemented. Data is presented and discussed that correlates with the goals. Revisions are made at this time if the data indicates the need for revisions.

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?

No single data source is used to determine a student's academic standing. All data sources are used in conjunction with one another to determine a student's needs. The faculty of Maryvale analyzes academic, attendance, and behavior data in monthly Problem Solving Team meetings. Common Formative Assessments (CFAs) are administered in reading three times a quarter, and the data from then is analyzed to determine if a student has mastered the standards tested, or if he/she needs reteaching. At the end of each quarter, end of quarter data are analyzed to identify students that did not meet standards. A Universal Screening Test (STAR) is administered three times a year, and students receiving intervention are progress monitored monthly. The results of the STAR screening is analyzed to determine the students' academic progress. DIBELS is administered to K-2 students three times a year, and the data is disaggregated to help determine students progress and identify students in need of additional support. In the spring, the state assessment (ACT Aspire) is administered to 3rd-5th grade students. The data from this assessment is disaggregated to determine achievement and gaps in achievement. This data is used to determine effectiveness of the schoolwide program and to set goals for the following school year. The effectiveness of the schoolwide program is evaluated using the entirety of data.

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?

Disaggregated data from state assessments (ACT Aspire), End of Quarter tests (EQTs), DIBELS, Common Formative Assessments (CFAs), Universal Screening scores (STAR), and end of quarter grades are used to determine the effectiveness of the schoolwide program. The data of students who are struggling to master the standards is monitored throughout the school year to determine progress and effectiveness of the schoolwide program, and to guide instruction. At the end of the year, course failures, end of year grades, and retentions, are used to help determine the effectiveness of the schoolwide program.

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 Acip team meets quarterly to analyze data pertaining to the schoolwide program and the plan. Each portion of the plan is evaluated to determine its effectiveness. If needed, the plan is revised to ensure continuous improvement of students in the schoolwide program.

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

Maryvale is retaining the goal tied to the Local School Indicator but set new objectives to be met. All of the other goals were kept while objectives and/or strategies might have been changed. We are retaining the objective for replacing outdated computers under the goal for providing digital tools and resources. During the 2015-2016 school year, Maryvale purchased 24 new desktops. During the 2016-2017 school year, we will replace 20 more desktops. Teachers and support staff will continue to analyze student data and identify students needing extra support through Problem Solving Team meetings (PST). Maryvale will continue to use certified retired intervention teachers as data has shown this has been effective in helping to meet the needs of struggling K-2nd grade students. Extended Day Learning will continue to be in the plan for struggling students in 3rd-5th grades. Students that take advantage of this opportunity have experienced success according to data.

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

All goals stayed the same, but some objectives and strategies changed. Objectives that were changed are as follows:

-90% of all students will collaborate to complete a rigorous and relevant interdisciplinary task in reading. This was deleted as teachers are integrating reading within the social studies and science content area.

-student achievement- teachers will collaborate to learn new strategies through peer coaching and turn around training.

This has been changed to professional development- the ARI Reading Coach, Instructional Partner and other qualified personnel will provide professional development for Soudan System for phonics, Be a Reading Star, 6 Traits Writing,

-Cultural Awareness Study- book study based on Eric Jensen's Children of Poverty, has been changed to a book study on The Leader in Me and Robert Marzano's Reflective Teaching and Engagement Strategies.

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 | 31.53 | 31 | 1,466,593.00 |
| Administrator Units | 1.00 | 1 | 91,439.00 |
| Assistant Principal | 0.50 | 0.5 | 35,406.00 |
| Counselor | 1.00 | 1 | 48,499.00 |
| Librarian | 1.00 | 1 | 53,426.00 |
| Career and Technical Education Administrator | 0.00 | 0 | 0.00 |
| Career and Technical Education Counselor | 0.00 | 0 | 0.00 |
| Technology | 5,780.00 | 0 | 5,780.00 |
| Professional Development | 2,176.00 | 0 | 2,176.00 |
| State ELL Funds | 0.00 | 0 | 0.00 |
| Instructional Supplies | 13,804.00 | 0 | 13,804.00 |
| Library Enhancement | 748.00 | 0 | 748.00 |
| Totals | | | 1,717,871.00 |

Title I

| Label | Question | Value |
|--------------|---|--------------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 189970.0 |

Provide a brief explanation and breakdown of expenses.

Reading Intervention Teacher- 77269
Retired Certified Intervention Teachers- 24937
Staff Development Stipends- 6,000
Extended Day Teachers- 11,800
Xerox Copier Rental- 7500
Instructional Supplies- 17,505.89
Parenting materials- 1,324.00
Instructional Equipment- 20,000
Library Books- 2,520.85
Instructional Software- 8,300
Stipends for Effective Parenting Workshop-1,500
Instructional Substitutes- 5,400.00
Parenting Substitutes- 375

2016-2017 Carryover Budget- 8,069.00 allocated for computers

| 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 Activites Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

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.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

| Label | Question | Value |
|-------|-------------------|-----------|
| 1. | Provide the total | 235841.93 |

Provide a brief explanation and breakdown of expenses

Aide- 3 units place- 60,270.00

Service- 1 unit places- 16,544

Supplies/OT/Other- 1000.00

Employee Benefits- 53,730.00

Property Services- 762.89

Utilities- 103, 525.04

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.

1) During the first quarter that school is in session, Maryvale Elementary School holds its annual meeting for all parents. Parents are notified of the meetings through (1) notices sent home in the school bulletin, (2) phone messages, (3) classroom newsletters, and (4) parent notices sent through the office. Topics to be discussed at this year's meeting are:

- Continuous Improvement Plan
- An explanation of the school's curriculum and the state's content standards
- Title I program and participation, its services and parents' rights
- Parental involvement section of the Continuous Improvement Plan
- Opportunities for parents to be involved and programs targeted towards parents
- School-parent compacts
- Grievance policy and procedures
- Parent survey

The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. Maryvale's allocation for parenting for the 2016-2017 school year is \$3,501.00.

Parents have a right to know the qualifications of their child's teacher. They have a right to know whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction, and whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived. They have the right to know the baccalaureate degree major of the teacher and any other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree, and whether the child is provided services by paraprofessionals and, if so, their qualifications. Parents can request the above information by submitting a request to the school.

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.

The leadership and staff at Maryvale Elementary School have a strong belief in the importance of parental involvement and therefore offer many opportunities for parents to attend parent meetings on a flexible schedule. Our annual Title I meeting for parents will be offered at the beginning of the year. In addition, parenting resources are available. Maryvale Elementary School believes in involving parents in all aspects of the Title I program. We have parent representatives on our Parent Advisory Committee, and they also serve on our Continuous Improvement Plan (CIP) committee. These parents are participants in the development of the plan and were given the opportunity to offer their input and review the plan before the plan was approved. Each year, the Continuous Improvement Plan, including the Parental Involvement Plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and the CIP committee to

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identify opportunities for improvement. Maryvale Elementary uses its Parental Involvement funds as follows: postage for report cards and newsletters, school-parent communication folders, and school planners (5th grade), all to ensure effective communication from the school to home. Supplies are also purchased for the Parent Resource Room, parent meetings, and books and supplies for the Learning Extravaganza.

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.

Maryvale Elementary conducts a parent meeting at the beginning of the year to provide information about its Title I program and services. Parents are provided with information regarding scheduling parent-teacher conferences and how to participate in decisions related to the education of their child. In addition, during the first semester, Parent-Teacher-Student Partnership conferences will be held to discuss the curriculum and academic assessments. Parents will be given a copy of the Local School Parent Involvement Plan, Mobile County Public School (MCPSS) Parental Involvement Plan, and Parents-Right-to-Know flyer. Upon conclusion of the meeting, parents will be invited to visit their child's classroom and meet his/her teacher. At this time, teachers will provide additional information explaining curriculum and academic assessments. If ELL students do enroll into the school, and if needed, the district will provide an interpreter for the students and parents to explain the necessary Title I information.

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).

Maryvale Elementary School and the Parent Advisory Committee (PAC) reviewed and revised the School-Parent Compact in May of 2016. All parents are given a copy of the School-Parent Compact, and it is explained in detail at the Annual Title I meeting by the Title I Facilitator. Parents will be asked to sign the compact signifying their commitment to working in partnership with the school and their child to ensure their child's success in school. The compacts will be reviewed at each parent conference during the school year. Each teacher will be given the responsibility to explain the compact to the students and obtain their students' signatures. The teachers will sign the compacts and keep a copy in his/her classroom for use during parent-teacher and/or student-teacher conferences. Each parent will be given a copy of the signed compact for their records and a copy will be kept in the Title I Evidence Box.

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

At the end of each year, Maryvale Elementary School brings its CIP and PAC Committees together to review and evaluate its Continuous Improvement Plan. There are a minimum of two parent representatives on the CIP Committee. Parents are notified of the review through notices sent home in Parent Communication folders. The notices make parents aware of the review process, availability of plan, and parents' right to give input regarding the revision of the plan.

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)

Maryvale Elementary School provides training during the Title I Parent meeting held at the beginning of the school. At that time, parents receive an overview of the state academic content standards, academic achievement, and state and local assessments. In addition, an explanation will be given regarding Title I, the services offered, and parents' right to be involved in their child's education. Maryvale has an Open House immediately following the Title I meeting where parents will be given the opportunity to meet their child's teacher and receive information about academic and behavioral expectations and their role in their child's success. Maryvale's CIP and PAC Committees work diligently to ensure that all parenting materials and training are closely aligned to our school's identified goals. Throughout the year, parenting meetings will be held on topics that address identified school goals. Since our CIP and PAC Committee identified reading and math as goals, we will hold reading and math events to provide parents with topics and materials to help their students in those content areas. In addition, parenting topics will include ideas that help to create a learning environment in the home and working as a partner with the child's teacher.

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)

Maryvale Elementary's counselor has been trained to offer assistance to parents when needed. A Parent Center is open and available during school hours. The Parent Center houses parenting resources and Parenting Literature. Literacy Nights and Math Nights are hosted each year so parents and children can attend and explore literature and math activities. An Open House is held each fall for parents to tour their child's classroom and meet with the teacher. Parenting Day is held in the fall to encourage parents to visit their child's school and classroom and participate in hands on learning of educational programs. Parents are also provided the opportunity to train in using the INOW website and school website to stay informed of their child's academic progress and stay informed of activities at school. Parents are encouraged to volunteer in their child's classroom, in the media center, first aid room, or cafeteria.

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)

Maryvale Elementary will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings to emphasize the following: understanding the value of parental involvement, how to reach out to, communicate with, work with and recognize parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

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)

Maryvale Elementary's counselor has been trained to offer assistance to parents when needed. A Parent Center is open and available during school hours. The Parent Center houses parenting resources and parenting literature. Learning Extravaganzas for parents are hosted each year in the evenings so parents and children can attend and explore literature and math activities. An Open House is held each fall for parents to tour their child's classroom and meet with the teacher. Parenting Day is held in the fall to encourage parents to visit the school and their child's classroom and participate in hands on learning of educational programs in the technology lab. Parents are also provided the opportunity to train on the INOW website and school website to stay informed of their child's academic progress and stay informed of activities at school. Parents are encouraged to volunteer in their child's classroom, in the media center, first aid room, or cafeteria.

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)

Information regarding school meetings, parent notices, etc., will be sent in the parents' native language provided by the ELL Program Coordinator if requested.

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)

Maryvale Elementary makes every effort to collaborate with parents and honor requests related to their involvement in their child's education. The teachers will try and accommodate parents by offering a range of times in which conferences can be scheduled. Maryvale conducts parent meetings at various times during the day and tries to try to accommodate as many parents as possible.

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.

In the event ELL students are enrolled, we will provide opportunities for participation by parents with limited English proficiency and parents with disabilities. An interpreter will be provided, if needed, to translate information to the parent. Every effort is made to accommodate parents and students with disabilities. This is a handicap accessible building.