ACIP

McDavid-Jones Elementary School

Mobile County Board of Education

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Citronelle, AL 36522

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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?

McDavid-Jones Elementary School currently serves 871 students in Pre-K through 5th grade. The racial demographic for the school consists of approximately 75% White/Caucasian students and 15% Black/African American students with the remaining 10% being American Indian, Asian, and Hispanic students.

Faculty, staff, and support personnel include 2 administrators, 1.5 counselors, 2 media specialists, a bookkeeper, 2 registrars, 11 cafeteria workers, a nurse, a plant manager, 18 bus drivers, 13 paraprofessionals, 2 parent organizers, 7 custodians, and 58 teachers. Racial demographics for all staff members consist of 11% Black/African American, 6 % Indian, and 83% White.
The school is located on a major highway in a rural area just outside a small town. The majority of our students are transported by bus from an area that is approximately 189 square miles. Changes over the last three years include the implementation of departmentalization for 4th and 5th grade, an additional Pre-K unit was added, and 2 additional computer labs were established along with a Rolling IPad Lab for Kindergarten.

The 2016-2017 school year will begin its third year under the leadership of a new principal, the first since the school was built some 15 years ago. Unique features about McDavid-Jones Elementary include access to two libraries and the four stationary computer labs along with a Rolling IPad Lab for Kindergarten. The school is almost like two separate schools, K-2 and 3-5, on the same campus sharing a gymnasium and a cafeteria that is located between them.

One of our bigger challenges is that most of our students do not live within close proximity of our school. Coupled with the fact that the majority of our students qualify for free or reduced lunch, it can sometimes be difficult for parents to get to the school for conferences or for programs.

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.

Mission Statement:

The Mission of McDavid-Jones is to produce lifelong learners who demonstrate the desire for educational success. This will be modeled by a child-centered staff in a safe, caring environment.

Vision Statement:

We are lifelong learners, learning as we grow.

We expect our students to be lifelong learners who can and do learn as they grow. To facilitate their learning, we provide a number of opportunities such as Pre-K programs, 2 science labs, 2 media centers, Classroom in the Forest/Forest in the Classroom, a summer reading program, Parenting Center/Workshops, transition programs, a nature trail, extended day tutoring, a mentoring program, and departmentalization in the upper grades.

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.

In 2013, McDavid-Jones' students made outstanding progress in reading and math on the Alabama Reading and Math Test Plus. As always, reading and math will continue to be the most important facet of the programs of McDavid-Jones in which we will continually strive to make progress.

McDavid-Jones provides a GED class for parents through Title 1 Parenting. The program began in the summer of 2010. As of August 2016, there have been 65 parents/former students to successfully complete the program. Most have gone on to college or technical school; some have taken better jobs. In 2013, McDavid-Jones received a commendation from Goodwill Easter Seals (our GED partner) for our commitment, compassion, and dedication to adult education. It has been a positive and rewarding opportunity for the families of McDavid-Jones and for the community of Citronelle.

To better prepare our students for the middle school experience, our 5th grade has been departmentalized. The students change classes within a pod of 3 teachers for reading, math, and science/social studies. Students use planners in which they are given the responsibility of keeping up with classwork and assignments.

One area of need that has been a continued focus for our school is to continue to build a better, more positive relationship with the parents of our students. We recognize that by establishing a partnership with our students' families we can enlist their help with attendance, academics, study skills, and the overall programs of the school. We are proud to say that our parent support has increased in the last two years. We have seen an increase in the number of parents who want to come volunteer at their child's school.

Since 2014, we have implemented additional ways to communicate with our stakeholders through communication resources that are available to us. We use SchoolMessenger, Facebook, and Twitter to let parents and other stakeholders know what is going on at our school.

For 2016-2017, we have applied and have been approved to establish our own chapter of the National Elementary Honor Society at McDavid-Jones. The first induction ceremony of our new chapter will be held in September of 2016.

Additional Information

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

McDavid-Jones is proud to be one of the few schools in Alabama to facilitate a school-wide 4-H program.

McDavid-Jones is also the first school to implement the Classroom in the Forest/Forest in the Classroom program where students learn about natural resources that are an important part of their community as well as for the state of Alabama.

We are also one of the first schools to have a school-wide Junior Master Gardner program. Parent volunteers receive training at the beginning of the school year that will empower them to lead classes in the 4-H, Classroom in the Forest/Forest in the Classroom, and Junior Master Gardner programs.

McDavid-Jones strives to keep parents informed about things that are going on at school. We communicate with them through School Messenger, Parent bulletins, the school website, and through our school Facebook page. We have added Twitter as an additional resource in 2016.

We recently began using responsible, assertive, dependable 5th graders to assist in the cafeteria at breakfast. These students help our little ones get their trays and get seated to eat breakfast. They help with opening drinks and food as needed. They also help the younger students get to their classroom after breakfast, if necessary.

McDavid-Jones will be a Bring Your Own Device school this year. As a result of that, we have established two Tech Teams. These teams are made up of students in 5th grade and 2nd grade who are tech savvy, dependable, and responsible. The will assist with lab startups in the morning and with shut down in the afternoon. The breakfast patrol and the Tech Teams will give our students an opportunity to enhance their leadership skills, and it will prepare them to be leaders after they leave McDavid-Jones.

Each year for the last six years Citronelle United Methodist Church has sponsored "Too Good for Drugs" program for our fifth grade students. The program talks about gate way drugs. We have had over nine hundred students complete the program.

"Faithful Friends" mentoring is now in its seventh year. People from the community come and visit with our students who need extra encouragement. They help build the self-esteem of our students. Mentors encourage students to attend school every day. This program is offered to third through fifth grade students.

We have been a part of the "Reading Buddy Program" sponsored by MAEF for the last three years. This program is offered to our third grade students.

We have held a career fair "Careers on Wheels (C.O.W.)" for the last six years for our third, fourth and fifth grade students. Businesses from the community and surrounding areas come and speak with the students about the importance of staying in school and choosing a career they will enjoy.

We are proud to say that we celebrated our Twenty-Fifth year as "Partners in Education" with Arkema last year. Over the years Arkema has

provided our school with playground equipment, computers, books, ramp for our handicapped students, painted our stage and provided many other needs for our school. Arkema recognizes our students for quarterly and yearly honor awards, such as "A", "AB" Honor Roll, and Perfect Attendance. Arkema employees attend the career day and share their profession with our students. They sponsor a summer reading program for all students.   Arkema also provides gifts for needy students at Christmas.

McDavid-Jones has also been working to build relationships among the leaders and students of other schools in our feeder pattern through a coordination of activities with Lott Middle School and Citronelle High School. We believe that these efforts will bring about a community spirit among our students that will make them want to stay in school and look forward to being a part of the graduation experience.

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.

In August, the ACIP committee, which consists of administration, core academic teachers, resource personnel, and parents, met to review the 2016 test data to discern the degree to which the goals and objectives of the improvement plan for our school had been met. The information was shared with faculty and interested parents. The ACIP team met and analyzed all available data to determine which strategies were successful and which strategies needed to be modified or omitted. Additionally, the team suggested strategies, professional development, and budget requirements that would be needed to help reach the stated goals. When the draft was completed, faculty and parents were invited to review the ACIP snapshot to suggest modifications or revisions. Stakeholders were invited to participate and were notified in person as to what their role would be and when meetings would be held.

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

ACIP committee participants include administrators, core academic teachers, parent organizers, media teacher, technology representative, counselor, attendance clerk, parents and other community stakeholders. Administrators review budgets, data, and professional development strategies that will pertain to the plan. Core academic teachers and resource teachers disaggregated data that would be used to determine academic goals, strategies, and activities to meet plan requirements. The attendance clerk provided input regarding goals for attendance as an additional academic indicator. Parent organizers, parent representatives, and other community stakeholders provided input with regard to the goals, strategies, and activities that were selected for the school improvement plan.

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

The final improvement plan was communicated to all stakeholders through online web services, including school website and other social media, quarterly. Notifications of changes will be communicated through monthly parent bulletins and newsletters, along with frequent school messenger communications as needed to remind parents of the working plan. Hard copies of the plan will be kept onsite for individuals to peruse at their convenience.

ACIP committee meetings will be held at least every other month to review progress on and make revisions to the plan. Committee members will be notified through digital messaging, phone calls, or via personal contact. STI-PD reports and sign in sheets will be used as documentation of meetings.

Grade levels will be provided an opportunity to meet formally on a regular basis, at least once per month. PLCIA's will be used as documentation.

Data meetings will be held once per month for grade levels and once per month for PST. The Leadership team will meet once per month

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The data used for evaluation is the STAR Reading and STAR Math 2015-16 Assessment Proficiency Report, the STAR Reading and STAR Math 2016-17 Universal Screening Proficiency Reports, and ASPIRE 2015-2016 data.	STAR Reading 15-16 STAR Math 15-16 STAR Math Screening 1 16-17 Aspire Data 2014-2016 STAR Reading Screening 1 16-17 STAR Math Screening 1 16-17

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

STAR Data

The STAR Reading data for the first screening shows that 22% percent of the students who have taken the STAR Reading assessment have scored at or about the 75th percentile, which is a two-point increase over the end of the previous year. 41% of the students who have taken the STAR Math have scored at or above the 75th percentile which is higher than the 33% who scored in the same range at the end of the previous year.

ASPIRE Data

3rd grade Reading has increased by 5 points over the previous year with gains being made each year.

5th grade Reading has made gains each year.

5th grade Math has made gains with year with a 12 point gain from the previous year.

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

3rd grade reading on the Aspire has increased from 23 in 2014 to 26 in 2015 to 31 in 2016, an increase of 9 points since the first group of third grade students took the test.

5th grade reading on the Aspire has increased from 32 in 2014 to 38 in 2015 to 39 un 2016. This represents an increase of 7 points since the Aspire cycle began for 5th grade students.

5th grade math on the Aspire has also increased from 32 in 2014 to 33 in 2015 to 44 in 2016, a 12 point increase since the beginning of the Aspire assessment for 5th grade students.

Which area(s) indicate the overall highest performance?

3rd grade math increased 14 points over the previous year.

5th grade math increased 11 points over the previous year.

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

The subgroups showing a trend toward increasing performance in STAR Reading were ethnic subgroups that include:

- Asian group at 50%

- White group at 52%

Between which subgroups is the achievement gap closing?

The most notable gap that seems to be closing is the gap between the percentage of white students and Asian and Pacific Islander students who scored in the proficient range on the STAR Reading:

- White students 52%
- Asian students 55%

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

Findings are expected to be near the same on other sources of data.

Areas in Need of Improvement

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

4th grade Aspire Math dropped 11 points from the previous year.
4th grade Aspire Reading dropped 9 points from the previous year.

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

With regard to grade levels, 4th grade reading and math decreased significantly from the previous year. With regard to groups of students, there is a significant trend in decreasing scores for students who were 4th graders the previous year compared to how well they scored at the 5th grade level.

Which area(s) indicate the overall lowest performance?

For the Spring 2016 assessment term, 3rd grade reading had the lowest percentage for the number of students who scored in the Ready or Exceeding range on the Aspire.

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

There were no subgroups that had increasing achievement gaps.

Between which subgroups is the achievement gap becoming greater?

There were no subgroups that had increasing achievement gaps.

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

Findings are expected to be consistent with other data sources.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
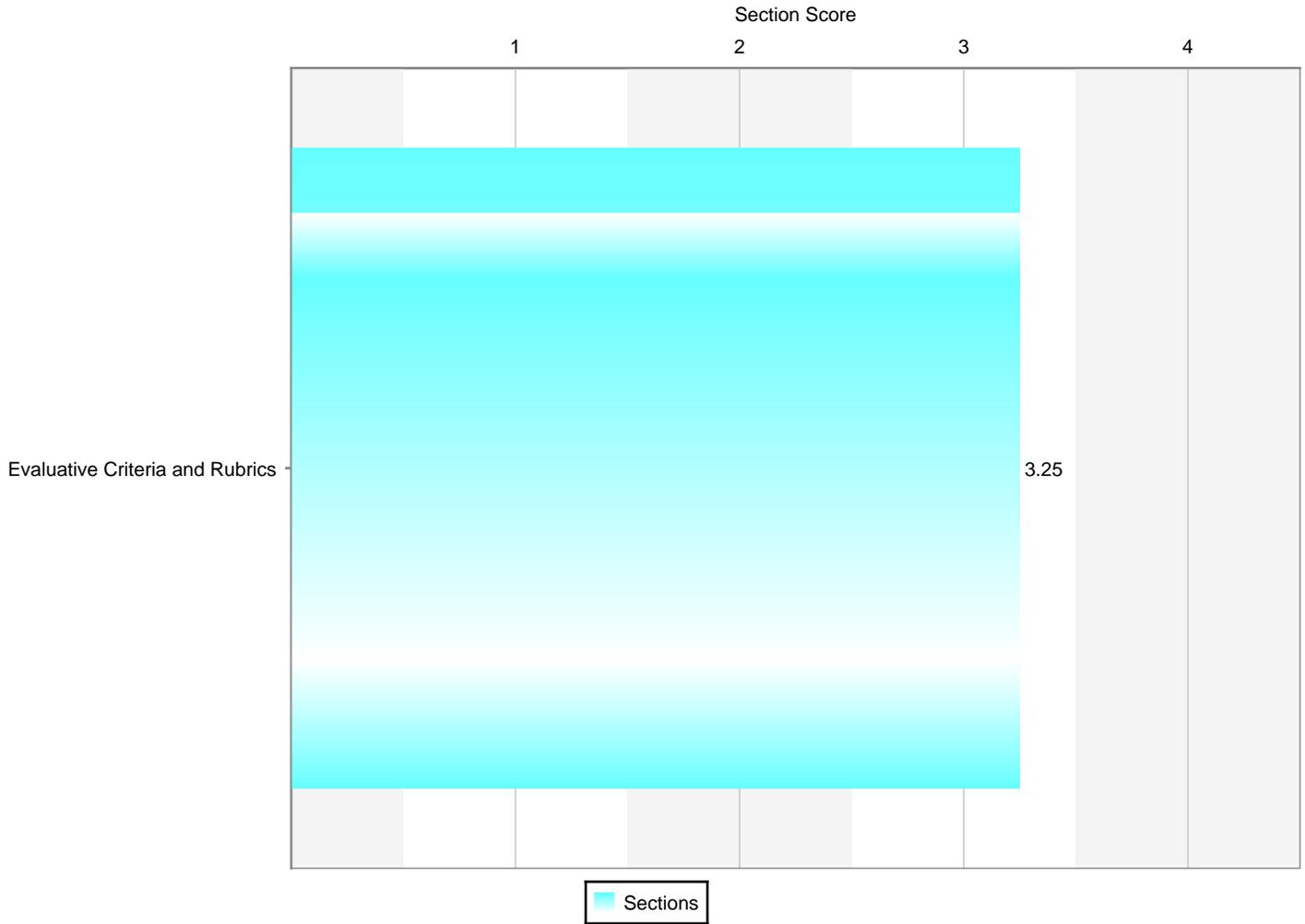
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, 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	The Instructional Leadership Team members who assisted in the compilation of the CIP for McDavid-Jones include the principal, assistant principal, guidance counselor, appropriate content-area teachers, parent representatives, Library Media Specialist, Technology Coordinator, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Signature page

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	McDavid-Jones 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.	Signature page

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Susan Jill Dickinson, Principal 16250 Hwy 45 South Citronelle, Alabama 36522 251-221-1510	Signature page

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	Signature page and Parent Involvement plan are attached.	Parent Involvement Plan Signature page

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

2016-2017 McDavid-Jones Elementary ACIP

Overview

Plan Name

2016-2017 McDavid-Jones Elementary ACIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the learner through high-quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.	Objectives: 7 Strategies: 9 Activities: 12	Academic	$17365
2	Prepare and Support Teachers to Graduate College- and Career-Ready Students.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$9474
3	Provide digital tools and resources to all educators and students.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$71495
4	Prepare and support students through student support services.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$0
5	Students will participate in a comprehensive student support system that will increase average daily attendance from 92.64% to 95.00% by 06/03/2016, as measured by monthly attendance records in INow and Data Warehouse.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$21159
6	LSI: A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going	Objectives: 1 Strategies: 3 Activities: 3	Academic	$2218

Goal 1: Engage and Empower the learner through high-quality K -12 aligned College and Career Ready Standards, instruction, and assessment for all common core areas.

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency to meet or exceed state APLA in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Status	Progress Notes	Created On	Created By
Not Met	testing has not occurred	January 11, 2017	Deborah Snow
Not Met	Objective not yet met. A plan is in place to get additional help for students who have academic/language barriers.	February 09, 2015	Deborah Snow

Strategy 1:

Implementation of 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: Develop/Implement College and Career Ready Standards

Research Cited: WIDA

Status	Progress Notes	Created On	Created By

| N/A | Carmen Bounds and Jennifer Rey collaborate with McDavid-Jones in working to achieve its ESL aCIP goal.

In McDavid-Jones case, Ms. Bounds serves the English learners twice a week using the pull-out method of small group instruction. A total of 53 hours of direct service to English learners was recorded for first semester. She has met with the classroom teachers of the English learners to discuss language accommodations. The classroom teachers teach grade level content to English learners using sheltered instruction. English learners will be taking the state mandated ACCESS for ELLs in February 2016 to measure language growth.

In addition to direct and indirect language instruction, McDavid-Jones also helps meet the needs of English learners by making sure that language is provided to parents in a language they can understand. Interpreters are used for parent meetings, IEPs, etc. Interpreters also make critical phone calls that help facilitate the school/home connection. | March 21, 2016 | Deborah Snow |

Activity - Implement Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach common core through the implementation of non-negotiable reading strategies as mandated by the district. These will include explicit instruction delivery using whole group and small group instruction in all 6 components of reading, tiered instruction, the cycle of instruction, student work displays, the close reading procedure, student-centered instruction through implementation of reading and writing workshops, use of technology, data-driven workstations/literacy centers, use of leveled books to differentiate instruction, use of the gradual release model, shared reading/writing, guided reading/writing, independent reading/writing, intensive intervention instruction focused on deficit skills, writing practice in different modes and genres, and handwriting practice.	Direct Instruction	08/10/2016	06/02/2017	$0	State Funds	content teachers, administrators

Measurable Objective 2:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Reading by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy 1:

Increase Reading Achievement - All teachers will implement the use of Accelerated Reader as a tool to increase time spent reading for their students. STAR and AR

reports will be used as instruments to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards for Reading

Status	Progress Notes	Created On	Created By
N/A	Reading EQT scores show an increase for all grades with the exception of Grades 1 and Kindergarten. Reading grades for those two groups showed a decrease. This was contributed to students having to read more material independently.	March 25, 2016	Deborah Snow
N/A	We have completed two rounds of the interim assessments. There was a 14 point gain in Reading scores overall from Interim I to Interim II for grades 3-5 with 5th grade having the biggest gain.	March 25, 2016	Deborah Snow

Activity - Increase Reading Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Accelerated Reader/Renaissance Place daily.	Academic Support Program	08/10/2016	06/02/2017	$0	District Funding	K-5 Teachers, Resource teachers, Media personnel

Status	Progress Notes	Created On	Created By
In Progress	01/11/2017 • AR progress – School wide participation is 98.5% There were new students enrolled who had not taken any tests yet.	February 06, 2017	Deborah Snow
In Progress	11/02/2016 AR progress – All grade levels are at 99%-100% participation.	February 06, 2017	Deborah Snow
In Progress	AR participation rate is at 100% for all grade levels with the exception of two grade levels who had just received new students. A comparison of STAR Reading reports from the beginning and midyear checkpoints show that students are moving from the two lower percentile ranks to the two higher percentile ranks, which is a sign of progress.	March 21, 2016	Deborah Snow
In Progress	AR scores increased on Early Literacy/STAR Testing as indicated by current report. McDavid-Jones placed well above the district level. Next Steps include implementation of Teacher/Parent/Principal conferences that will be held for students who are in danger of failing.	February 09, 2015	Deborah Snow

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program runs for six weeks at one day per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested list.	Academic Support Program	06/06/2017	07/13/2017	$2680	Title I Part A	Title 1 Facilitator, Media Specialist

Status	Progress Notes	Created On	Created By
In Progress	We are currently in the planning stages of promoting our Summer reading program.	March 25, 2016	Deborah Snow

Strategy 2:

Extended Literacy Block - All K-3 teachers will implement an extended literacy block that will add additional instructional time for Reading and Language Arts. STAR

Reading reports, formative assessments, and end of quarter tests will be used to monitor progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study, Common Core Standards for Reading

Status	Progress Notes	Created On	Created By
N/A	Extended literacy blocks have been put in place to provide three full hours of literacy instruction for students in grades K-3. This allows teachers to implement literacy instruction across all content areas.	March 21, 2016	Deborah Snow

Activity - Extended Literacy Block for K-3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity provides for additional instructional time for Reading and Language Arts.	Academic Support Program	08/10/2016	06/02/2017	$0	No Funding Required	All K-3 teachers

Strategy 3:

Provide Extended Day - Extended day sessions will be held after school no less than two days per week for an hour each day. Students will receive small group

instruction in reading or math targeted to their individual areas of need. Students will be placed in the program based on input from teachers, assessment data, daily

progress, and PST documentation. Transportation will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards.

Status	Progress Notes	Created On	Created By
N/A	Our Extended day program started in January 2016 and will end in May 2016. Classes meet twice weekly for one hour each session. Bus transportation is provided. We are currently reaching 34 students in the target areas of Reading and Math for grades 3-5.	March 25, 2016	Deborah Snow

Activity - Extended Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Academic Support Program	01/10/2017	05/16/2017	$11871	Title I Part A	Title 1 Facilitator and Administrators

Measurable Objective 3:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy 1:

Increase Math Achievement - All SpEd teachers and K-5 teachers will collaborate and analyze data to identify areas of weakness that will drive instruction. Formative

assessments and end of quarter tests will be used to monitor progress.

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

Research Cited: Alabama Course of Study, Common Core Standards for Math

Status	Progress Notes	Created On	Created By
N/A	01/11/2017 Interim I Assessment completed in Nov. 2016. Grade 3 Math 34 Grade 4 Math 40 Grade 5 Math 42 Interim II Assessment completed in January 2017. Grade 3 Math 29 Grade 4 Math 34 Grade 5 Math 25	February 06, 2017	Deborah Snow
N/A	We have completed two rounds of the interim assessments. There was a 1 point gain in Math scores overall from Interim I to Interim II for grades 3-5. Grade 3 dropped 2 points. Grade 4 gained 8 points. Grade 5 dropped 5 points. Teachers believe that it is because some of the skills tested have not been covered yet.	March 25, 2016	Deborah Snow
N/A	EQT reports for Q1 and Q2 Math show that school-wide data indicate scores greater than the 70% Benchmark. Use of Buckle Down books for Math will continued to be used. Interventions will continue for students who are not performing at the desired level of proficiency.	February 09, 2015	Deborah Snow

Activity - Implement PST and RtI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/10/2016	06/02/2017	$0	State Funds	Special Education teachers, K-5 teachers

Status	Progress Notes	Created On	Created By
In Progress	01/11/2017 Totals Academic 147 Attendance 24 Behavior 0 171/160 students Eleven students are in RTI for attendance and academics, so they are actually counted twice. As the year progresses, more students are beginning to have attendance issues. There were several students whose classroom grades are B's and C's without re-teaching/retesting, but their STAR scores are below the 50th PR. Therefore, we kept them in RTI. Our next PST meeting is March 7, 2017.	February 06, 2017	Deborah Snow
In Progress	01/26/2017 Totals for January Academic 147 Attendance 24 Behavior 0 Total 160 students (11 are counted in attendance and academics)	February 06, 2017	Deborah Snow
In Progress	11/02/2016: October Totals: Academics 143 Attendance 13 Behavior 1 Total 157 November Totals: Academics 162 Attendance 8 Behavior 1 Total 171	February 06, 2017	Deborah Snow
In Progress	Using collaboration and data analysis to increase math achievement implementation is in progress. Homeroom teachers and resource teachers communicate with each other about the needs of their students who are being served. All teachers use data analysis to identify the skills on which their students need additional instruction. To address areas of need, teachers use strategies such as finding ways to help students learn multiplication facts, promoting fluency with math operations, practicing problem solving skills, using task cards, and multiplication cards.	March 21, 2016	Deborah Snow

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 and SpEd teachers will participate in data meetings on a monthly basis to analyze assessment data and make determinations about the rate of progress for each student in every class.	Academic Support Program	08/10/2016	06/02/2017	$0	No Funding Required	All K-5 teachers and all SpEd teachers, school administrators

Measurable Objective 4:

70% of All Students will demonstrate a behavior of effectively and responsibly using digital media to learn and communicate real world applications of concepts and processes individually and collaboratively in Reading by 06/02/2017 as measured by classroom observations and implementation of lesson plans..

Strategy 1:

Increase Reading Achievement with Technology - Expand accessibility and quantity of free and district provided, high-quality engaging, standards-based, digital media

resources for students.

Category: Develop/Implement Learning Supports

Research Cited: CCRS Literacy Standards, Surveys

Status	Progress Notes	Created On	Created By
N/A	11/02/2016 Technology is in use with a variety of programs being used to address Reading/Math skills. Such programs include Moby Max and IXL.	February 06, 2017	Deborah Snow
N/A	To increase reading achievement through the use of technology, teachers are using Learning.com and Accelerated Reader as digital resources to support phonics instruction, reading comprehension, and reading fluency.	March 21, 2016	Deborah Snow
N/A	Teachers will continue re-teaching/re-testing as needed for students who are not making a passing grade on class assessments. Intervention will continue for students who are in need of extra help.	February 09, 2015	Deborah Snow

Activity - Use Computer-based resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction experiences. Examples of resources that may be used are Starfall, More Starfall, Reading Wonders, Lumio, Moby Max, and IXL.	Technology	08/10/2016	06/02/2017	$0	Other	K-5 teachers, Special Education teachers, intervention teachers, media personnel

Status	Progress Notes	Created On	Created By
In Progress	Technology software has been acquired to allow students to participate in online learning experiences. A site license for More Star Fall for the younger grades has been acquired and is currently being used. Wonders Online, Learn Zillion, Newsela, and Benchmark Online are also being used.	February 09, 2015	Deborah Snow

Measurable Objective 5:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Reading by 06/02/2017 as measured by the STAR Reading reports..

Strategy 1:

Increase Reading Acheivement of Lowest Performing Quartile - We will provide Extended day opportunities for students in grades 3-5 two days per week. The targeted students will be the students who are in the lowest performing 25% academically. We will use IXL and Moby Max during extended day to practice specific skills identified by their general education/resource teacher as weaknesses based on STAR data. We will use STAR Reading reports to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Common Core State Standards

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for extended day learning to address areas of weakness in Reading.	Academic Support Program, Tutoring	10/18/2016	05/16/2017	$938	Title I Part A	Title 1 Facilitator and classroom teacher

Status	Progress Notes	Created On	Created By
In Progress	Extended Day started on January 17, 2017. We are currently serving 50 students in grades 3 thru 5 in Reading.	February 06, 2017	Deborah Snow

Activity - Moby Max and IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.	Academic Support Program, Tutoring	10/18/2016	05/16/2017	$938	Title I Part A	Title 1 Facilitator and classroom teacher

Measurable Objective 6:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by STAR Math results..

Strategy 1:

Increase Math Acheivement of Lowest Performing Quartile - We will provide daily opportunities for Tier 3 instruction through extended day tutoring, in-school

interventions, and through the use of digital based intervention programs to provide targeted instruction. We will use Moby Max and IXL to provide targeted instruction

for students in grades 3-5 who are in need of additional academic support.

Category: Develop/Implement Learning Supports

Research Cited: Common Core Standards for Math

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide extended day opportunities for students who grades 3-5 who are in need of additional academic support.	Academic Support Program, Tutoring	10/18/2016	05/15/2017	$938	Title I Schoolwide	Title 1 Facilitator and classroom teachers

Measurable Objective 7:

70% of Fourth and Fifth grade students will demonstrate student proficiency (pass rate) of scoring at or above the district benchmark in Science by 06/02/2017 as measured by the End-of-Quarter exams..

Strategy 1:

Increase Science Achievement - All teachers will use available resources to provide enhanced learning experiences that will increase the level of achievement for

students in Science.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study

Status	Progress Notes	Created On	Created By
N/A	01/11/2016 Science scores for interim assessments. Interim I was 60% for grade 5. Interim II was 69% for grade 5.	February 06, 2017	Deborah Snow
N/A	01/11/2016 EQT Science scores for grades 4 and 5 are above 95%.	February 06, 2017	Deborah Snow
N/A	11/02/2016 EQT Science scores for grades 4 and 5 are above 90%.	February 06, 2017	Deborah Snow

Activity - Use Science Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use available resources provided by the districtand the local school to enhance Science instruction. (Discovery Education, Mystery Science, AMSTI, STEMscopes, Studies Weekly)	Academic Support Program	09/23/2016	06/02/2017	$0	District Funding	Administrators and Classroom teachers

Goal 2: Prepare and Support Teachers to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency in the knowledge and implementation of curriculum standards as determined by the district by 06/02/2017 as measured by classroom observations and walk-throughs.

Strategy 1:

Professional Development - All teachers will be given opportunities for professional development by the LEA and/or the district that will pertain to content standards.

Progress for this strategy will be monitored through observations, walk-through snapshots, and lesson plans.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Course of Study, Common Core Standards

Status	Progress Notes	Created On	Created By
N/A	Literacy training will take place the next two months.	February 09, 2015	Deborah Snow

Activity - PD Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance,	Professional Learning	08/10/2016	06/02/2017	$9474	Title I Schoolwide, State Funds	Administrators, District Personnel, Faculty

Status	Progress Notes	Created On	Created By
In Progress	11/02/2016 Training for the Digital Literacy Team is on–going. Teachers have received training on the STEMscopes Science initiative. Teachers are using digital based resources to enhance instruction for their students.	February 06, 2017	Deborah Snow
In Progress	11/02/2016 Teachers received Sonday System refresher to help with phonics instruction.	February 06, 2017	Deborah Snow

In Progress	Teachers at McDavid-Jones have been prepared and supported through professional development opportunities such as training in Sonday, Six Traits of Writing, Common Formative Assessments, Digital Literacy, and Science PLT. Our kindergarten and Pre-K teachers have also received extensive training in the Teaching Strategies GOLD©. Next Steps: We plan to roll out a BYOD initiative in 2106-2017, so onsite training with Ursula Martin has been started with the Digital Literacy team to help us prepare for that initiative.	March 21, 2016	Deborah Snow
In Progress	There is a Math PLT in place that gathers for training once a month. The team consists of one teacher per grade level. The teachers become peer coaches with their grade levels as they share what they have learned as members of the PLT team.	February 09, 2015	Deborah Snow

Measurable Objective 2:

demonstrate a behavior of using technology/digital resources to implement standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning, creativity, and innovation for our students by 06/02/2017 as measured by classroom observations and implementation of lesson plans.

Strategy 1:

Use Technology - Teachers will be encouraged to become more proficient in the use of various digital-based resources available to them to enhance instruction for their students through technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 Survey, Alabama Course of Study

Status	Progress Notes	Created On	Created By
N/A	Teachers are using digital based resources to enhance instruction for their students.	February 06, 2017	Deborah Snow
N/A	Technology in use includes Learn Zillion and Reading A-Z, among others.	February 09, 2015	Deborah Snow

Activity - Use Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multi-media/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.	Technology	08/10/2016	06/02/2017	$0	State Funds	Administrators, District Personnel, Faculty

Status	Progress Notes	Created On	Created By

In Progress	Teachers are being encouraged to become more proficient in the use of digital resources to enhance instruction for their students. Teachers at McDavid-Jones are using I-pads, SmartBoards, and the computer labs to provide digital lessons as a tool for instruction. Next Steps: The 3-5 media and school TST requested an aide for the 2016-2017 school year.	March 21, 2016	Deborah Snow
In Progress	Training for Office 365 will be taking place before the end of the school year.	February 09, 2015	Deborah Snow
In Progress	There have been 54 computers installed this year; there is still a need for more computers.	February 09, 2015	Deborah Snow

Goal 3: Provide digital tools and resources to all educators and students.

Measurable Objective 1:

demonstrate a behavior of locating and promoting the use of high-qualtiy, cost-effective, complete and supplemental managed interactive digital content and curriculum materials and text aligned with Alabama's College- and Career-Ready standards by 06/02/2017 as measured by classroom/student observatons and decreased usage of paper and hard-copy materials.

Strategy 1:

Use of Digital Resources - Administrator will seek to procure digital resources including web-based applications, site licenses, and interactive software that teachers can use to enhance digital-based instruction for all students. The strategy will be measured by observations in classrooms, computer-generated data reports, PST reports, and evidence of student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020

Status	Progress Notes	Created On	Created By
N/A	01/11/2016 Teachers and students are using digital based resources to enhance the learning experience. Four stationary labs with a total of 99 stations are now in use. One mobile lab with twenty I-Pads is being used by kindergarten. Using fund sources from Title 1 and State Allocation for Technology we will begin replacing computer stations in the 4-5 lab. We received a $12, 000 grant from the Mobile County Commission that will be used to purchase 18 student laptops for classrooms. Usage reports and data reports from digital-based sites were used to monitor progress.	February 06, 2017	Deborah Snow
N/A	We have purchased 44 laptops for teachers with Title 1 funds.	February 06, 2017	Deborah Snow

N/A	11/02/2016 Teachers and students are using digital based resources to enhance the learning experience. Four stationary labs with a total of 99 stations are now in use. One mobile lab with twenty I-Pads is being used by kindergarten. Computers in the lab used by grades 4 and 5 are out of warranty and will soon need to be replaced.	February 06, 2017	Deborah Snow
N/A	With the addition of 54 computers and 5 tablets, along with the future purchase of IPads, there will still be a need for more technology hardware. Teachers' laptops were purchased in 2010 and are beginning to die out. There is a need to replace them.	February 09, 2015	Deborah Snow

Activity - Use Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use digital-based resources to enhance learning experiences in all content areas.	Technology	08/10/2016	06/02/2017	$0	Other	Administrators, K-5 teachers, Special Education teachers, Intervention teachers

Status	Progress Notes	Created On	Created By
In Progress	All faculty and staff at McDavid-Jones are encouraged to make use of the digital resources that are available to them as a means of decreasing the use of paper based materials. Teachers are using programs such as Starfall and More Starfall, Lumio Education, Reading Wonders online and Learning.com as resources for increasing digital learning. With the implementation of Digital Literacy, teachers are becoming more proficient at using a wider variety of digital resources.	March 21, 2016	Deborah Snow
In Progress	There is a need to purchase more devices for students and for labs. Training for Office 365 is needed. Wonders Training will be provided by the representative in February 2015.	February 09, 2015	Deborah Snow
In Progress	Learn Zillion, Wonders, Discovery Ed, Learning A-Z, Alex Diagnostic Reports, Star Fall Math, and Lymboo Math are currently being used.	February 09, 2015	Deborah Snow

Measurable Objective 2:

demonstrate a behavior of ensuring that every teacher and student has access to an Internet Connected Device (ICD) with viable access points, appropriate software, and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by survey results, documented interviews with students, teachers, and administrators, and by inventory reports.

Strategy 1:

Increase ICD Access - Work to provide funding that will increase access to ICDs for every student and educator in our school through district, school, and other funding and also seek BYOD options for student use.

Category:

Research Cited: Transform 2020 Plan

Status	Progress Notes	Created On	Created By
N/A	1. Applied for and received a $12,000 grant from Mobile County Commissioners to purchase student laptops and headsets. Waiting for funds to be released. 2. Purchased 44 Teacher Laptops/32 Docking stations with Title 1 Funds. 3. Will continue to encourage teachers to use the Donor's Choose program as a fund source to acquire additional devices for their students. 4. Continue to consider the long term plan for replacing computers that will be out of warranty soon. 5. A request for completion of wiring updates to our school that were needed to increase wireless capabilities on our campus has been completed. 6. We will be pulling all available classroom computers to set up a lab for 5th grade. This will give each grade level their own lab, and will greatly increase access to internet connected devices for all students. The room location has been selected, cleaned out, painted, waxed, and tables have been ordered and received. We are in need of twenty five 18-inch chairs for students and the district has none available at this time. Wiring has been requested and is expected to be complete the week of 02/13/17.	February 10, 2017	Deborah Snow
N/A	Prior to this year, we had two computer labs with a combined total of 52 computers that were shared by 900+ students from Pre-K to 5th grade. With STAR testing 4 times a year, Interim Assessments 4 times a year and the ASPIRE Summative assessment, we knew we had to come up with a plan to increase access to internet connected devices for our students. This year we have purchased 200 I-Pad minis with Title 1 funds. This allowed us to place 4 devices in each regular classroom and 2 devices in each resource classroom. Also with Title 1 funds, we have purchased 25 desktop computers and used those to set up an additional lab. We have purchased 12 laptops to distribute to teachers whose computers were completely inoperable. Three of those laptops have been set up with SmartBoards in the computer labs to provide teachers with available access to digital lessons when they are working with students in the computer labs. Additionally, we have written a grant to DuPont to provide funding for an I-Pad lab for Kindergarten. We have received the grant and are waiting on funds to be released. Next Steps: 1. Applied for and received a $20,000 grant from Mobile County Commissioners to establish an additional computer lab that will be designated for Second grade. Waiting on funds to be released. 2. Work with the district to find ways to replace approximately 40 laptops for teachers whose current devices are no longer working and are out of warranty. 3. Encourage teachers to use the Donor's Choose program as a fund source to acquire additional devices for their students. 4. Consider the long term plan for replacing computers that will be out of warranty soon. 5. Make a request for completion of wiring updates to our school that are needed to increase wireless capabilities on our campus. 6. Purchase I-Pads for the Kindergarten lab as soon as we receive funds.	March 21, 2016	Deborah Snow

Activity - Increase ICD Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

We will seek funding sources to purchase additional internet connectable devices that will allow greater access to technology for students and educators.	Technology	08/10/2016	06/02/2017	$71495	Title I Schoolwide, State Funds	Administrators, Title 1 Facilitator, Technology Rep, Title 1 Paraprofessional

Status	Progress Notes	Created On	Created By
In Progress	11/02/2016 Four stationary labs with a total of 99 stations are now in use. One mobile lab with twenty I-Pads is being used by kindergarten. Computers in the lab used by grades 4 and 5 are out of warranty and will soon need to be replaced.	February 06, 2017	Deborah Snow
In Progress	3/25/16 We submitted a requisition for the purchase of two teacher laptops with docking stations. One will be assigned to a new PE teacher who has no working computer. The other unit will be placed in the new lab that is being established with funds received through a grant from the Mobile County Commission. This unit will be shared by 8 classroom teachers in the new lab.	March 25, 2016	Deborah Snow

Goal 4: Prepare and support students through student support services.

Measurable Objective 1:

collaborate to increase attendance for all identified students with poor attendance at McDavid-Jones by 06/02/2017 as measured by attendance data reports from INow.

Strategy 1:

Increase Student Attendance - All faculty and staff members will work together to create and implement incentives that will help increase attendance rates for students who are habitually absent, tardy, or who are getting early dismissals on a regular basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Status	Progress Notes	Created On	Created By

N/A	01/11/2017 Attendance for the week of Q2 EQT's was 97-98%. Some grade levels had perfect attendance the week of EQT's. The Polar Express event was a great success! Attendance is a daily challenge and the Leadership team continues to try to find ways to get our kids to come to school.	February 06, 2017	Deborah Snow
N/A	11/02/2016 Kid Cash store and event will be in December. Polar Express tickets will be used to promote attendance in December.	February 06, 2017	Deborah Snow
N/A	11/02/2016 Interventions such as mentoring, Kid Cash incentives and other incentives are on-going. Attendance for the first 20 days was 96%. Attendance for the 20-day post-Labor Day period was 95%. Attendance is a daily challenge and the Leadership team continues to try to find ways to get our kids to school.	February 06, 2017	Deborah Snow
N/A	MO 1: Currently, we have 9 families going to court because they will not make sure their kids are in school. Although we are currently have 94.75% for the yearly average as of date of the review, there is a daily struggle to meet our attendance goal. We have about five families with multiple children who are the main ones who are have excessive absences. We have implemented the Kid Cash program to increase attendance. 3/25/16 Update: Our ADA for Month 6 was 93.52%. The yearly average is now 94.50%	March 25, 2016	Deborah Snow
N/A	As of January 28, 2015 our attendance for the year was 93%, 3 points below the desired benchmark. Currnet plans include incentives on a weekly and monthly basis with a special event held for the students who had perfect attendance for the first 100 days of school. Communications about attendance include notes that are sent home with students, the school website, school messenger, and the school Facebook page. Next Steps include incentives for Aspire attendance and EQT attendance. Procedures will continue with PST referrals for students with excessive absences. The Title 1 Attendance clerk will work closely with the Attendance officer assigned to our school to make sure documentation is in order should any of our students are sent to court for truancy.	February 09, 2015	Deborah Snow

Activity - Increase Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classes and students will be offered various attendance incentives to increase ADA.	Academic Support Program	08/10/2016	06/02/2017	$0	Other	Administrators, Resource Staff, Teachers, Support Personnel

Measurable Objective 2:

collaborate to reduce new cases of problem behavior, reduce current cases of problem behavior, and reduce complications, intensity, and severity of current cases of problem behavior by 06/02/2017 as measured by data reports from INow and/or Review 360/Behavior 360 showing a decrease in suspensions and referrals.

Strategy 1:

Increase Positive Behaviors - A Positive Behavior Interventions and Supports team (PBIS) will be put in place to plan and coordinate events and incentives that will help reduce problem behaviors in students at McDavid-Jones. The team will meet once a month to review data from INow or Review/Behavior 360 along with PST reports to determine the degree of success for all interventions. The team will also discuss further interventions for students who are repeat offenders and offer input to PST teams.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS/OSEP

Status	Progress Notes	Created On	Created By
N/A	01/11/2017 11 total discipline infractions for Nov-Dec. 1 in-school suspension There were no out-of-school suspensions for the period of Nov-Dec. Interventions such as mentoring, Kid Cash incentives and other incentives are on-going. Due to behavior problems on the outside sidewalks in the mornings the breakfast duty roster was revamped and some personnel were moved to the sidewalks and bus unloading areas.	February 06, 2017	Deborah Snow
N/A	11/02/2016 35 total discipline infractions for Aug-Oct 19 in-school suspensions There were no out-of-school suspensions for the period of Aug-Oct. Interventions such as mentoring, Kid Cash incentives and other incentives are on-going.	February 06, 2017	Deborah Snow
N/A	To increase positive behaviors for our students, the PBIS team and the Leadership team have collaborated on finding ways to encourage our students to make better choices with regard to behavior. We have implemented the Kid Cash program where students can earn Kid Cash dollars by making good choices and being responsible. The Kid Cash can be spent at the Kid Cash store once per quarter. We also planned a major event where students can use $25 in Kid Cash to participate. First quarter was a Black Light party and second quarter was Reindeer Games. Both events have proved to be very popular with students. In addition to earning Kid cash, students who demonstrate responsible and positive attitudes are asked to help with morning announcements and the pledge. Some are also asked to serve on the Breakfast Patrol where they assist the younger students at breakfast. Those times when students must be reprimanded, we try to use in-house suspensions whenever possible to prevent loss of instruction. Next Steps: Invite faculty and staff to serve as mentors to students who are repeat offenders in the office because of things that may be going on at home. Our hope is that perhaps with some positive attention these students will be less likely to disrupt class and exhibit other negative behaviors.	March 21, 2016	Deborah Snow
N/A	The PBIS team meets each month to review discipline data from Review 360 and INow. Events are planned and carried out by the team to reward students who are "Caught Being Good" because they are following school and class rules. There are weekly drawings, monthly events, and quarterly activities that students have the opportunity to participate in as a reward for positive behaviors. At the beginning of the year, a Top Ten list is established based on the data (repeat offenders) from the previous year. The counselor and assistant principal conference with these students about expectations for the new school year. It is hopeful that the students will be encouraged to take advantage of the clean slate.	February 09, 2015	Deborah Snow

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones.	Behavioral Support Program	08/10/2016	06/02/2017	$0	Other	PBIS, Administrators, Faculty and Staff

Goal 5: Students will participate in a comprehensive student support system that will increase average daily attendance from 92.64% to 95.00% by 06/03/2016, as measured by monthly attendance records in INow and Data Warehouse.

Measurable Objective 1:

collaborate to implement a comprehensive student support system aimed at increasing school unity and feelings of belonging and measure effectiveness by increases in daily attendance from 92.64% in June 2015 to 95.00% by 06/03/2016 as measured by monthly attendance records in INow and Data Warehouse.

Strategy 1:

Increase Attendance - All faculty and staff will implement the Kid Cash program, a token economy system where students may earn incentives through the demonstration of regular attendance.

Category:

Research Cited: Attendance Works

Status	Progress Notes	Created On	Created By
N/A	3/25/16 Update: Our ADA for Month 6 was 93.52%. The yearly average is now 94.50%	March 25, 2016	Deborah Snow
N/A	Monthly Leadership meetings: attendance is reviewed for the previous month, new ideas/incentives are discussed, court referrals are tracked, and PST attendance data is reviewed.	March 25, 2016	Susan J Dickinson

Activity - Kid Cash Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Kid Cash program is a token economy system where students may earn incentives through the demonstration of regular attendance. Administrators will seek to procure funding sources by soliciting donations from community leaders and local businesses.	Other - Attendance Support Program	08/10/2015	06/03/2016	$0	Other	Connie Krist (administrator), All faculty and staff

Status	Progress Notes	Created On	Created By
In Progress	Currently, we have 9 families going to court because they will not make sure their kids are in school. Although we are currentlyat 94.75% for the yearly average as of date of the review, there is a daily struggle to meet our attendance goal. We have about five families with multiple children who are the main ones who are have excessive absences. We have implemented the Kid Cash program to increase attendance. We have tried contacting parents/guardians when kids are out, providing incentives for attendance, and even asking the local police to conduct a wellness check when kids are not at school for extended periods of time. We make sure the children have uniforms, shoes, jackets, meals, snacks...whatever it takes to get them here. We have even purchased alarm clocks in case that is the reason the parents are not getting up to get the kids ready for school. These kids are in PST and their families will be going to court soon.	March 21, 2016	Deborah Snow
In Progress	The Kid Cash program has been implemented and has had a positive impact on attendance as evidenced by ADA data in INow. Administrators along with other staff and parent volunteers have acquired funds that have been used to purchase prizes that are available in the Kid Cash Store as part of the Kid Cash program. Acquired funds are as follows: • Mobile County Commissioner Mercia Ludgood $1,000 • Mayor of Citronelle Give Back to the Community Program $375 • Silent Auction $398.50 • Other Fundraisers $679 • Community Donations $281.80	January 26, 2016	Deborah Snow

Strategy 2:

Increase Attendance (Mentors) - Faculty and staff will work to provide a monitor/mentor for students who have excessive absences and/or tardies. The program will be organized and monitored through our Title 1 Attendance Clerk.

Category:

Research Cited: Attendance Works

Activity - Provide Monitors/Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students who have excessive absences and/or tardies will receive a monitor/mentor who will meet with them regularly to provide encouragement that will promote regular attendance. | Other - Attendance Support Program | 08/10/2015 | 06/03/2016 | $21159 | Title I Schoolwide | Connie Krist (administrator) Cindy Childers (Title 1 Attendance) |

Goal 6: LSI: A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going from 13.4% to 14.07% in Reading by 06/01/2017 as measured by STAR Reading results..

Strategy 1:

Book Study - All teachers will participate in a book study using "What Great Teachers Do Differently". Participation in the book study is expected to promote and encourage beliefs, behaviors, attitudes and interactions that model what great teachers do. The book study will take place during faculty meetings with reading assignments, small group discussions, and follow-up activities.

Category: Develop/Implement Teacher Effectiveness Plan

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct a book study using "What Great Teachers Do Differently", by Todd Whitaker.	Professional Learning	08/15/2016	03/31/2017	$1320	Booster Fund	Principal, Assistant Principal, All Teachers

Status	Progress Notes	Created On	Created By
In Progress	01/11/2017 • "What Great Teachers do Differently " by Todd Whitaker (Book Study) The book study is in progress via professional development sessions and via Padlet.	February 06, 2017	Deborah Snow

Strategy 2:

Use Sonday Phonics and Close Reads - All teachers will use Sonday Phonics as an intervention tool to help below-level students become more proficient readers.

Close Reads will be used to help students use the critical examination of a text that focuses on significant details or patterns in order to develop an in-depth

understanding of the text's form, craft, and meanings.

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

Research Cited: Windsor Learning (2008): Reading Research and the Sonday System

Activity - Use Sonday Phonics and Close Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Sonday Phonics and Close Reads to help below-level students become more proficient readers.	Academic Support Program	08/10/2016	06/01/2017	$0	No Funding Required	Principal, Assistant Principal, All teachers

Status	Progress Notes	Created On	Created By
In Progress	01/11/2017 Walk-throughs, observations, and lesson plans indicate that Close Reading and Sonday phonics are in progress.	February 06, 2017	Deborah Snow

Strategy 3:

Extended Day - We will implement an extended day session to provide research-based instruction for students in the 3rd percentile rank (Close Range) on the Star

Reading Screening Report (Universal Screening 1) administered in August, 2016.

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

Research Cited: Renaissance Learning

Activity - Extended Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Implement Extended Day sessions for students in the close range.	Tutoring	09/13/2016	12/13/2016	$898	Title I Part A	Classroom teachers who are willing to stay for afternoon sessions.

Status	Progress Notes	Created On	Created By
In Progress	02/06/2017 Extended Day began on January 17, 2017. We are currently serving 50 students in grades 3 thru 5 for reading intervention after school.	February 06, 2017	Deborah Snow
In Progress	01/11/2017 Extended day letters have been sent out for students in grades 3 thru 5 in need of reading interventions.	February 06, 2017	Deborah Snow

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Literacy Block for K-3	This activity provides for additional instructional time for Reading and Language Arts.	Academic Support Program	08/10/2016	06/02/2017	$0	All K-3 teachers
Use Sonday Phonics and Close Reads	Use Sonday Phonics and Close Reads to help below-level students become more proficient readers.	Academic Support Program	08/10/2016	06/01/2017	$0	Principal, Assistant Principal, All teachers
Data Meetings	All K-5 and SpEd teachers will participate in data meetings on a monthly basis to analyze assessment data and make determinations about the rate of progress for each student in every class.	Academic Support Program	08/10/2016	06/02/2017	$0	All K-5 teachers and all SpEd teachers, school administrators
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Lab	Provide opportunities for extended day learning to address areas of weakness in Reading.	Academic Support Program, Tutoring	10/18/2016	05/16/2017	$938	Title 1 Facilitator and classroom teacher
Extended Day	Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Academic Support Program	01/10/2017	05/16/2017	$11871	Title 1 Facilitator and Administrators
Summer Reading Program	The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program runs for six weeks at one day per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested list.	Academic Support Program	06/06/2017	07/13/2017	$2680	Title 1 Facilitator, Media Specialist

Extended Day	Implement Extended Day sessions for students in the close range.	Tutoring	09/13/2016	12/13/2016	$898	Classroom teachers who are willing to stay for afternoon sessions.
Moby Max and IXL	We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.	Academic Support Program, Tutoring	10/18/2016	05/16/2017	$938	Title 1 Facilitator and classroom teacher
				Total	$17325	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use Digital Resources	Students will use digital-based resources to enhance learning experiences in all content areas.	Technology	08/10/2016	06/02/2017	$0	Administrators, K-5 teachers, Special Education teachers, Intervention teachers
PBIS	The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones.	Behavioral Support Program	08/10/2016	06/02/2017	$0	PBIS, Administrators, Faculty and Staff
Kid Cash Program	The Kid Cash program is a token economy system where students may earn incentives through the demonstration of regular attendance. Administrators will seek to procure funding sources by soliciting donations from community leaders and local businesses.	Other - Attendance Support Program	08/10/2015	06/03/2016	$0	Connie Krist (administrator), All faculty and staff
Use Computer-based resources	Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction experiences. Examples of resources that may be used are Starfall, More Starfall, Reading Wonders, Lumio, Moby Max, and IXL.	Technology	08/10/2016	06/02/2017	$0	K-5 teachers, Special Education teachers, intervention teachers, media personnel
Increase Attendance	Classes and students will be offered various attendance incentives to increase ADA.	Academic Support Program	08/10/2016	06/02/2017	$0	Administrators, Resource Staff, Teachers, Support Personnel
				Total	$0	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	Conduct a book study using "What Great Teachers Do Differently", by Todd Whitaker.	Professional Learning	08/15/2016	03/31/2017	$1320	Principal, Assistant Principal, All Teachers
				Total	$1320	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase ICD Inventory	We will seek funding sources to purchase additional internet connectable devices that will allow greater access to technology for students and educators.	Technology	08/10/2016	06/02/2017	$3732	Administrators, Title 1 Facilitator, Technology Rep, Title 1 Paraprofessional
Use Technology	Support professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multi-media/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.	Technology	08/10/2016	06/02/2017	$0	Administrators, District Personnel, Faculty
Implement Reading Strategies	Teachers will teach common core through the implementation of non-negotiable reading strategies as mandated by the district. These will include explicit instruction delivery using whole group and small group instruction in all 6 components of reading, tiered instruction, the cycle of instruction, student work displays, the close reading procedure, student-centered instruction through implementation of reading and writing workshops, use of technology, data-driven workstations/literacy centers, use of leveled books to differentiate instruction, use of the gradual release model, shared reading/writing, guided reading/writing, independent reading/writing, intensive intervention instruction focused on deficit skills, writing practice in different modes and genres, and handwriting practice.	Direct Instruction	08/10/2016	06/02/2017	$0	content teachers, administrators
Implement PST and RtI	K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/10/2016	06/02/2017	$0	Special Education teachers, K-5 teachers

PD Opportunities	The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance,	Professional Learning	08/10/2016	06/02/2017	$3732	Administrators, District Personnel, Faculty
				Total	$7464	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PD Opportunities	The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance,	Professional Learning	08/10/2016	06/02/2017	$5742	Administrators, District Personnel, Faculty
Extended Day Lab	Provide extended day opportunities for students who grades 3-5 who are in need of additional academic support.	Academic Support Program, Tutoring	10/18/2016	05/15/2017	$938	Title 1 Facilitator and classroom teachers
Increase ICD Inventory	We will seek funding sources to purchase additional internet connectable devices that will allow greater access to technology for students and educators.	Technology	08/10/2016	06/02/2017	$67763	Administrators, Title 1 Facilitator, Technology Rep, Title 1 Paraprofessional
Provide Monitors/Mentors	Students who have excessive absences and/or tardies will receive a monitor/mentor who will meet with them regularly to provide encouragement that will promote regular attendance.	Other - Attendance Support Program	08/10/2015	06/03/2016	$21159	Connie Krist (administrator) Cindy Childers (Title 1 Attendance)
				Total	$95602	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use Science Resources	Use available resources provided by the districtand the local school to enhance Science instruction. (Discovery Education, Mystery Science, AMSTI, STEMscopes, Studies Weekly)	Academic Support Program	09/23/2016	06/02/2017	$0	Administrators and Classroom teachers
Increase Reading Time	All teachers will implement Accelerated Reader/Renaissance Place daily.	Academic Support Program	08/10/2016	06/02/2017	$0	K-5 Teachers, Resource teachers, Media personnel
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Surveys included in the data will include the AdvancEd School Climate surveys. Stakeholder groups include students, parents, and staff.	Stakeholder Feedback Diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 1.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

Areas of Notable Achievement

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

The areas which had the highest approval rating were:

 Standard 2: Governance and Leadership ~ 4.32 (Parents)
 Standard 4: Resources and Support Systems ~ 4.19 (Parents)
 Section 1: About My School ~ 4.97 (Early Elementary)
 Section 5: Safety ~ 3.53 (Elementary)
 Section 3: School Connectedness ~ 1.92 (Older Elementary)
 Section 6: School Environment ~ 1.92 (Older Elementary)

The areas which had the highest approval rating for staff were:

 Standard 8: Parental Involvement ~ 1.90
 Standard 9: School Stability ~ 3.52

Parents and students indicated a belief that the staff at McDavid-Jones has high expectations for all students, that the school provides qualified staff members to support student learning, and that the school provides a safe learning environment.

Early elementary students indicated a belief that their teachers want them to learn, and that they learn new things at school.

Staff survey results indicated a strong belief that parents at this school are engaged in the instructional process. They feel that they are treated with respect by school leaders, and they would recommend this school to someone seeking a school for their children.

The most notable level of satisfaction is held by the students as they have indicated that they feel safe at school.

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

 Trends toward increasing stakeholder approval or satisfaction would include the areas of parent engagement, students feeling safe at school, and students' perception that their teachers care about them and want them to learn.

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

No other data is available for comparison at this time.

Areas in Need of Improvement

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

The areas with the lowest approval rating were:

Standard 1: Purpose and Direction ~ 3.48 (Parents)
Standard 4: Resources and Support Systems ~ 3.52 (Parents)
Section 1: About My School ~ 4.37 (Early Elementary)
Section 1: Academics ~ 3.63 ~ (Older Elementary)
Section 7: Bullying ~ 2.72 ~ (Older Elementary)

The areas which had the lowest approval rating for staff were:

Standard 6: Professional Climate ~ 1.90
Standard 8: Parental Involvement ~ 1.82

Parents and students indicated a belief the school's purpose and statement is not formally reviewed and revised with parent involvement. Parents also indicated that our school does not provide opportunities for students to participate in the activities that interest them.

Older students indicated that students at their school, including themselves, give up when they cannot solve a problem easily. Older students also indicated that they have been made fun of, teased, or called names at their school.

Early elementary students indicated a belief that their families do not like to come to their school.

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

There is no noticeable trend toward decreasing stakeholder satisfaction or approval.

What are the implications for these stakeholder perceptions?

Based on the data in the surveys, faculty and staff at McDavid-Jones will need to implement a plan that will continue to foster positive relationships between the school and the community, and increase parental involvement. Faculty and staff should find ways to address instances of bullying in our school.

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

There were no other data sources available for comparison.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics ─ 1
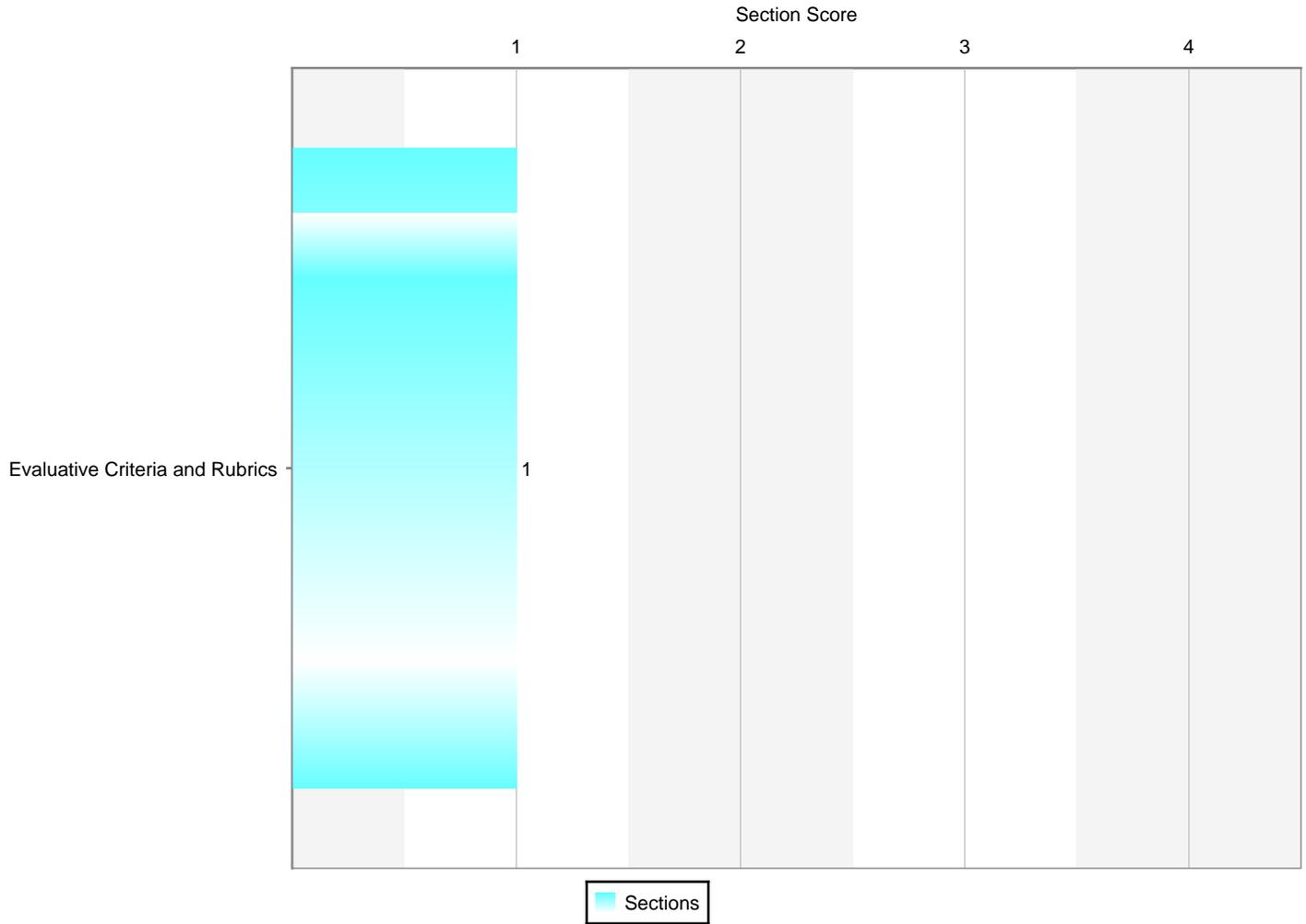
Sections

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

At the beginning of the school year the ACIP committee, which consisted of administration, core academic teachers, resource personnel, and parents, met to review the 2015-2016 test data to discern the degree to which the goals and objectives of the improvement plan for our school had been met. The ACIP team analyzed all available data to determine where the areas of focus would need to be. Additionally, the team suggested strategies, professional development, and budget requirements that would be needed to help reach the stated goals.

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

In a comparison of our Aspire data over 2014, 2015, and 2016 the team concluded the following...
~ 3rd grade Reading has increased by 5 points over the previous year with gains being made each year.
~ 5th grade Reading has made gains each year.
~ 5th grade Math has made gains with year with a 11 point gain from the previous year.
~ 3rd grade reading on the Aspire has increased from 23 in 2014 to 26 in 2015 to 31 in 2016, an increase of 9 points since the first group of third grade students took the test.
~ 5th grade reading on the Aspire has increased from 32 in 2014 to 38 in 2015 to 39 in 2016. This represents an increase of 7 points since the Aspire cycle began for 5th grade students.
~ 5th grade math on the Aspire has also increased from 32 in 2014 to 33 in 2015 to 44 in 2016, a 12 point increase since the beginning of the Aspire assessment for 5th grade students.

3. What conclusions were drawn from the results?

It was concluded by the committee that strategies will need to be put in place to address the areas of weakness shown in their analysis of the assessment data. These will include strategies for reading and for math.

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

It was concluded by the committee that strategies will need to be put in place to address the areas of weakness shown in their analysis of the assessment data. These will include strategies for reading and for math. Activities will include programs that address student achievement and any noted achievement gaps for demographic sub-groups.
Information included the following:
Parent Perception: Parents indicated a need for increased communication.
Student Achievement: DIBELS Data indicated that there is a higher percentage of students in K-2 that are below benchmark.
State Assessment Data indicated that there is a higher need for Reading and Math intervention.
School Programs: Classroom in the Forest/Forest in the Classroom, 4-H, and Junior Master Gardner programs should continue. Attendance

Data: Unexcused absences, tardies, and early dismissals are excessive.

Demographic Data: There are more white students than any other race.

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

Goals will address strategies to increase reading achievement and math achievement. Goals will also be set to address attendance and behavior as other academic indicators.

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

The goals of McDavid-Jones will include specific details that will address the subject content areas, student groups, any demographic subgroups, the time frame, and the expected percentage of increase as have been determined through an analysis of multiple types of data.

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

All curriculum areas have been aligned with the core standards. Instructional materials and strategies are research-based. Continuous progress monitoring of formative and summative assessment data will allow teachers to adjust instructional practices. DIBELS, STAR, ACT Aspire, ACCESS for ELLs, AAA, and EQTs will be used to evaluate progress. Additional academic support is offered during school by Title 1 personnel, paraprofessionals, and Special Education teachers and is offered to students who qualify for assistance.

Students with special needs shall be provided appropriate, individualized intensive instruction to enable them to eventually perform at levels comparable to their peer groups. The percentage of students served by special education programs shall be consistent with state and national averages, and students should be exited from the program as soon as possible. The administration shall provide district administration with a report of the percentage of special education students by race and gender compared to the district enrollment. The number of students by disability and ethnicity will also be provided. Goals for the entire school population are addressed through analysis and disaggregation of school, district, and state data to determine if students are performing at levels comparable to district and state peer groups. Grade levels plan collaboratively and academic teams ensure lateral curriculum alignment is appropriate. Ongoing instructional support is provided as needs are identified. We implement the RtI system using data to make decisions about intervention.

TIER I: Tier I includes all students in General Education Classroom. All students are assessed for reading and math ability at the beginning of school, mid-year and again at the end of the year to determine progress.

TIER II: Tier II students will be assessed multiple times during the year to determine progress made. Progress monitoring will be utilized to make decisions regarding Tier placement and only students that are below grade level in reading or math will be placed. Classroom grades do not make determination of qualification for Tier II. Students in Tier II can leave Tier II (move up to only Tier I) when they are able. Students cannot be placed into Tier III until after at least 12 weeks of documented Tier II intervention has not produced satisfactory results. Teachers have a variety of tools for Tier II. Tier II is not small group done during core instruction. Tier II is a separate small group intervention using methods and instruction specifically identified to meet individual student deficits, including Sonday System and ARI Strategies & Systems. Students in Tier II are not required to be in Tier III. Progress must be monitored and documented.

TIER III: Students in Tier III must also be in Tier II unless otherwise specified due to extreme situations. Tier II students will be assessed multiple times during the year to determine progress made. Tier III students will have significant academic deficits that need more intensive instruction; these students are normally greater than one year behind academically. Data must be present that identifies the deficit areas for the students who are at-risk according to the district set cut-off scores. Classroom grades or test scores are not to be used. All intervention must be documented with progress monitoring. While in Tier III students are to work in deficit areas and not work on material or topics taught during Tier I. This time is not a homework or classwork help session.

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:

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

Measurable Objective 1:

70% of All Students will demonstrate a behavior of effectively and responsibly using digital media to learn and communicate real world applications of concepts and processes individually and collaboratively in Reading by 06/02/2017 as measured by classroom observations and implementation of lesson plans..

Strategy1:

Increase Reading Achievement with Technology - Expand accessibility and quantity of free and district provided, high-quality engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: CCRS Literacy Standards, Surveys

Activity - Use Computer-based resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction experiences. Examples of resources that may be used are Starfall, More Starfall, Reading Wonders, Lumio, Moby Max, and IXL.	Technology	08/10/2016	06/02/2017	$0 - Other	K-5 teachers, Special Education teachers, intervention teachers, media personnel

Measurable Objective 2:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Reading by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy1:

Provide Extended Day - Extended day sessions will be held after school no less than two days per week for an hour each day. Students will receive small group instruction in reading or math targeted to their individual areas of need. Students will be placed in the program based on input from teachers, assessment data, daily progress, and PST documentation. Transportation will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards.

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Academic Support Program	01/10/2017	05/16/2017	$11871 - Title I Part A	Title 1 Facilitator and Administrators

Strategy2:

Extended Literacy Block - All K-3 teachers will implement an extended literacy block that will add additional instructional time for Reading and Language Arts. STAR Reading reports, formative assessments, and end of quarter tests will be used to monitor progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study, Common Core Standards for Reading

Activity - Extended Literacy Block for K-3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This activity provides for additional instructional time for Reading and Language Arts.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	All K-3 teachers

Strategy3:

Increase Reading Achievement - All teachers will implement the use of Accelerated Reader as a tool to increase time spent reading for their students. STAR and AR reports will be used as instruments to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards for Reading

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program runs for six weeks at one day per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested list.	Academic Support Program	06/06/2017	07/13/2017	$2680 - Title I Part A	Title 1 Facilitator, Media Specialist

Activity - Increase Reading Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Accelerated Reader/Renaissance Place daily.	Academic Support Program	08/10/2016	06/02/2017	$0 - District Funding	K-5 Teachers, Resource teachers, Media personnel

Measurable Objective 3:

53% of English Learners students will demonstrate a proficiency to meet or exceed state APLA in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of 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: Develop/Implement College and Career Ready Standards

Research Cited: WIDA

Activity - Implement Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach common core through the implementation of non-negotiable reading strategies as mandated by the district. These will include explicit instruction delivery using whole group and small group instruction in all 6 components of reading, tiered instruction, the cycle of instruction, student work displays, the close reading procedure, student-centered instruction through implementation of reading and writing workshops, use of technology, data-driven workstations/literacy centers, use of leveled books to differentiate instruction, use of the gradual release model, shared reading/writing, guided reading/writing, independent reading/writing, intensive intervention instruction focused on deficit skills, writing practice in different modes and genres, and handwriting practice.	Direct Instruction	08/10/2016	06/02/2017	$0 - State Funds	content teachers, administrators

Measurable Objective 4:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in

Reading by 06/02/2017 as measured by the STAR Reading reports..

Strategy1:

Increase Reading Acheivement of Lowest Performing Quartile - We will provide Extended day opportunities for students in grades 3-5 two

days per week. The targeted students will be the students who are in the lowest performing 25% academically. We will use IXL and Moby

Max during extended day to practice specific skills identified by their general education/resource teacher as weaknesses based on STAR

data. We will use STAR Reading reports to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Common Core State Standards

Activity - Moby Max and IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.	Academic Support Program Tutoring	10/18/2016	05/16/2017	$938 - Title I Part A	Title 1 Facilitator and classroom teacher

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for extended day learning to address areas of weakness in Reading.	Tutoring Academic Support Program	10/18/2016	05/16/2017	$938 - Title I Part A	Title 1 Facilitator and classroom teacher

Measurable Objective 5:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy1:

Increase Math Achievement - All SpEd teachers and K-5 teachers will collaborate and analyze data to identify areas of weakness that will drive instruction. Formative assessments and end of quarter tests will be used to monitor progress.

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

Research Cited: Alabama Course of Study, Common Core Standards for Math

Activity - Implement PST and RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/10/2016	06/02/2017	$0 - State Funds	Special Education teachers, K-5 teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and SpEd teachers will participate in data meetings on a monthly basis to analyze assessment data and make determinations about the rate of progress for each student in every class.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	All K-5 teachers and all SpEd teachers, school administrators

Measurable Objective 6:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by STAR Math results..

Strategy1:

Increase Math Acheivement of Lowest Performing Quartile - We will provide daily opportunities for Tier 3 instruction through extended day tutoring, in-school interventions, and through the use of digital based intervention programs to provide targeted instruction. We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.

Category: Develop/Implement Learning Supports

Research Cited: Common Core Standards for Math

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide extended day opportunities for students who grades 3-5 who are in need of additional academic support.	Academic Support Program Tutoring	10/18/2016	05/15/2017	$938 - Title I Schoolwide	Title 1 Facilitator and classroom teachers

Measurable Objective 7:

70% of Fourth and Fifth grade students will demonstrate student proficiency (pass rate) of scoring at or above the district benchmark in Science by 06/02/2017 as measured by the End-of-Quarter exams..

Strategy1:

Increase Science Achievement - All teachers will use available resources to provide enhanced learning experiences that will increase the level of achievement for students in Science.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study

Activity - Use Science Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available resources provided by the districtand the local school to enhance Science instruction. (Discovery Education, Mystery Science, AMSTI, STEMscopes, Studies Weekly)	Academic Support Program	09/23/2016	06/02/2017	$0 - District Funding	Administrators and Classroom teachers

Goal 2:

LSI: A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going from 13.4% to 14.07% in Reading by 06/01/2017 as measured by STAR Reading results..

Strategy1:

Extended Day - We will implement an extended day session to provide research-based instruction for students in the 3rd percentile rank (Close Range) on the Star Reading Screening Report (Universal Screening 1) administered in August, 2016.

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

Research Cited: Renaissance Learning

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Extended Day sessions for students in the close range.	Tutoring	09/13/2016	12/13/2016	$898 - Title I Part A	Classroom teachers who are willing to stay for afternoon sessions.

Strategy2:

Use Sonday Phonics and Close Reads - All teachers will use Sonday Phonics as an intervention tool to help below-level students become more proficient readers. Close Reads will be used to help students use the critical examination of a text that focuses on significant details or patterns in order to develop an in-depth understanding of the text's form, craft, and meanings.

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

Research Cited: Windsor Learning (2008): Reading Research and the Sonday System

Activity - Use Sonday Phonics and Close Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Sonday Phonics and Close Reads to help below-level students become more proficient readers.	Academic Support Program	08/10/2016	06/01/2017	$0 - No Funding Required	Principal, Assistant Principal, All teachers

Strategy3:

Book Study - All teachers will participate in a book study using "What Great Teachers Do Differently". Participation in the book study is expected to promote and encourage beliefs, behaviors, attitudes and interactions that model what great teachers do. The book study will take place during faculty meetings with reading assignments, small group discussions, and follow-up activities.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a book study using "What Great Teachers Do Differently", by Todd Whitaker.	Professional Learning	08/15/2016	03/31/2017	$1320 - Booster Fund	Principal, Assistant Principal, All Teachers

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

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

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency to meet or exceed state APLA in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of 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: Develop/Implement College and Career Ready Standards

Research Cited: WIDA

Activity - Implement Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach common core through the implementation of non-negotiable reading strategies as mandated by the district. These will include explicit instruction delivery using whole group and small group instruction in all 6 components of reading, tiered instruction, the cycle of instruction, student work displays, the close reading procedure, student-centered instruction through implementation of reading and writing workshops, use of technology, data-driven workstations/literacy centers, use of leveled books to differentiate instruction, use of the gradual release model, shared reading/writing, guided reading/writing, independent reading/writing, intensive intervention instruction focused on deficit skills, writing practice in different modes and genres, and handwriting practice.	Direct Instruction	08/10/2016	06/02/2017	$0 - State Funds	content teachers, administrators

Measurable Objective 2:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy1:

Increase Math Achievement - All SpEd teachers and K-5 teachers will collaborate and analyze data to identify areas of weakness that will drive instruction. Formative assessments and end of quarter tests will be used to monitor progress.

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

Research Cited: Alabama Course of Study, Common Core Standards for Math

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and SpEd teachers will participate in data meetings on a monthly basis to analyze assessment data and make determinations about the rate of progress for each student in every class.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	All K-5 teachers and all SpEd teachers, school administrators

Activity - Implement PST and RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/10/2016	06/02/2017	$0 - State Funds	Special Education teachers, K-5 teachers

Measurable Objective 3:

70% of All Students will demonstrate a behavior of effectively and responsibly using digital media to learn and communicate real world

applications of concepts and processes individually and collaboratively in Reading by 06/02/2017 as measured by classroom observations and implementation of lesson plans..

Strategy1:

Increase Reading Achievement with Technology - Expand accessibility and quantity of free and district provided, high-quality engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: CCRS Literacy Standards, Surveys

Activity - Use Computer-based resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction experiences. Examples of resources that may be used are Starfall, More Starfall, Reading Wonders, Lumio, Moby Max, and IXL.	Technology	08/10/2016	06/02/2017	$0 - Other	K-5 teachers, Special Education teachers, intervention teachers, media personnel

Measurable Objective 4:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by STAR Math results..

Strategy1:

Increase Math Acheivement of Lowest Performing Quartile - We will provide daily opportunities for Tier 3 instruction through extended day tutoring, in-school interventions, and through the use of digital based intervention programs to provide targeted instruction. We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.

Category: Develop/Implement Learning Supports

Research Cited: Common Core Standards for Math

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide extended day opportunities for students who grades 3-5 who are in need of additional academic support.	Academic Support Program Tutoring	10/18/2016	05/15/2017	$938 - Title I Schoolwide	Title 1 Facilitator and classroom teachers

Measurable Objective 5:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Reading by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy1:

Extended Literacy Block - All K-3 teachers will implement an extended literacy block that will add additional instructional time for Reading and Language Arts. STAR Reading reports, formative assessments, and end of quarter tests will be used to monitor progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study, Common Core Standards for Reading

Activity - Extended Literacy Block for K-3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This activity provides for additional instructional time for Reading and Language Arts.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	All K-3 teachers

Strategy2:

Provide Extended Day - Extended day sessions will be held after school no less than two days per week for an hour each day. Students will receive small group instruction in reading or math targeted to their individual areas of need. Students will be placed in the program based on input from teachers, assessment data, daily progress, and PST documentation. Transportation will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards.

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Academic Support Program	01/10/2017	05/16/2017	$11871 - Title I Part A	Title 1 Facilitator and Administrators

Strategy3:

Increase Reading Achievement - All teachers will implement the use of Accelerated Reader as a tool to increase time spent reading for their students. STAR and AR reports will be used as instruments to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards for Reading

Activity - Increase Reading Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Accelerated Reader/Renaissance Place daily.	Academic Support Program	08/10/2016	06/02/2017	$0 - District Funding	K-5 Teachers, Resource teachers, Media personnel

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program runs for six weeks at one day per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested list.	Academic Support Program	06/06/2017	07/13/2017	$2680 - Title I Part A	Title 1 Facilitator, Media Specialist

Measurable Objective 6:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Reading by 06/02/2017 as measured by the STAR Reading reports..

Strategy1:

Increase Reading Acheivement of Lowest Performing Quartile - We will provide Extended day opportunities for students in grades 3-5 two days per week. The targeted students will be the students who are in the lowest performing 25% academically. We will use IXL and Moby Max during extended day to practice specific skills identified by their general education/resource teacher as weaknesses based on STAR data. We will use STAR Reading reports to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Common Core State Standards

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for extended day learning to address areas of weakness in Reading.	Tutoring Academic Support Program	10/18/2016	05/16/2017	$938 - Title I Part A	Title 1 Facilitator and classroom teacher

Activity - Moby Max and IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.	Academic Support Program Tutoring	10/18/2016	05/16/2017	$938 - Title I Part A	Title 1 Facilitator and classroom teacher

Measurable Objective 7:

70% of Fourth and Fifth grade students will demonstrate student proficiency (pass rate) of scoring at or above the district benchmark in Science by 06/02/2017 as measured by the End-of-Quarter exams..

Strategy1:

Increase Science Achievement - All teachers will use available resources to provide enhanced learning experiences that will increase the level of achievement for students in Science.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study

Activity - Use Science Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available resources provided by the districtand the local school to enhance Science instruction. (Discovery Education, Mystery Science, AMSTI, STEMscopes, Studies Weekly)	Academic Support Program	09/23/2016	06/02/2017	$0 - District Funding	Administrators and Classroom teachers

Goal 2:

Prepare and Support Teachers to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency in the knowledge and implementation of curriculum standards as determined by the district by 06/02/2017 as measured by classroom observations and walk-throughs.

Strategy1:

Professional Development - All teachers will be given opportunities for professional development by the LEA and/or the district that will pertain to content standards. Progress for this strategy will be monitored through observations, walk-through snapshots, and lesson plans.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Course of Study, Common Core Standards

Activity - PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance,	Professional Learning	08/10/2016	06/02/2017	$3732 - State Funds $5742 - Title I Schoolwide	Administrators, District Personnel, Faculty

Measurable Objective 2:

demonstrate a behavior of using technology/digital resources to implement standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning, creativity, and innovation for our students by 06/02/2017 as measured by classroom observations and implementation of lesson plans.

Strategy1:

Use Technology - Teachers will be encouraged to become more proficient in the use of various digital-based resources available to them to enhance instruction for their students through technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 Survey, Alabama Course of Study

Activity - Use Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multi-media/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.	Technology	08/10/2016	06/02/2017	$0 - State Funds	Administrators, District Personnel, Faculty

Measurable Objective 3:

collaborate to implement the Daggett System for Effective Instruction (DSEI) to increase student achievement that focuses on organization leadership, instructional leadership, and teaching by 06/02/2015 as measured by WE Teach/WE Learn Surveys, subject failures, attendance,

PD opportunities, the CIR tool, walk-throughs, PST meetings, lesson planning, reflections, and student data.

Strategy1:

Collaborative Instructional Review (CIR) Process - The principal will partner with two teachers for learning on rigor, relevance, and student engagement through use of the CIR tool. The partnership will be collaborative in nature while the principal/teachers learn and implement the CIR process to support teachers in delivering high-quality, rigorous, and relevant learning experiences. The training will be supported by Scholastic coaching through-out the year (3x per year).

Category:

Research Cited: Daggett/ICLE

Activity - Job Embedded Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will work side by side with Principal and up to 4 additional instructional leaders to provide support for impacting student achievement. During each session, principals and the coaches will develop, plan, and discuss progress of their leadership growth plan and conduct classroom observations using the CIR tool.	Professional Learning	09/15/2014	06/02/2015	$0 - District Funding	SAP Coach, Principal, designated instructional leaders

Goal 3:

Provide digital tools and resources to all educators and students.

Measurable Objective 1:

demonstrate a behavior of locating and promoting the use of high-qualtiy, cost-effective, complete and supplemental managed interactive digital content and curriculum materials and text aligned with Alabama's College- and Career-Ready standards by 06/02/2017 as measured by classroom/student observatons and decreased usage of paper and hard-copy materials.

Strategy1:

Use of Digital Resources - Administrator will seek to procure digital resources including web-based applications, site licenses, and interactive software that teachers can use to enhance digital-based instruction for all students. The strategy will be measured by observations in classrooms, computer-generated data reports, PST reports, and evidence of student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020

Activity - Use Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use digital-based resources to enhance learning experiences in all content areas.	Technology	08/10/2016	06/02/2017	$0 - Other	Administrators, K-5 teachers, Special Education teachers, Intervention teachers

Measurable Objective 2:

demonstrate a behavior of ensuring that every teacher and student has access to an Internet Connected Device (ICD) with viable access points, appropriate software, and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by survey results, documented interviews with students, teachers, and administrators, and by inventory reports.

Strategy1:

Increase ICD Access - Work to provide funding that will increase access to ICDs for every student and educator in our school through district, school, and other funding and also seek BYOD options for student use.

Category:

Research Cited: Transform 2020 Plan

Activity - Increase ICD Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will seek funding sources to purchase additional internet connectable devices that will allow greater access to technology for students and educators.	Technology	08/10/2016	06/02/2017	$67763 - Title I Schoolwide $3732 - State Funds	Administrators, Title 1 Facilitator, Technology Rep, Title 1 Paraprofessional

Goal 4:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to reduce new cases of problem behavior, reduce current cases of problem behavior, and reduce complications, intensity, and severity of current cases of problem behavior by 06/02/2017 as measured by data reports from INow and/or Review 360/Behavior 360 showing a decrease in suspensions and referrals.

Strategy1:

Increase Positive Behaviors - A Positive Behavior Interventions and Supports team (PBIS) will be put in place to plan and coordinate events and incentives that will help reduce problem behaviors in students at McDavid-Jones. The team will meet once a month to review data from INow or Review/Behavior 360 along with PST reports to determine the degree of success for all interventions. The team will also discuss further interventions for students who are repeat offenders and offer input to PST teams.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS/OSEP

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones.	Behavioral Support Program	08/10/2016	06/02/2017	$0 - Other	PBIS, Administrators, Faculty and Staff

Measurable Objective 2:

collaborate to increase attendance for all identified students with poor attendance at McDavid-Jones by 06/02/2017 as measured by attendance data reports from INow.

Strategy1:

Increase Student Attendance - All faculty and staff members will work together to create and implement incentives that will help increase

attendance rates for students who are habitually absent, tardy, or who are getting early dismissals on a regular basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Activity - Increase Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes and students will be offered various attendance incentives to increase ADA.	Academic Support Program	08/10/2016	06/02/2017	$0 - Other	Administrators, Resource Staff, Teachers, Support Personnel

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

Goal 1:

Engage and Empower the learner through high-quality K -12 aligned College and Career Ready Standards, instruction, and assessment for

all common core areas.

Measurable Objective 1:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in

Reading by 06/02/2017 as measured by the STAR Reading reports..

Strategy1:

Increase Reading Acheivement of Lowest Performing Quartile - We will provide Extended day opportunities for students in grades 3-5 two

days per week. The targeted students will be the students who are in the lowest performing 25% academically. We will use IXL and Moby

Max during extended day to practice specific skills identified by their general education/resource teacher as weaknesses based on STAR

data. We will use STAR Reading reports to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Common Core State Standards

Activity - Moby Max and IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.	Tutoring Academic Support Program	10/18/2016	05/16/2017	$938 - Title I Part A	Title 1 Facilitator and classroom teacher

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for extended day learning to address areas of weakness in Reading.	Tutoring Academic Support Program	10/18/2016	05/16/2017	$938 - Title I Part A	Title 1 Facilitator and classroom teacher

Measurable Objective 2:

53% of English Learners students will demonstrate a proficiency to meet or exceed state APLA in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of 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: Develop/Implement College and Career Ready Standards

Research Cited: WIDA

Activity - Implement Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach common core through the implementation of non-negotiable reading strategies as mandated by the district. These will include explicit instruction delivery using whole group and small group instruction in all 6 components of reading, tiered instruction, the cycle of instruction, student work displays, the close reading procedure, student-centered instruction through implementation of reading and writing workshops, use of technology, data-driven workstations/literacy centers, use of leveled books to differentiate instruction, use of the gradual release model, shared reading/writing, guided reading/writing, independent reading/writing, intensive intervention instruction focused on deficit skills, writing practice in different modes and genres, and handwriting practice.	Direct Instruction	08/10/2016	06/02/2017	$0 - State Funds	content teachers, administrators

Measurable Objective 3:

70% of All Students will demonstrate a behavior of effectively and responsibly using digital media to learn and communicate real world applications of concepts and processes individually and collaboratively in Reading by 06/02/2017 as measured by classroom observations and implementation of lesson plans..

Strategy1:

Increase Reading Achievement with Technology - Expand accessibility and quantity of free and district provided, high-quality engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: CCRS Literacy Standards, Surveys

Activity - Use Computer-based resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction experiences. Examples of resources that may be used are Starfall, More Starfall, Reading Wonders, Lumio, Moby Max, and IXL.	Technology	08/10/2016	06/02/2017	$0 - Other	K-5 teachers, Special Education teachers, intervention teachers, media personnel

Measurable Objective 4:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy1:

Increase Math Achievement - All SpEd teachers and K-5 teachers will collaborate and analyze data to identify areas of weakness that will drive instruction. Formative assessments and end of quarter tests will be used to monitor progress.

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

Research Cited: Alabama Course of Study, Common Core Standards for Math

Activity - Implement PST and RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/10/2016	06/02/2017	$0 - State Funds	Special Education teachers, K-5 teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and SpEd teachers will participate in data meetings on a monthly basis to analyze assessment data and make determinations about the rate of progress for each student in every class.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	All K-5 teachers and all SpEd teachers, school administrators

Measurable Objective 5:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by STAR Math results..

Strategy1:

Increase Math Acheivement of Lowest Performing Quartile - We will provide daily opportunities for Tier 3 instruction through extended day tutoring, in-school interventions, and through the use of digital based intervention programs to provide targeted instruction. We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.

Category: Develop/Implement Learning Supports

Research Cited: Common Core Standards for Math

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide extended day opportunities for students who grades 3-5 who are in need of additional academic support.	Academic Support Program Tutoring	10/18/2016	05/15/2017	$938 - Title I Schoolwide	Title 1 Facilitator and classroom teachers

Measurable Objective 6:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in

Reading by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy1:

Increase Reading Achievement - All teachers will implement the use of Accelerated Reader as a tool to increase time spent reading for their

students. STAR and AR reports will be used as instruments to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards for Reading

Activity - Increase Reading Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Accelerated Reader/Renaissance Place daily.	Academic Support Program	08/10/2016	06/02/2017	$0 - District Funding	K-5 Teachers, Resource teachers, Media personnel

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program runs for six weeks at one day per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested list.	Academic Support Program	06/06/2017	07/13/2017	$2680 - Title I Part A	Title 1 Facilitator, Media Specialist

Strategy2:

Extended Literacy Block - All K-3 teachers will implement an extended literacy block that will add additional instructional time for Reading

and Language Arts. STAR Reading reports, formative assessments, and end of quarter tests will be used to monitor progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study, Common Core Standards for Reading

Activity - Extended Literacy Block for K-3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This activity provides for additional instructional time for Reading and Language Arts.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	All K-3 teachers

Strategy3:

Provide Extended Day - Extended day sessions will be held after school no less than two days per week for an hour each day. Students will receive small group instruction in reading or math targeted to their individual areas of need. Students will be placed in the program based on input from teachers, assessment data, daily progress, and PST documentation. Transportation will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards.

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Academic Support Program	01/10/2017	05/16/2017	$11871 - Title I Part A	Title 1 Facilitator and Administrators

Measurable Objective 7:

70% of Fourth and Fifth grade students will demonstrate student proficiency (pass rate) of scoring at or above the district benchmark in Science by 06/02/2017 as measured by the End-of-Quarter exams..

Strategy1:

Increase Science Achievement - All teachers will use available resources to provide enhanced learning experiences that will increase the level of achievement for students in Science.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study

Activity - Use Science Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available resources provided by the districtand the local school to enhance Science instruction. (Discovery Education, Mystery Science, AMSTI, STEMscopes, Studies Weekly)	Academic Support Program	09/23/2016	06/02/2017	$0 - District Funding	Administrators and Classroom teachers

Goal 2:

Prepare and Support Teachers to Graduate College- and Career-Ready Students.

Measurable Objective 1:

demonstrate a proficiency in the knowledge and implementation of curriculum standards as determined by the district by 06/02/2017 as measured by classroom observations and walk-throughs.

Strategy1:

Professional Development - All teachers will be given opportunities for professional development by the LEA and/or the district that will

pertain to content standards. Progress for this strategy will be monitored through observations, walk-through snapshots, and lesson plans.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Course of Study, Common Core Standards

Activity - PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance,	Professional Learning	08/10/2016	06/02/2017	$5742 - Title I Schoolwide $3732 - State Funds	Administrators, District Personnel, Faculty

Measurable Objective 2:

collaborate to implement the Daggett System for Effective Instruction (DSEI) to increase student achievement that focuses on organization

leadership, instructional leadership, and teaching by 06/02/2015 as measured by WE Teach/WE Learn Surveys, subject failures, attendance,

PD opportunities, the CIR tool, walk-throughs, PST meetings, lesson planning, reflections, and student data.

Strategy1:

Collaborative Instructional Review (CIR) Process - The principal will partner with two teachers for learning on rigor, relevance, and student

engagement through use of the CIR tool. The partnership will be collaborative in nature while the principal/teachers learn and implement the

CIR process to support teachers in delivering high-quality, rigorous, and relevant learning experiences. The training will be supported by

Scholastic coaching through-out the year (3x per year).

Category:

Research Cited: Daggett/ICLE

Activity - Job Embedded Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will work side by side with Principal and up to 4 additional instructional leaders to provide support for impacting student achievement. During each session, principals and the coaches will develop, plan, and discuss progress of their leadership growth plan and conduct classroom observations using the CIR tool.	Professional Learning	09/15/2014	06/02/2015	$0 - District Funding	SAP Coach, Principal, designated instructional leaders

Measurable Objective 3:

demonstrate a behavior of using technology/digital resources to implement standards-based instruction and authentic learning activities in all

content areas to facilitate real-life experiences that advance student learning, creativity, and innovation for our students by 06/02/2017 as

measured by classroom observations and implementation of lesson plans.

Strategy1:

Use Technology - Teachers will be encouraged to become more proficient in the use of various digital-based resources available to them to

enhance instruction for their students through technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 Survey, Alabama Course of Study

Activity - Use Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multi-media/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.	Technology	08/10/2016	06/02/2017	$0 - State Funds	Administrators, District Personnel, Faculty

Goal 3:

Provide digital tools and resources to all educators and students.

Measurable Objective 1:

demonstrate a behavior of locating and promoting the use of high-qualtiy, cost-effective, complete and supplemental managed interactive digital content and curriculum materials and text aligned with Alabama's College- and Career-Ready standards by 06/02/2017 as measured by classroom/student observatons and decreased usage of paper and hard-copy materials.

Strategy1:

Use of Digital Resources - Administrator will seek to procure digital resources including web-based applications, site licenses, and interactive software that teachers can use to enhance digital-based instruction for all students. The strategy will be measured by observations in classrooms, computer-generated data reports, PST reports, and evidence of student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020

Activity - Use Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use digital-based resources to enhance learning experiences in all content areas.	Technology	08/10/2016	06/02/2017	$0 - Other	Administrators, K-5 teachers, Special Education teachers, Intervention teachers

Measurable Objective 2:

demonstrate a behavior of ensuring that every teacher and student has access to an Internet Connected Device (ICD) with viable access points, appropriate software, and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by survey results, documented interviews with students, teachers, and administrators, and by inventory reports.

Strategy1:

Increase ICD Access - Work to provide funding that will increase access to ICDs for every student and educator in our school through district, school, and other funding and also seek BYOD options for student use.

Category:

Research Cited: Transform 2020 Plan

Activity - Increase ICD Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will seek funding sources to purchase additional internet connectable devices that will allow greater access to technology for students and educators.	Technology	08/10/2016	06/02/2017	$67763 - Title I Schoolwide $3732 - State Funds	Administrators, Title 1 Facilitator, Technology Rep, Title 1 Paraprofessional

Goal 4:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to reduce new cases of problem behavior, reduce current cases of problem behavior, and reduce complications, intensity, and severity of current cases of problem behavior by 06/02/2017 as measured by data reports from INow and/or Review 360/Behavior 360 showing a decrease in suspensions and referrals.

Strategy1:

Increase Positive Behaviors - A Positive Behavior Interventions and Supports team (PBIS) will be put in place to plan and coordinate events and incentives that will help reduce problem behaviors in students at McDavid-Jones. The team will meet once a month to review data from INow or Review/Behavior 360 along with PST reports to determine the degree of success for all interventions. The team will also discuss further interventions for students who are repeat offenders and offer input to PST teams.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS/OSEP

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones.	Behavioral Support Program	08/10/2016	06/02/2017	$0 - Other	PBIS, Administrators, Faculty and Staff

Measurable Objective 2:

collaborate to increase attendance for all identified students with poor attendance at McDavid-Jones by 06/02/2017 as measured by attendance data reports from INow.

Strategy1:

Increase Student Attendance - All faculty and staff members will work together to create and implement incentives that will help increase attendance rates for students who are habitually absent, tardy, or who are getting early dismissals on a regular basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Activity - Increase Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes and students will be offered various attendance incentives to increase ADA.	Academic Support Program	08/10/2016	06/02/2017	$0 - Other	Administrators, Resource Staff, Teachers, Support Personnel

Goal 5:

LSI: A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading

Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading

Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going from 13.4% to

14.07% in Reading by 06/01/2017 as measured by STAR Reading results..

Strategy1:

Extended Day - We will implement an extended day session to provide research-based instruction for students in the 3rd percentile rank

(Close Range) on the Star Reading Screening Report (Universal Screening 1) administered in August, 2016.

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

Research Cited: Renaissance Learning

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Extended Day sessions for students in the close range.	Tutoring	09/13/2016	12/13/2016	$898 - Title I Part A	Classroom teachers who are willing to stay for afternoon sessions.

Strategy2:

Use Sonday Phonics and Close Reads - All teachers will use Sonday Phonics as an intervention tool to help below-level students become

more proficient readers. Close Reads will be used to help students use the critical examination of a text that focuses on significant details or

patterns in order to develop an in-depth understanding of the text's form, craft, and meanings.

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

Research Cited: Windsor Learning (2008): Reading Research and the Sonday System

Activity - Use Sonday Phonics and Close Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Sonday Phonics and Close Reads to help below-level students become more proficient readers.	Academic Support Program	08/10/2016	06/01/2017	$0 - No Funding Required	Principal, Assistant Principal, All teachers

Strategy3:

Book Study - All teachers will participate in a book study using "What Great Teachers Do Differently". Participation in the book study is

expected to promote and encourage beliefs, behaviors, attitudes and interactions that model what great teachers do. The book study will take

place during faculty meetings with reading assignments, small group discussions, and follow-up activities.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a book study using "What Great Teachers Do Differently", by Todd Whitaker.	Professional Learning	08/15/2016	03/31/2017	$1320 - Booster Fund	Principal, Assistant Principal, All Teachers

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

Goal 1:

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

Measurable Objective 1:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Reading by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy1:

Provide Extended Day - Extended day sessions will be held after school no less than two days per week for an hour each day. Students will receive small group instruction in reading or math targeted to their individual areas of need. Students will be placed in the program based on input from teachers, assessment data, daily progress, and PST documentation. Transportation will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards.

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Academic Support Program	01/10/2017	05/16/2017	$11871 - Title I Part A	Title 1 Facilitator and Administrators

Strategy2:

Extended Literacy Block - All K-3 teachers will implement an extended literacy block that will add additional instructional time for Reading and Language Arts. STAR Reading reports, formative assessments, and end of quarter tests will be used to monitor progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study, Common Core Standards for Reading

Activity - Extended Literacy Block for K-3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This activity provides for additional instructional time for Reading and Language Arts.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	All K-3 teachers

Strategy3:

Increase Reading Achievement - All teachers will implement the use of Accelerated Reader as a tool to increase time spent reading for their

students. STAR and AR reports will be used as instruments to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards for Reading

Activity - Increase Reading Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Accelerated Reader/Renaissance Place daily.	Academic Support Program	08/10/2016	06/02/2017	$0 - District Funding	K-5 Teachers, Resource teachers, Media personnel

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program runs for six weeks at one day per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested list.	Academic Support Program	06/06/2017	07/13/2017	$2680 - Title I Part A	Title 1 Facilitator, Media Specialist

Measurable Objective 2:

70% of Fourth and Fifth grade students will demonstrate student proficiency (pass rate) of scoring at or above the district benchmark in

Science by 06/02/2017 as measured by the End-of-Quarter exams..

Strategy1:

Increase Science Achievement - All teachers will use available resources to provide enhanced learning experiences that will increase the

level of achievement for students in Science.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study

Activity - Use Science Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available resources provided by the districtand the local school to enhance Science instruction. (Discovery Education, Mystery Science, AMSTI, STEMscopes, Studies Weekly)	Academic Support Program	09/23/2016	06/02/2017	$0 - District Funding	Administrators and Classroom teachers

Measurable Objective 3:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Reading by 06/02/2017 as measured by the STAR Reading reports..

Strategy1:

Increase Reading Acheivement of Lowest Performing Quartile - We will provide Extended day opportunities for students in grades 3-5 two days per week. The targeted students will be the students who are in the lowest performing 25% academically. We will use IXL and Moby Max during extended day to practice specific skills identified by their general education/resource teacher as weaknesses based on STAR data. We will use STAR Reading reports to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Common Core State Standards

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for extended day learning to address areas of weakness in Reading.	Academic Support Program Tutoring	10/18/2016	05/16/2017	$938 - Title I Part A	Title 1 Facilitator and classroom teacher

Activity - Moby Max and IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.	Academic Support Program Tutoring	10/18/2016	05/16/2017	$938 - Title I Part A	Title 1 Facilitator and classroom teacher

Measurable Objective 4:

70% of All Students will demonstrate a behavior of effectively and responsibly using digital media to learn and communicate real world applications of concepts and processes individually and collaboratively in Reading by 06/02/2017 as measured by classroom observations and implementation of lesson plans..

Strategy1:

Increase Reading Achievement with Technology - Expand accessibility and quantity of free and district provided, high-quality engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: CCRS Literacy Standards, Surveys

Activity - Use Computer-based resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction experiences. Examples of resources that may be used are Starfall, More Starfall, Reading Wonders, Lumio, Moby Max, and IXL.	Technology	08/10/2016	06/02/2017	$0 - Other	K-5 teachers, Special Education teachers, intervention teachers, media personnel

Measurable Objective 5:

53% of English Learners students will demonstrate a proficiency to meet or exceed state APLA in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of 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: Develop/Implement College and Career Ready Standards

Research Cited: WIDA

Activity - Implement Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach common core through the implementation of non-negotiable reading strategies as mandated by the district. These will include explicit instruction delivery using whole group and small group instruction in all 6 components of reading, tiered instruction, the cycle of instruction, student work displays, the close reading procedure, student-centered instruction through implementation of reading and writing workshops, use of technology, data-driven workstations/literacy centers, use of leveled books to differentiate instruction, use of the gradual release model, shared reading/writing, guided reading/writing, independent reading/writing, intensive intervention instruction focused on deficit skills, writing practice in different modes and genres, and handwriting practice.	Direct Instruction	08/10/2016	06/02/2017	$0 - State Funds	content teachers, administrators

Measurable Objective 6:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy1:

Increase Math Achievement - All SpEd teachers and K-5 teachers will collaborate and analyze data to identify areas of weakness that will drive instruction. Formative assessments and end of quarter tests will be used to monitor progress.

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

Research Cited: Alabama Course of Study, Common Core Standards for Math

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and SpEd teachers will participate in data meetings on a monthly basis to analyze assessment data and make determinations about the rate of progress for each student in every class.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	All K-5 teachers and all SpEd teachers, school administrators

Activity - Implement PST and RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/10/2016	06/02/2017	$0 - State Funds	Special Education teachers, K-5 teachers

Measurable Objective 7:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by STAR Math results..

Strategy1:

Increase Math Acheivement of Lowest Performing Quartile - We will provide daily opportunities for Tier 3 instruction through extended day tutoring, in-school interventions, and through the use of digital based intervention programs to provide targeted instruction. We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.

Category: Develop/Implement Learning Supports

Research Cited: Common Core Standards for Math

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide extended day opportunities for students who grades 3-5 who are in need of additional academic support.	Tutoring Academic Support Program	10/18/2016	05/15/2017	$938 - Title I Schoolwide	Title 1 Facilitator and classroom teachers

Goal 2:

Prepare and Support Teachers to Graduate College- and Career-Ready Students.

Measurable Objective 1:

collaborate to implement the Daggett System for Effective Instruction (DSEI) to increase student achievement that focuses on organization leadership, instructional leadership, and teaching by 06/02/2015 as measured by WE Teach/WE Learn Surveys, subject failures, attendance, PD opportunities, the CIR tool, walk-throughs, PST meetings, lesson planning, reflections, and student data.

Strategy1:

Collaborative Instructional Review (CIR) Process - The principal will partner with two teachers for learning on rigor, relevance, and student

engagement through use of the CIR tool. The partnership will be collaborative in nature while the principal/teachers learn and implement the CIR process to support teachers in delivering high-quality, rigorous, and relevant learning experiences. The training will be supported by Scholastic coaching through-out the year (3x per year).

Category:

Research Cited: Daggett/ICLE

Activity - Job Embedded Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will work side by side with Principal and up to 4 additional instructional leaders to provide support for impacting student achievement. During each session, principals and the coaches will develop, plan, and discuss progress of their leadership growth plan and conduct classroom observations using the CIR tool.	Professional Learning	09/15/2014	06/02/2015	$0 - District Funding	SAP Coach, Principal, designated instructional leaders

Measurable Objective 2:

demonstrate a proficiency in the knowledge and implementation of curriculum standards as determined by the district by 06/02/2017 as measured by classroom observations and walk-throughs.

Strategy1:

Professional Development - All teachers will be given opportunities for professional development by the LEA and/or the district that will pertain to content standards. Progress for this strategy will be monitored through observations, walk-through snapshots, and lesson plans.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Course of Study, Common Core Standards

Activity - PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance,	Professional Learning	08/10/2016	06/02/2017	$5742 - Title I Schoolwide $3732 - State Funds	Administrators, District Personnel, Faculty

Measurable Objective 3:

demonstrate a behavior of using technology/digital resources to implement standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning, creativity, and innovation for our students by 06/02/2017 as measured by classroom observations and implementation of lesson plans.

Strategy1:

Use Technology - Teachers will be encouraged to become more proficient in the use of various digital-based resources available to them to enhance instruction for their students through technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 Survey, Alabama Course of Study

Activity - Use Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multi-media/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.	Technology	08/10/2016	06/02/2017	$0 - State Funds	Administrators, District Personnel, Faculty

Goal 3:

Provide digital tools and resources to all educators and students.

Measurable Objective 1:

demonstrate a behavior of locating and promoting the use of high-qualtiy, cost-effective, complete and supplemental managed interactive digital content and curriculum materials and text aligned with Alabama's College- and Career-Ready standards by 06/02/2017 as measured by classroom/student observatons and decreased usage of paper and hard-copy materials.

Strategy1:

Use of Digital Resources - Administrator will seek to procure digital resources including web-based applications, site licenses, and interactive software that teachers can use to enhance digital-based instruction for all students. The strategy will be measured by observations in classrooms, computer-generated data reports, PST reports, and evidence of student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020

Activity - Use Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use digital-based resources to enhance learning experiences in all content areas.	Technology	08/10/2016	06/02/2017	$0 - Other	Administrators, K-5 teachers, Special Education teachers, Intervention teachers

Measurable Objective 2:

demonstrate a behavior of ensuring that every teacher and student has access to an Internet Connected Device (ICD) with viable access points, appropriate software, and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by survey results, documented interviews with students, teachers, and administrators, and by inventory reports.

Strategy1:

Increase ICD Access - Work to provide funding that will increase access to ICDs for every student and educator in our school through district, school, and other funding and also seek BYOD options for student use.

Category:

Research Cited: Transform 2020 Plan

Activity - Increase ICD Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will seek funding sources to purchase additional internet connectable devices that will allow greater access to technology for students and educators.	Technology	08/10/2016	06/02/2017	$67763 - Title I Schoolwide $3732 - State Funds	Administrators, Title 1 Facilitator, Technology Rep, Title 1 Paraprofessional

Goal 4:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to reduce new cases of problem behavior, reduce current cases of problem behavior, and reduce complications, intensity, and severity of current cases of problem behavior by 06/02/2017 as measured by data reports from INow and/or Review 360/Behavior 360 showing a decrease in suspensions and referrals.

Strategy1:

Increase Positive Behaviors - A Positive Behavior Interventions and Supports team (PBIS) will be put in place to plan and coordinate events and incentives that will help reduce problem behaviors in students at McDavid-Jones. The team will meet once a month to review data from INow or Review/Behavior 360 along with PST reports to determine the degree of success for all interventions. The team will also discuss further interventions for students who are repeat offenders and offer input to PST teams.

Category: Develop/Implement Student and School Culture Program

Research Cited: PBIS/OSEP

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS team will meet to plan and coordinate events and incentives that will decrease negative behaviors and reduce suspensions for students at McDavid-Jones.	Behavioral Support Program	08/10/2016	06/02/2017	$0 - Other	PBIS, Administrators, Faculty and Staff

Measurable Objective 2:

collaborate to increase attendance for all identified students with poor attendance at McDavid-Jones by 06/02/2017 as measured by attendance data reports from INow.

Strategy1:

Increase Student Attendance - All faculty and staff members will work together to create and implement incentives that will help increase attendance rates for students who are habitually absent, tardy, or who are getting early dismissals on a regular basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Activity - Increase Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes and students will be offered various attendance incentives to increase ADA.	Academic Support Program	08/10/2016	06/02/2017	$0 - Other	Administrators, Resource Staff, Teachers, Support Personnel

Goal 5:

LSI: A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading

Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading

Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going from 13.4% to

14.07% in Reading by 06/01/2017 as measured by STAR Reading results..

Strategy1:

Extended Day - We will implement an extended day session to provide research-based instruction for students in the 3rd percentile rank

(Close Range) on the Star Reading Screening Report (Universal Screening 1) administered in August, 2016.

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

Research Cited: Renaissance Learning

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Extended Day sessions for students in the close range.	Tutoring	09/13/2016	12/13/2016	$898 - Title I Part A	Classroom teachers who are willing to stay for afternoon sessions.

Strategy2:

Use Sonday Phonics and Close Reads - All teachers will use Sonday Phonics as an intervention tool to help below-level students become

more proficient readers. Close Reads will be used to help students use the critical examination of a text that focuses on significant details or

patterns in order to develop an in-depth understanding of the text's form, craft, and meanings.

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

Research Cited: Windsor Learning (2008): Reading Research and the Sonday System

Activity - Use Sonday Phonics and Close Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Sonday Phonics and Close Reads to help below-level students become more proficient readers.	Academic Support Program	08/10/2016	06/01/2017	$0 - No Funding Required	Principal, Assistant Principal, All teachers

Strategy3:

Book Study - All teachers will participate in a book study using "What Great Teachers Do Differently". Participation in the book study is

expected to promote and encourage beliefs, behaviors, attitudes and interactions that model what great teachers do. The book study will take

place during faculty meetings with reading assignments, small group discussions, and follow-up activities.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a book study using "What Great Teachers Do Differently", by Todd Whitaker.	Professional Learning	08/15/2016	03/31/2017	$1320 - Booster Fund	Principal, Assistant Principal, All Teachers

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 common core areas.

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency to meet or exceed state APLA in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of 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: Develop/Implement College and Career Ready Standards

Research Cited: WIDA

Activity - Implement Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach common core through the implementation of non-negotiable reading strategies as mandated by the district. These will include explicit instruction delivery using whole group and small group instruction in all 6 components of reading, tiered instruction, the cycle of instruction, student work displays, the close reading procedure, student-centered instruction through implementation of reading and writing workshops, use of technology, data-driven workstations/literacy centers, use of leveled books to differentiate instruction, use of the gradual release model, shared reading/writing, guided reading/writing, independent reading/writing, intensive intervention instruction focused on deficit skills, writing practice in different modes and genres, and handwriting practice.	Direct Instruction	08/10/2016	06/02/2017	$0 - State Funds	content teachers, administrators

Measurable Objective 2:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Reading by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy1:

Extended Literacy Block - All K-3 teachers will implement an extended literacy block that will add additional instructional time for Reading and Language Arts. STAR Reading reports, formative assessments, and end of quarter tests will be used to monitor progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study, Common Core Standards for Reading

Activity - Extended Literacy Block for K-3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This activity provides for additional instructional time for Reading and Language Arts.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	All K-3 teachers

Strategy2:

Increase Reading Achievement - All teachers will implement the use of Accelerated Reader as a tool to increase time spent reading for their students. STAR and AR reports will be used as instruments to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards for Reading

Activity - Increase Reading Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Accelerated Reader/Renaissance Place daily.	Academic Support Program	08/10/2016	06/02/2017	$0 - District Funding	K-5 Teachers, Resource teachers, Media personnel

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program runs for six weeks at one day per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested list.	Academic Support Program	06/06/2017	07/13/2017	$2680 - Title I Part A	Title 1 Facilitator, Media Specialist

Strategy3:

Provide Extended Day - Extended day sessions will be held after school no less than two days per week for an hour each day. Students will receive small group instruction in reading or math targeted to their individual areas of need. Students will be placed in the program based on input from teachers, assessment data, daily progress, and PST documentation. Transportation will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards.

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Academic Support Program	01/10/2017	05/16/2017	$11871 - Title I Part A	Title 1 Facilitator and Administrators

Measurable Objective 3:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by STAR Math results..

Strategy1:

Increase Math Acheivement of Lowest Performing Quartile - We will provide daily opportunities for Tier 3 instruction through extended day tutoring, in-school interventions, and through the use of digital based intervention programs to provide targeted instruction. We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.

Category: Develop/Implement Learning Supports

Research Cited: Common Core Standards for Math

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide extended day opportunities for students who grades 3-5 who are in need of additional academic support.	Tutoring Academic Support Program	10/18/2016	05/15/2017	$938 - Title I Schoolwide	Title 1 Facilitator and classroom teachers

Measurable Objective 4:

70% of All Students will demonstrate a behavior of effectively and responsibly using digital media to learn and communicate real world applications of concepts and processes individually and collaboratively in Reading by 06/02/2017 as measured by classroom observations and implementation of lesson plans..

Strategy1:

Increase Reading Achievement with Technology - Expand accessibility and quantity of free and district provided, high-quality engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: CCRS Literacy Standards, Surveys

Activity - Use Computer-based resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction experiences. Examples of resources that may be used are Starfall, More Starfall, Reading Wonders, Lumio, Moby Max, and IXL.	Technology	08/10/2016	06/02/2017	$0 - Other	K-5 teachers, Special Education teachers, intervention teachers, media personnel

Measurable Objective 5:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Reading by 06/02/2017 as measured by the STAR Reading reports..

Strategy1:

Increase Reading Acheivement of Lowest Performing Quartile - We will provide Extended day opportunities for students in grades 3-5 two days per week. The targeted students will be the students who are in the lowest performing 25% academically. We will use IXL and Moby Max during extended day to practice specific skills identified by their general education/resource teacher as weaknesses based on STAR data. We will use STAR Reading reports to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Common Core State Standards

Activity - Moby Max and IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.	Academic Support Program Tutoring	10/18/2016	05/16/2017	$938 - Title I Part A	Title 1 Facilitator and classroom teacher

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for extended day learning to address areas of weakness in Reading.	Tutoring Academic Support Program	10/18/2016	05/16/2017	$938 - Title I Part A	Title 1 Facilitator and classroom teacher

Measurable Objective 6:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy1:

Increase Math Achievement - All SpEd teachers and K-5 teachers will collaborate and analyze data to identify areas of weakness that will drive instruction. Formative assessments and end of quarter tests will be used to monitor progress.

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

Research Cited: Alabama Course of Study, Common Core Standards for Math

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and SpEd teachers will participate in data meetings on a monthly basis to analyze assessment data and make determinations about the rate of progress for each student in every class.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	All K-5 teachers and all SpEd teachers, school administrators

Activity - Implement PST and RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/10/2016	06/02/2017	$0 - State Funds	Special Education teachers, K-5 teachers

Goal 2:

LSI: A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going from 13.4% to 14.07% in Reading by 06/01/2017 as measured by STAR Reading results..

Strategy1:

Use Sonday Phonics and Close Reads - All teachers will use Sonday Phonics as an intervention tool to help below-level students become more proficient readers. Close Reads will be used to help students use the critical examination of a text that focuses on significant details or patterns in order to develop an in-depth understanding of the text's form, craft, and meanings.

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

Research Cited: Windsor Learning (2008): Reading Research and the Sonday System

Activity - Use Sonday Phonics and Close Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Sonday Phonics and Close Reads to help below-level students become more proficient readers.	Academic Support Program	08/10/2016	06/01/2017	$0 - No Funding Required	Principal, Assistant Principal, All teachers

Strategy2:

Extended Day - We will implement an extended day session to provide research-based instruction for students in the 3rd percentile rank (Close Range) on the Star Reading Screening Report (Universal Screening 1) administered in August, 2016.

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

Research Cited: Renaissance Learning

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Extended Day sessions for students in the close range.	Tutoring	09/13/2016	12/13/2016	$898 - Title I Part A	Classroom teachers who are willing to stay for afternoon sessions.

Strategy3:

Book Study - All teachers will participate in a book study using "What Great Teachers Do Differently". Participation in the book study is expected to promote and encourage beliefs, behaviors, attitudes and interactions that model what great teachers do. The book study will take place during faculty meetings with reading assignments, small group discussions, and follow-up activities.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct a book study using "What Great Teachers Do Differently", by Todd Whitaker.	Professional Learning	08/15/2016	03/31/2017	$1320 - Booster Fund	Principal, Assistant Principal, All Teachers

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 common core areas.

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency to meet or exceed state APLA in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of 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: Develop/Implement College and Career Ready Standards

Research Cited: WIDA

Activity - Implement Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach common core through the implementation of non-negotiable reading strategies as mandated by the district. These will include explicit instruction delivery using whole group and small group instruction in all 6 components of reading, tiered instruction, the cycle of instruction, student work displays, the close reading procedure, student-centered instruction through implementation of reading and writing workshops, use of technology, data-driven workstations/literacy centers, use of leveled books to differentiate instruction, use of the gradual release model, shared reading/writing, guided reading/writing, independent reading/writing, intensive intervention instruction focused on deficit skills, writing practice in different modes and genres, and handwriting practice.	Direct Instruction	08/10/2016	06/02/2017	$0 - State Funds	content teachers, administrators

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:

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

Measurable Objective 1:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy1:

Increase Math Achievement - All SpEd teachers and K-5 teachers will collaborate and analyze data to identify areas of weakness that will drive instruction. Formative assessments and end of quarter tests will be used to monitor progress.

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

Research Cited: Alabama Course of Study, Common Core Standards for Math

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 and SpEd teachers will participate in data meetings on a monthly basis to analyze assessment data and make determinations about the rate of progress for each student in every class.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	All K-5 teachers and all SpEd teachers, school administrators

Activity - Implement PST and RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and SpEd teachers will implement a Problem Solving Team and the Response to Instruction process. The team will meet monthly to identify academic or behavioral problems for students, design interventions to address needs, evaluate the effectiveness of the interventions, and determine further need for interventions.	Academic Support Program	08/10/2016	06/02/2017	$0 - State Funds	Special Education teachers, K-5 teachers

Measurable Objective 2:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Mathematics by 06/02/2017 as measured by STAR Math results..

Strategy1:

Increase Math Acheivement of Lowest Performing Quartile - We will provide daily opportunities for Tier 3 instruction through extended day tutoring, in-school interventions, and through the use of digital based intervention programs to provide targeted instruction. We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.

Category: Develop/Implement Learning Supports

Research Cited: Common Core Standards for Math

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide extended day opportunities for students who grades 3-5 who are in need of additional academic support.	Academic Support Program Tutoring	10/18/2016	05/15/2017	$938 - Title I Schoolwide	Title 1 Facilitator and classroom teachers

Measurable Objective 3:

70% of All Students will demonstrate a behavior of effectively and responsibly using digital media to learn and communicate real world applications of concepts and processes individually and collaboratively in Reading by 06/02/2017 as measured by classroom observations and implementation of lesson plans..

Strategy1:

Increase Reading Achievement with Technology - Expand accessibility and quantity of free and district provided, high-quality engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: CCRS Literacy Standards, Surveys

Activity - Use Computer-based resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will effectively use standards-based digital media such as online books, interactive resources, games and learning management systems to enhance reading instruction experiences. Examples of resources that may be used are Starfall, More Starfall, Reading Wonders, Lumio, Moby Max, and IXL.	Technology	08/10/2016	06/02/2017	$0 - Other	K-5 teachers, Special Education teachers, intervention teachers, media personnel

Measurable Objective 4:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Reading by 06/02/2017 as measured by the STAR Reading reports..

Strategy1:

Increase Reading Acheivement of Lowest Performing Quartile - We will provide Extended day opportunities for students in grades 3-5 two days per week. The targeted students will be the students who are in the lowest performing 25% academically. We will use IXL and Moby Max during extended day to practice specific skills identified by their general education/resource teacher as weaknesses based on STAR data. We will use STAR Reading reports to monitor progress.

Category: Develop/Implement Learning Supports
Research Cited: Common Core State Standards

Activity - Moby Max and IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use Moby Max and IXL to provide targeted instruction for students in grades 3-5 who are in need of additional academic support.	Academic Support Program Tutoring	10/18/2016	05/16/2017	$938 - Title I Part A	Title 1 Facilitator and classroom teacher

Activity - Extended Day Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for extended day learning to address areas of weakness in Reading.	Tutoring Academic Support Program	10/18/2016	05/16/2017	$938 - Title I Part A	Title 1 Facilitator and classroom teacher

Measurable Objective 5:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring in the Ready or Exceeding range in Reading by 06/02/2017 as measured by the ACT Aspire Spring 2017 administration.

Strategy1:

Extended Literacy Block - All K-3 teachers will implement an extended literacy block that will add additional instructional time for Reading and Language Arts. STAR Reading reports, formative assessments, and end of quarter tests will be used to monitor progress.
Category: Develop/Implement College and Career Ready Standards
Research Cited: Alabama Course of Study, Common Core Standards for Reading

Activity - Extended Literacy Block for K-3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This activity provides for additional instructional time for Reading and Language Arts.	Academic Support Program	08/10/2016	06/02/2017	$0 - No Funding Required	All K-3 teachers

Strategy2:

Increase Reading Achievement - All teachers will implement the use of Accelerated Reader as a tool to increase time spent reading for their

students. STAR and AR reports will be used as instruments to monitor progress.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards for Reading

Activity - Increase Reading Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Accelerated Reader/Renaissance Place daily.	Academic Support Program	08/10/2016	06/02/2017	$0 - District Funding	K-5 Teachers, Resource teachers, Media personnel

Activity - Summer Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The summer reading program will provide access to the school libraries for our students to read books, take AR tests, and check out books to read at home. Students can earn points toward prizes each week. Other incentives include medals and trophies that are awarded to the students with the highest number of points. The program runs for six weeks at one day per week. Summer reading lists are provided and students are encouraged to read as many books as they can from the suggested list.	Academic Support Program	06/06/2017	07/13/2017	$2680 - Title I Part A	Title 1 Facilitator, Media Specialist

Strategy3:

Provide Extended Day - Extended day sessions will be held after school no less than two days per week for an hour each day. Students will

receive small group instruction in reading or math targeted to their individual areas of need. Students will be placed in the program based on

input from teachers, assessment data, daily progress, and PST documentation. Transportation will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Course of Study, Common Core Standards.

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in an extended day program that provides after school tutoring for students who have been identified as needing additional instruction.	Academic Support Program	01/10/2017	05/16/2017	$11871 - Title I Part A	Title 1 Facilitator and Administrators

Measurable Objective 6:

70% of Fourth and Fifth grade students will demonstrate student proficiency (pass rate) of scoring at or above the district benchmark in

Science by 06/02/2017 as measured by the End-of-Quarter exams..

Strategy1:

Increase Science Achievement - All teachers will use available resources to provide enhanced learning experiences that will increase the

level of achievement for students in Science.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study

Activity - Use Science Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available resources provided by the districtand the local school to enhance Science instruction. (Discovery Education, Mystery Science, AMSTI, STEMscopes, Studies Weekly)	Academic Support Program	09/23/2016	06/02/2017	$0 - District Funding	Administrators and Classroom teachers

Component 3: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All Title 1 instructional paraprofessionals at McDavid-Jones are highly qualified in accordance with NCLB requirements. Paraprofessionals assist students under the direct supervision of classroom teachers.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All teachers at McDavid-Jones are highly qualified in accordance with NCLB requirements. Efforts are made to ensure that all teachers are highly qualified, are teaching-in-field, and are certified by the State of Alabama. Teacher assignments are based on the credentials of each teacher, their ability to implement school improvement strategies, and the identified needs of the student population. A report of the HQ status of McDavid-Jones personnel will be kept on site as evidence. Attestations of 100% HQ teachers will also be kept as evidence and will be posted in each office. (copy attached)	HQ Report Principal Attestation

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

Efforts are made to ensure that all teachers are highly qualified, teaching-in-field, and certified by the State of Alabama. Teacher assignments are based on the credentials of each teacher, their ability to implement school improvement strategies, and the identified needs of the student population. A report of the HQ status of McDavid-Jones personnel will be kept on site as evidence. Attestations of 100% HQ teachers will also be kept as evidence and will be posted in each office.

Component 4: Strategies to Attract Qualified Teachers

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

There are 59 certified teachers at McDavid-Jones, a decrease of 1 from the previous year. We have added 3 new teachers this year who filled vacancies due to retirements, resignations, or reassignments. (Turnover rate 5%)

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

At McDavid-Jones, there are 20 teachers who hold a Bachelor's degree, 38 teachers who have earned Master's degrees, and 2 teachers who have earned an Education Specialist degree (Ed.S). Currently, there are 2 teachers working on Master's degrees and one who is working toward a degree as Education Specialist.

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

McDavid-Jones takes advantage of opportunities provided by the district to attract and retain highly qualified teachers. The level of compensation compares with the salary matrix of the state of Alabama. Other initiatives include the provision of progressive technology and professional development opportunities. Using the following strategies to assure all faculty is HQ, the administration of McDavid-Jones works to:

1. Secure official annual HQ status from Human Resources for all teachers and paraprofessionals.
2. Ensure assignments are made based on HQ status and certification.
3. Communicate district level initiatives for becoming HQ.
4. Secure brief updates each semester from HQ teachers and paraprofessionals summarizing progress toward HQ goals.
5. Use Educate Alabama orientation for professional staff members on full evaluation and administrator training/follow-up, as required by state.
6. Establish mentor teachers for teachers new to the school and/or new to the district.
7. Establish procedures for interviewing, screening and recommending the most highly qualified applicants at the district and local levels.
8. New, novice, and teachers new to the district participate in appropriate New Teacher Induction and programs, New Teacher Orientation, and other activities aimed at transitioning new teachers into the profession.

Additionally, McDavid-Jones has several qualities that make teachers want to come work at our school.
~ We have common planning times for all teachers on a grade level, which makes it easier for teachers to collaborate and plan.
~ Professional development is offered in many areas. Sonday training, Digital Literacy, Traits of Writing, Math and Science PLTs, Office 365, and Review 360 are some of the professional offered this school year. Educate Alabama is refreshed yearly.
~ There is a variety of leadership opportunities for every teacher. Our principal encourages every teacher on the grade level to serve in a leadership position. It has a positive impact on the unity and teamwork exhibited by each grade level.
~ Teachers at our school have access to programs that were piloted by our school; some of these programs have very few other schools participating. CIF/FIC, school-wide Junior Master Gardner, and school-wide 4-H programs to name a few.
~ Teachers at McDavid-Jones have access to 5 computer labs. Each lab has a SmartBoard that can be used by teachers to facilitate digital instruction for our students. This year, each regular classroom will have at least 4 I-Pad minis, and each resource room will have a least 2 I-

Pad minis.

~ This year, our school has restarted the practice of forming partnerships with the middle and high schools in our feeder pattern. High school students who are involved in Key Club , Honor Society, athletic programs and other extra-curricular clubs/organizations come to the elementary school to help students with homework or reading.

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?

Professional development for the faculty and staff will include professional development that is directly related to the goals and objectives of 2016-2017 Continuous Improvement Plan for McDavid-Jones. Professional development activities include follow-up sessions for Problem Solving Teams and the implementation of Response to Instruction. Technology sessions include a training on the use of Office 365 and Review 360 refresher. Additional professional development sessions for the year will also be high-quality, effective, and research-based professional development in the areas of technology, curriculum, attendance, behavior, and pacing. Scheduled sessions include Sonday Phonics, Writing Traits, and Common Formative Assessments.

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

Professional development activities for teachers include sessions for technology, curriculum, behavior, attendance, and pacing. Principals and other administrative staff receive professional development at the district level. Paraprofessionals are invited to attend any professional development provided at the school level. CNP staff, office staff, and other support personnel are offered professional development opportunities provided by the state or the district. Learning opportunities for parents are offered by the school at least once per quarter. Specific training that will include but not be limited to are:
Sonday Training
Common Formative Assessments
Traits of Writing
Coaching Communities for Math PLT
Coaching Communities for Science PLT
Office 365
Review 360
Sonday System Modeling by Literacy Coaches
Digital Literacy Training

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

Mentor teachers are assigned to teachers who are new to the school or new to a grade level. Mentors are expected to meet with their mentees on a weekly basis to ensure compliance of policies and knowledge of procedures. We have two teachers who are new to their grade levels at this time, one who moved form the classroom to intervention, and one who moved from regular ed classes to special education classes There are 3 teachers who are new to our school.

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

Mentors are expected to meet with their mentees on a weekly basis to ensure compliance of policies and knowledge of procedures at the local school and local district levels. Teachers are also given opportunities for ongoing professional development in the areas of technology, attendance, discipline, curriculum, intervention, and pacing.

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.

Home/Daycare to School Transition
The local Head Start program and nearby daycare facilities are given the opportunity to involve students in transition programs offered each semester. During this time, Title 1 and other school staff lead students through a preview of the school experience. The students are lead on a tour of the school, they have a snack in the cafeteria, they listen to a story in the library, they experience a brief science lesson in the science lab, and they visit some of the kindergarten classrooms. McDavid-Jones also provides a Bridges program in the summer to allow students to have an extended experience at school to help bridge the transition gap for incoming kindergarten. The program lasts for 4 days, 3.5 hours per day. To allow students to become familiar with the faculty, the kindergarten teachers rotate days to work with the Bridges program.

Year to Year Transition on Site
At the end of the school year, each class is given the opportunity to visit a class on the next grade level. This gives students a chance to see where classes are located in the school as well as an opportunity to see the set-up of classrooms that are on the next grade level.

Elementary to Middle School Transitions
At the beginning of the school year, 5th grade students are given a planner and taught time-management techniques with an emphasis on preparation for middle school. To further prepare our students for transition to the feeder pattern school (Lott Middle School), our 5th grade teachers have implemented a departmentalized format with two teaching teams having three teachers each. Students change classes just as they will when they transition to Lott Middle. During the fourth quarter, 5th grade students are transported to Lott Middle School for an orientation program and a tour of the facilities. Prior to high-stakes testing in the spring, the principal of Lott Middle will visit the 5th grade students to explain the importance of their performance on the Aspire and how it will be used to determine their class placement when they enter Lott Middle.

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?

Grade level teams meet monthly to review assessments and determine successful instructional and behavioral strategies. The Problem Solving Team (PST) members meet monthly to review academic success and areas of need for students identified through the Response to Instruction (RtI) process. The team members may recommend further interventions or referrals. In addition to the PST and the ACIP committees, McDavid-Jones has a Library committee, a Technology committee, a Science PLT, a Math PLT, a Reading PLT and a Leadership team. These committees consist of teachers and staff from all grade levels that provide input in decision making. The ACIP Committee will meet once per quarter or more as needed to review progress toward identified goals. A PBIS team has been established to address recurring incidents and to prevent any new referrals pertaining to discipline. Data from statewide assessments is considered by all committees as a tool to determine needs for our students. Teachers participate in every aspect of the planning and decision-making processes that utilize the results of the statewide academic assessments to determine needs and programs for the school.

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?

Extended learning opportunities are provided for additional academic assistance. The students for the program are identified through PST teams and RtI referrals along with fourth quarter EQTs and ACT Aspire assessments. Universal screenings through STAR and DIBELS assessments are also used to identify students who are in need of assistance. Those students in in the lower % on STAR data and are making failing grades are given priority. Teacher input is also considered for student placement in the program. After school tutorial services are offered a minimum of two days per week to identified students for additional instruction in Reading and Math, grades 3-5.

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?

Through the use of tiered instruction, students who are identified as intensive or strategic and are in need of interventions are provided with additional opportunities to receive remedial instruction in their specific areas of need. Interventions are provided through small group instruction in the classroom, through pull out instruction with an intervention or resource teacher, or through extended day services.

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

Structured, flexible, mastery-based, technology programs are used to provide differentiated instruction for students who are on different levels and who need instruction and practice that is adaptive to their needs. Some of the programs currently being used are Starfall, More Starfall, Lumio, Cool Math, Big Universe, and Moby Max.

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 learning opportunities are provided for additional academic assistance. The students for the program are identified through PST teams and RtI referrals along with fourth quarter EQTs and ACT Aspire assessments. Universal screenings using the STAR assessment for reading and math is a resource that provides important diagnostic information for identifying areas of need for our students. Teacher input is also considered for student placement in the program. After school tutorial services are offered a minimum of two days per week to identified students for additional instruction in Reading and Math, grades 3-5.
Students are encouraged to use educational websites to help with academic practice and enrichment at home. There are several links on the district website that provide additional practice for our students. Parents are encouraged to contact teachers or our parent organizers for support with homework or other needs. Parents are also encouraged to visit the district website and look for Parent Resource tab for additional resources.

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.

McDavid-Jones provides direct and indirect support for migrant, English learners, economically disadvantaged, special education, neglected and homeless students and their families. K-5 teachers and counselors collaborate to provide a cooperative and supportive program to target areas of need (uniforms, supplies, eyeglasses, food). Parents may also be referred to local social service providers, charities, and agencies. McDavid-Jones has established a mentoring program involving community volunteers and disadvantaged students to encourage, motivate, and build self-esteem. The list of underserved students is generated at the district level and disseminated to the local school. The list of students for McDavid-Jones is housed in the registrar's office.

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?

Federal, State, and Local programs and resources are coordinated and integrated toward the achievement of the school-wide goals. Some of those ways include supplemental staff and funds for after school programs that provide tutoring for disadvantaged students.

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.

Federal funds provide monies to purchase technology, provide for extended day programs staff and transportation, staff for Summer Bridges transitions programs, staff for parenting programs, and instructional and attendance paraprofessionals. State and local resource are used to provide teachers and support staff, and materials. All funding sources are coordinated in an effort to provide instruction, services, and resources that will help increase the achievement of our students.

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.

Our school coordinates federal, state, and local funds in a manner that supports the programs of the school and the needs of our students.

Federal funds provide two paraprofessionals who either manage the attendance programs at our school or who serve as an instructional aide. Both paraprofessionals also provide assistance in the computer labs. Federal funds provide parent organizers who coordinate parent programs, maintain parenting documentation that is related to compacts, partnership conferences, and contact logs.

Federal funds are used to provide and replace technology hardware that would otherwise be unavailable. Extended day programs, summer programs, and adult education programs are made possible through federal funding.

State funding provides teaching units that are used to provide instruction for our students who are in grades K-5 and support personnel such as media specialists, counselors, PE teachers, and resource teachers and administrators.

Local funding is used to add to any shortfalls from other funding sources and help with first aid supplies, postage, field trips, or other necessities.

Component 10: Evaluation

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

There are several resources McDavid-Jones can use to evaluate the implementation of the school-wide program. Using STAR, we can evaluate the progress of all students to determine the degree to which our students are making progress. Universal screenings are used three times per year, but progress monitoring for low-performing students is conducted every 2-3 weeks. DIBELS data is used to provide information about the progress of students in K-2. There are 3 screening periods per school year, but progress is monitored on a more frequent basis. End-of-Quarter (EQT) assessments will be used to evaluate progress each quarter. INow and Review/Behavior 360 are used as evaluation tools to determine the success and implementation of the school-wide program in the areas of attendance and behavior. The ACIP committee will meet at least once per quarter to review data and initiate any necessary changes.

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

The school staff and the ACIP committee will review the results from the State's annual assessments and use the data as an additional resource to evaluate the achievement levels for students in grades 3-5. Spring 2014 was the first time students in the local district were exposed to the ACT Aspire. The format was computer-based and it was a new experience for students. Students at McDavid-Jones have used computer-based test formats in the past, but none involved the required use of keyboarding skills in a word-processing situation.

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?

The ACIP Committee reviews data and makes determinations regarding content area standards where grade levels are performing below proficiency levels. Problem Solving Teams analyze the documentation for individual students to determine whether any further interventions are needed to help the student make progress. Individual teachers use progress monitoring diagnostic information to plan targeted instruction for their individual students. Students who are performing at urgent intervention levels are given priority.

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?

As the plan is evaluated each quarter, any changes deemed necessary by the committee will be presented to the faculty for input and approval. Any changes made to the plan are communicated to all stakeholders and updated in the ACIP in accordance with the guidelines as determined by the district and the Alabama State Department of Education.

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

Yes, we will keep some of the same goals. Based on the progress made by our students, we will revise some strategies and activities to

reflect some initiatives that are being implemented this year.

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

We revised some of our objectives to meet the SMART goal definition for goals that are included in our School Action Plan. Some objectives were added to reflect the needs of our school as determined by the needs assessment. We also added a goal to address an additional local school indicator that will address STAR Reading.

McDavid-Jones Elementary chose a Reading intervention program as the Local Indicator because ACT Aspire Reading assessment results from 2016 revealed a need for improvement in reading proficiency levels for grades 3, 4, and 5.

Our goal is to A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of scoring at or above 75% on the STAR Reading Percentile Rank with 3rd grade going from 14.1% to 14.8%, 4th grade going from 15.6% to 16.38%, and 5th grade going from 13.4% to 14.07% in Reading by 06/01/2017 as measured by STAR Reading results..

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	52.30	51.00	2,574,931.00
Administrator Units	1.00	1.00	89,163.00
Assistant Principal	1.00	1.00	67,217.00
Counselor	1.50	1.00	55,465.00
Librarian	1.00	2.00	108,891.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	9,690.00
Professional Development	0.00	0	3,648.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	23,142.00
Library Enhancement	0.00	0	1,254.00
Totals			2,933,401.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	182729.0

Provide a brief explanation and breakdown of expenses.

TITLE I, PART A

01 Teacher		2,325.00
10 Aide	2.00	57,304.00
18 Substitutes		2,325.00
19 Suppl/OT/Other		11,182.00
20 Employee Benefits		31,356.00
39 Other Purchased Services		2,700.00
41 Instruction Supplies		3,049.00
49 Non-Capitalized Equipment		74,813.00

TITLE I, PART A TOTAL   2.00   182,729.00

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

Provide a brief explanation and a breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	7000.0

Provide a brief explanation and a breakdown of expenses.

4130 TITLE II-TEACHER PRIN. TRAIN.

19 Supply/OT/Other Position 12-52215-192-0473-4130-0-8220-0000 Stipend   Teacher Stipends   5,848   1,152   5,848.00

20 Employee Benefits

20 Employee Benefits   TOTAL 1,152.00

4130 TITLE II-TEACHER PRIN. TRAIN.

4130 TITLE II-TEACHER PRIN. TRAIN.   TOTAL 5,848   1,152   7,000.00

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	598245.0

Provide a brief explanation and breakdown of expenses

LOCAL REVENUES

6001 LOCAL REVENUES

01 Teacher

Pos 11-52180-091-0473-6001-0-2300-0000 MORGAN, HEATHER HARESPEECH THERAPIST		44,091	18,286	44,091.00
10 Aide	4.00	83,187		
19 Suppl/OT/Other		1,200		
20 Employee Benefits		73,309		
34 Property Services		1,586		
37 Utilities 205,143.00				

LOCAL REVENUES TOTAL	4.00		408,516.00

6001 LOCAL REVENUES

10 Aide

Pos SELLS, KATHY T. SE INSTR PARAPROFESSIONAL		21,360		13,808
Pos PATRICK, JANIE REBECC SE INSTR PARAPROFESSIONAL		22,335		14,000
Pos SALAS, SHEILA ANN SE INSTR PARAPROFESSIONAL		21,360		13,808
Pos ISLER, SELENA RACHELL SE INSTR PARAPROFESSIONAL		18,132		13,172
10 Aide TOTAL	83,187	54,788		83,187.00

19 Suppl/OT/Other

Pos SNOW, DEBORAH STEWARDTEPARTMENT HEAD- M/H-750-	1,200	235	1,200.00

20 Employee Benefits

20 Employee Benefits   TOTAL 73,309.00

34 Property Services

Oth Waste Disposal	1,586.00

37 Utilities

Oth 11- Electricity MCDAVID	205,143.00

6001 LOCAL REVENUES TOTAL	128,478	73,309	206,729.00	408,516.00

0473 MCDAVID/JONE ES	TOTAL	205,137	105,817	287,291.00	598,245.00

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.

The leadership and staff of McDavid-Jones Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. During the first month school is in session, McDavid-Jones Elementary School holds its annual meeting for all parents of participating children. Parents are notified of the meeting through (1) notices sent home by students, (2) the monthly calendar of events, (3) the SchoolMessenger and (4) our school
website. Topics to be discussed at this year's meeting include discussion of the 1% set-aside of Title I funds as well as:
- The ASSIST Continuous Improvement Plan (ACIP)
- 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
- School-parent compacts and The Parent Center

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.

(1) To assist in providing the opportunity for all parents to attend, the meeting is offered at two separate times--once during the school day and once in the evening. In addition, our parent center will offer its parenting classes at varying times to include morning sessions and evening sessions. The parent center will be open every school day from 10:00 a.m. until 11:00 a.m. and 1:00 p.m. until 2:00 p.m. for parents to pick up materials and information or to meet with the parent coordinators.
(2) A parent advisory committee has been established to encourage parents to be active participants as stakeholders in the review and planning process. Parents are also encouraged to serve on the ACIP committee to provide input in the decision-making process to set goals for continuous improvement at our school.
(3) Parenting funds are used to facilitate an adult education partnership with Goodwill Easter Seals. Classes begin in October and will be continued through May of the following year. The program includes classes that will help parents prepare to take the test to earn a GED, a General Education Diploma. (Title 1 Funds $5,287)
(4) Title 1 funds are also used to employ parent organizers who are instrumental in the organization of parent volunteers, who work with the Title 1 facilitator in planning and executing parenting meetings at least once per quarter, who distribute and collect parenting documentation and parent contact logs. The parent organizers are also responsible for the distribution and collection of the parent compact forms. ($13,607.70)

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

related to the education of their children.

At its annual meeting for parents at the beginning of the school year, McDavid-Jones Elementary School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessments used. Parents will learn about the following subjects that are taught: reading, math, language, science, social studies, and physical education. They will also learn about how to schedule parent-teacher conferences and how they can participate in decisions relating to the education of their children. Parents will be given instructions on how to access an electronic copy of the parent handbook, which includes more detailed information on these topics, and a copy of the parental involvement plan. Upon conclusion of the general meeting, parents will be invited to visit classrooms and meet teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed.

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).

McDavid-Jones Elementary School revised its school-parent compact in July of 2016. The new compact was developed through a coordinated effort of school staff members, our school's Parent Coordinators, parent representatives, and administrators. All parents will be given a copy of the new compact at the annual parents' meeting. The compact will be explained to the parents. Their signature on the compact will indicate the commitment of the parents to working in partnership with the school to ensure that their children are successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility for explaining the compact to the students and for obtaining the students' signatures. The teachers will sign the compacts and house them in his/her classroom for use during parent-teacher and/or student-teacher conferences.

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

May of each year, McDavid-Jones Elementary School brings in its ACIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parent coordinators and two parent/community members on the Committee who represent the parents of the school. All parents are notified of the review through monthly parent bulletins and in the calendar of events on the school's website. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library and in the parent center, and that parents have the right to give input regarding the revision of the plan. The notice also states that if after the plan is finalized and approved a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will then submit the parent's concerns to the central office along with the Continuous Improvement 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)

McDavid-Jones Elementary School will accomplish much of this through its annual parent meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic standards and assessments. Title I programs, services, and parental rights will be explained. McDavid-Jones will also offer an Open House immediately after the general Title I meeting wherein parents will be given the opportunity to meet teachers, learn about individual class assessments, and determine what their role will be in helping their children be successful.

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)

McDavid-Jones Elementary School's ACIP Committee works diligently to ensure that all parent materials and training is closely aligned with our schools identified goals. McDavid-Jones has its own parent center within the school and there are two parent coordinators available at the center every day. The center houses materials (in English and Spanish) for parents to check out to learn about how they can help their child be successful. Throughout the year, parenting classes will be held on topics that address identified school goals. Our ACIP Committee identified reading as a goal; therefore, we will hold parental involvement classes on this topic and provide parents with related materials. Specific topics will include reading with their children, creating a home learning environment, and working as a partner with their children's teachers.

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)

McDavid-Jones Elementary School will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings to better understand the importance of parental involvement and to recognize that parents are our partners. To ensure effective parental involvement McDavid-Jones Elementary School will:

(1) provide training on various topics.

(2) foster recognition of the value of contributions of parents and encourage collaboration between parents, faculty, and staff.

(3) coordinate and integrate parental involvement programs and activities with other federal programs.

(4) ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and language that parents understand.

(5) provide reasonable support for parental involvement activities and make every effort to work with parents in meeting their requests as related to their involvement in their children's education.

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)

McDavid-Jones Elementary School coordinates its parent involvement program for all parents including ELL and special education students. Resource teachers are involved in the parenting activities to provide the assistance as needed.

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)

At the present time, McDavid-Jones Elementary has 7 ELL students. Information on all school meetings, parent notices, etc., is sent to parents of these children in Spanish as needed. McDavid-Jones Elementary makes every effort to work with parents as partners in their children's education. The school, through the parent coordinators, hopes to provide increased opportunities for parents to participate in their children's education. McDavid-Jones Elementary School, to the extent possible, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities.

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)

McDavid-Jones will provide reasonable support for parental involvement activities and make every effort to work with parents in meeting their requests as related to their involvement in their children's education.

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.

McDavid-Jones presently has 7 ELL students and parent notifications will be sent in Spanish as needed. In addition, we are fortunate to have

a parent who is bilingual in Spanish who can assist in translating when necessary. The student population of McDavid-Jones includes migrant students. It is the practice of the school to adapt the delivery of educational services to assist these students in meeting proficiency requirements. Also, the school ensures that every effort is made to accommodate parents with disabilities as we are housed in a handicapped accessible building.