ACIP

Aliceville Elementary School

Pickens County Schools

Mr. Russell Smart, Principal
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Aliceville, AL 35442-1623

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Executive Summary

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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.

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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?

Aliceville Elementary School's current enrollment is 340. This is a 20% decline over the past three years in student enrollment. The ethnic composition is 98.6 percent African-American. Due to the high percentage of students that eat free or reduced lunch, AES qualifies for Title 1 services school wide. The majority of our parents are either blue-collar workers or unemployed. As of the 2010 United States Census, there were 2,486 people residing in the town. 74.9% were African American, 22.6% White, 0.1% Native American, 0.0% Asian, 0.8% from some other race and 1.6% of two or more races. 1.2% were Hispanic or Latino of any race. Aliceville is a town in Pickens County, Alabama. According to the 2005 U.S. Census estimates, the town had a population of 2,486. Approximately 6 years ago, Aliceville received a new Federal Prison. The prison formed a partnership with our school. The primary industry in our community is the timber industry. The primary challenges in the school's community is social and economic. Approximately 98% of the white children attend private schools. The median household income in Aliceville, Alabama is $18,847. The median household income for the surrounding county is $28,762 compared to the national median of $53,046. The median age of people living in Aliceville is 33.3 years.

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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.

Our mission statement is "Inspiring Ethical Leaders.....One Child At a Time". Our Vision is to provide a positive, safe environment that produces respectful, resourceful, responsible leaders with strong moral values. Our community of learners includes children with special needs such as learning disabilities, speech/language impairments, intellectual disability, diabetes, asthma, English as a second language and loss of hearing. We also have a large percentage of children living below the poverty level. Accommodations are made to meet the needs of each of these students as we continually develop and implement our curriculum. Our goal is to instill a love of learning in each student as we strive to make each student a life-long learner. Computers, IPads, and Promethean Boards in every classroom, as well as differentiated instruction to meet every learners plan, enable us to meet the needs and goals of all students. An after school program is also in place to assist with intervention for our strugglers. Ongoing Positive Support Team Meetings, grade level meetings, and data meetings allow us to remain focused on the individual needs of all students.

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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.

Aliceville Elementary School showed gains on the ACT Aspire in all areas including reading, math, and writing for the fourth grade and gains in math and writing for the third grade.

Aliceville Elementary School has been able to sustain an arts program for the last three years and are continuing this year with a certified art teacher who volunteers her services in grades K-4. We also continue to have a choir program that consist of second through fourth graders and is coached by our Physical Education teacher. The choir performs at school functions and travels to surrounding areas for student performances. They were able to go to Disney World last spring for music training. We continue to apply for art grants each year to help sustain these programs. Over the next three years the school is striving
to continue to integrate the arts across the curriculum in order to increase student achievement in reading, writing, math and science. Through collaborative efforts among the faculty and staff the curriculum and instruction will be enhanced for all students.

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Additional Information

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

Aliceville Elementary strives to make our students career and college ready beginning in kindergarten. Students at Aliceville Elementary school use classroom computers for research, reports, learning games, Accelerated Reader, and for taking online assessments. Lessons in reading and math are introduced using the Promethean Board in conjunction with our reading and math series interactive components. Two sets of ActiVotes are available for use with the boards as needed. Each class is also scheduled to attend our computer labs 2 times a week. Additional times are available as needed. Students and teachers use computer lab time to take assessments, extend and develop classroom research, and utilize instructional activities and games that promote learning. Teachers incorporate engaging lessons to meet the needs of diverse learners with differentiated lessons. It is our belief that all of our students are capable of learning and becoming productive citizens.

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Improvement Plan Stakeholder Involvement

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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.

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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 order to keep our stakeholders involved with the school's improvement, AES places a number of stakeholders on various committees. The stakeholders are chosen by their participation in school activities and their willingness to give input. Once the stakeholders have been appointed to the committees, the meetings are scheduled at times that are convenient to them. At the first meeting, the chair reviews the responsibilities and expectations of each member and, together, a goal is set. Additionally, follow-up meetings are scheduled to continuously review and/or adjust the goals.

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

Stakeholders are present on the CIP committee, as well as, other committees that are linked to the CIP. The stakeholders on the CIP committee are responsible for assisting the committee with reviewing the data and determining goals for school improvement. They also attend follow-up meetings to periodically review the CIP, ensuring the goals are being met. They help adjust goals if necessary. Stakeholders are also present on the Title I committee. These stakeholders are responsible for being the liaisons to parents on how Title I funds are being used to help the school. Additionally, the parent involvement committee contains stakeholders. This committee plans and conducts parent involvement activities in an effort to increase parent involvement at the school.

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 is communicated to the stakeholders through a series of meetings. First, the faculty is presented with the plan during a faculty meeting. The goals are reviewed and the methods used to meet each goal are discussed. Secondly, the parents and other stakeholders are presented the plan during a PTSO meeting. A committee representative will explain the plan to those attending the meetings and explain what the plan means to the students. The improvement plan will be reviewed on a monthly basis to ensure that progress is being made.

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Student Performance Diagnostic

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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.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Data Document 17-18

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Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

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

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

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Areas of Notable Achievement

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

Fourth grade increased their scores across all testing in reading, math and writing.
Third grade scored exceedingly in writing.

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

Because of the move to DIBELS Next, data shows progress towards meeting the new standards. Aspire tests results allow us to know where our students are currently performing and we have set grade level percentages to show progress for all students.

Which area(s) indicate the overall highest performance?

Third Grade Writing Aspire results revealed the highest performance in the school.

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

n/a

Between which subgroups is the achievement gap closing?

n/a

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

All of the findings are consistent with ACT ASPIRE Periodics and unit assessments.

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Areas in Need of Improvement

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

As a result of the 2017 ACT Aspire test, 3rd grade Math area scored 80.4% which is 4.6% below the expected levels of performance. The reading decreased by .2% from 50.9 to 50.7

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

We have only used the Aspire testing results for two years. Between the two years only the 3rd grade reading area has shown a negative trend in performance by 1-2%.

Which area(s) indicate the overall lowest performance?

The overall lowest performance was third grade math ASPIRE results at 23.3% scoring ready or exceeding.

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

n/a

Between which subgroups is the achievement gap becoming greater?

n/a

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

All of the findings are consistent with finding from other data sources ACT Periodics and unit assessments.

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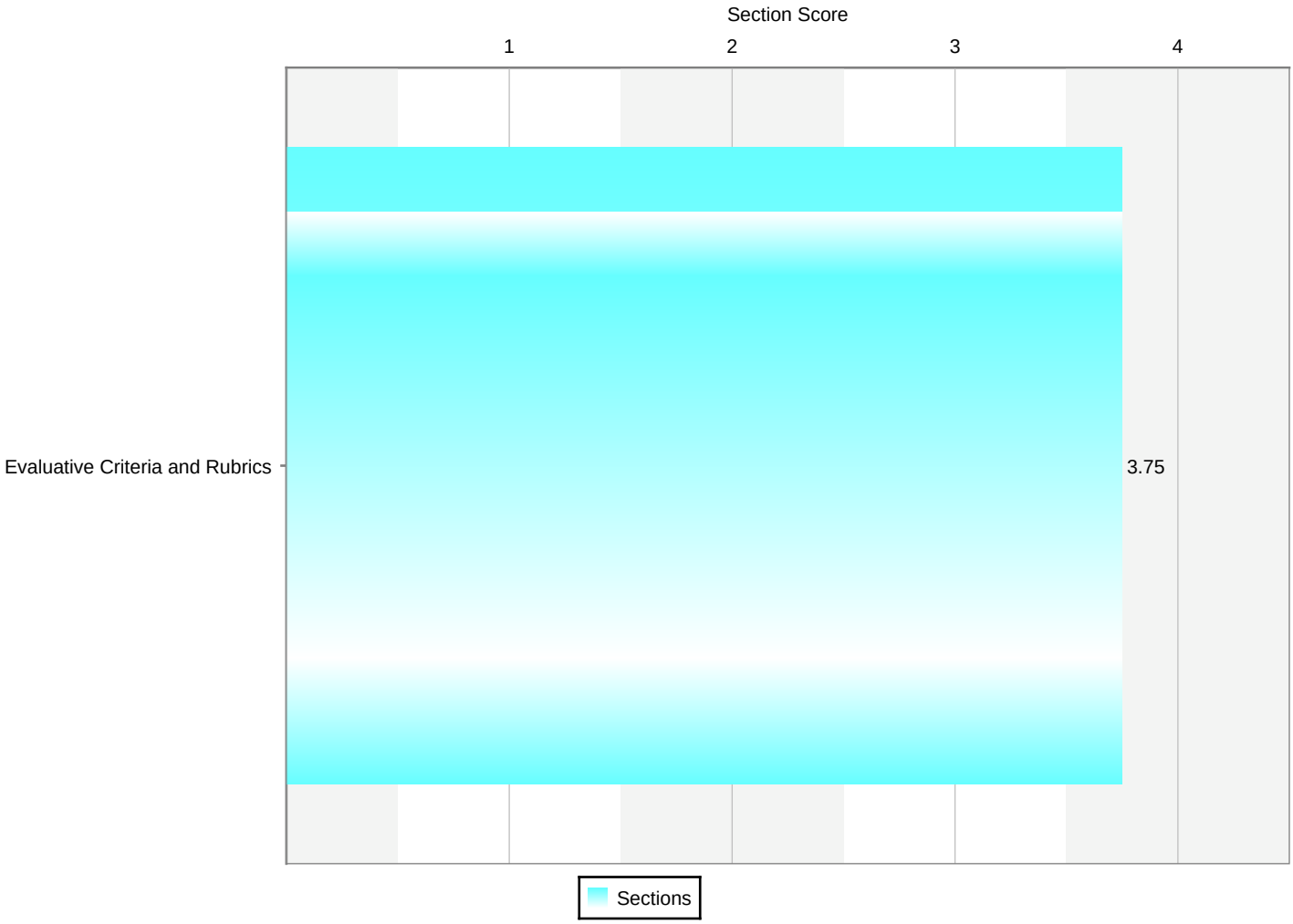
Report Summary

Scores By Section



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2017-2018 ACIP Assurances

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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.

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ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		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		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	Mr. Russell Smart, Principal 800 Columbus Rd. Aliceville, AL 35442 205-373-2783	Mr Smart's Signature

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parent and Family Engagement Plan 1 Parent and Family Engagement Plan 2 Parent and Family Engagement Plan 3 Parent and Family Engagement Plan 4

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Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		compact and Home language School compact & Home Language

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2017-2018 AES Plan for ACIP

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Overview

Plan Name

2017-2018 AES Plan for ACIP

Plan Description

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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	By the end of the 2017-2018 school year third and fourth grade students will increase by 5% scoring average or above average on Scantron Performance in Reading	Objectives: 1 Strategies: 1 Activities: 3	Academic	$101820
2	By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Scantron Performance in Math	Objectives: 1 Strategies: 1 Activities: 3	Academic	$198440
3	By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Writing Assessment.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
4	English language learners at Aliceville Elementary School will improve WIDA language proficiency levels and English language proficiency needs.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
5	By the end of the 2016-2017 school year, all stakeholders including teachers, students and parents will have the opportunity to complete an online survey about the culture and climate of the school.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$1320
6	Professional Development: Professional learning opportunities will be available to all teachers and certified staff throughout the school year based on assessment results from the previous school year.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$2000
7	Improve character education through use of the 7 Habits of Highly Effective People as the core curriculum.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

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Goal 1: By the end of the 2017-2018 school year third and fourth grade students will increase by 5% scoring average or above average on Scantron Performance in Reading

Measurable Objective 1:

59% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average in Reading by 05/22/2018 as measured by Scantron Performance results. .

Strategy 1:

Reading - Standard Based Teaching and actively engaging students in purposeful learning tasks. - Promote high levels of active engagement and student learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama CCRS, Scantron Performance and Achievement Series Research

Activity - Core Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to increase student performance in reading, all teachers in grades K-4 will implement the core reading program for a total of 90 minutes. Up to 45 minutes will consist of whole group instruction and 45 minutes will consist of small group instruction.	Direct Instruction	08/07/2017	05/22/2018	$0	Title I Part A	Classroom teachers, Instructional Coach, Intervention Teachers

Activity - Reading - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will reteach skills to students experiencing difficulties based on formative assessment data. Tiered interventions will be provided by classroom teachers, intervention teachers (My Sidewalks) and contract workers in grades K-4. Assistants will also be available to help with Tier III interventions and assistance in the computer labs. In addition to our tiered instruction, a special emphasis is placed on fluency, accuracy, and comprehension. Progress monitoring is done routinely based on the individual needs of students.	Direct Instruction	08/07/2017	05/22/2018	$96620	Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers, Title I Assistants, Librarian and Instructional Coach will be prepared to use and help students use digital resources and technology tools, such as Stride Academy, Typing Club, Bookflix, Accelerated Reading, Pearson Realize and Frieda Lewis, PebbleGo, and Destiny in order to provide quality, engaging learning experiences that best prepare students to be college and or career ready.	Technology	08/07/2017	05/22/2018	$5200	Title I Part A	Classroom Teachers, Instructional Coach, Librarian, intervention teachers, assistants and contract workers

Goal 2: By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Scantron Performance in Math

Measurable Objective 1:

52% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average on Scantron Performance in Mathematics by 05/22/2018 as measured by Scantron Performance results. .

Strategy 1:

Math - Standards Based Teaching - Actively engaging students in purposeful learning tasks through the use of manipulatives, timed activities, flash cards, and math stations.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama CCRS Courses of Study; RTI, Scantron Performance and Achievement Series Research

Activity - Core Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to increase the effectiveness of core math instruction on student performance, all teachers in grades K-4 will implement the core math program for a total of 60 minutes. The teachers will mathematical standards and promote problem solving in grades K-4.	Direct Instruction	08/07/2017	05/22/2018	$0	Title I Part A	Classroom teachers, Instructional Coach, intervention teachers

Activity - Math - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Reteach standards to students experiencing difficulties based on assessments data. Tiered interventions provided by classroom teachers, intervention teachers (Go Math Intervention) and Contract workers in grades K-4. Assistants are also available for Tier III Instruction and assistance in the computer labs.	Direct Instruction	08/07/2017	05/22/2018	$96620	Title I Part A	Classroom teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, Title I Assistants, Librarian, and Instructional Coach will be prepared to use and help students to use digital resources and technology tools, such as Stride Academy, Think Central, Destiny, Bookflix and Accelerator Reader in order to provide quality, engaging learning experiences that best prepare students to be college and/or career ready.	Technology	08/07/2017	05/22/2018	$101820	Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

Goal 3: By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Writing Assessment.

Measurable Objective 1:

50% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average on the assessement in Writing by 05/22/2018 as measured by the Writing Assessment.

Strategy 1:

Standards Based Teaching in Writing - Teachers will implement "Teach Me Writing" and the writing components in the core reading program. The teachers will collaborate on writing tasks and analyze student work samples by grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama CCRS, RTI, Writing Assessment Research

Activity - Writing Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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In order to increase student performance in writing, teachers in grades 3-4 will implement "Teach Me Writing" and writing activities from the core reading program throughout the instructional day. Teachers will model and support students in the writing process to prepare them to be college and/or career ready.	Direct Instruction	08/07/2017	05/22/2018	$0	Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, and Contract workers.

Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Instructional Coach will implement the use computer lab to assist the students in getting acclimated to the keyboard of a computer through the use of Typing Club. Students will practice typing their writing prompts during first semester. Then students will practice composing and typing their writing prompts during second semester.	Direct Instruction, Technology	08/07/2017	05/22/2018	$0	Title I Part A	Classroom teachers, Instructional Coach

Goal 4: English language learners at Aliceville Elementary School will improve WIDA language proficiency levels and English language proficiency needs.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade English Learners students will demonstrate a proficiency in using the English language in English Language Arts by 05/22/2018 as measured by ACCESS results.

Strategy 1:

Reading Core Program - The students will improve their English Language Proficiency Levels according to the WIDA standards by advancing through the proficiency levels.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards

Activity - Visuals and Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will work on reading vocabulary, reading comprehension and writing in small groups. The students will also read and write and work on these skills with Title I assistants. They will also be assigned a peer mentor. The students will be given picture cards, picture graphs, graphic organizers, rubrics for writing assignments, and journals to keep target vocabulary to study.	Academic Support Program	08/07/2017	05/22/2018	$0	No Funding Required	Teachers, Instructional Coach, Counselor, and Principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers in each grade level will attend Samuel I, II, and III training through out the year.	Professional Learning	08/07/2017	05/22/2018	$0	No Funding Required	Teachers, Counselor

Goal 5: By the end of the 2016-2017 school year, all stakeholders including teachers, students and parents will have the opportunity to complete an online survey about the culture and climate of the school.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a behavior of good discipline and school safety in Practical Living by 05/24/2017 as measured by discipline reports, attendance and other school data..

Strategy 1:

Maintain Attendance/Decrease Discpline - Aliceville Elementary has been maintaining a 97.4 attendance rate. This number is based on the monthly average of attendance. Additionally, discipline is a challenge with an excessive number of bus referrals.

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

Research Cited: Student Code of Conduct

Activity - Positive Behavior System (PBS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an attempt to improve school and classroom behavior/discipline, a positive behavior system team was created and a plan was put in place to reward positive behavior. Each grade level will be responsible for the implementation of the rewards.	Behavioral Support Program	08/08/2016	05/24/2017	$0	Title I Part A	Teachers, Counselor, Principal

Activity - Go LEAPS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete computer based modules on their identified needs.	Behavioral Support Program	08/10/2015	05/20/2016	$0	No Funding Required	All District Personnel

Activity - Parental Involvement and Student Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are notified of all programs at Aliceville Elementary through notices sent home by students and on the website, through Notify Me and Remind. Programs consist of Awards, exhibits and PTSO meetings.	Parent Involvement	08/08/2016	05/24/2017	$1320	Title I Part A	Teachers, Title 1 Personnel, Counselor, and Principal

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Goal 6: Professional Development: Professional learning opportunities will be available to all teachers and certified staff throughout the school year based on assessment results from the previous school year.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade students will achieve college and career readiness as a result of teachers attending professional development workshops in English Language Arts by 05/24/2017 as measured by attendance, participation, and implementation of professional development activities..

Strategy 1:

Professional Learning Activities - The teachers will participate in professional development activities that support student learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: ALSDE, CCRS Standards

Activity - Local Professional Developmemt Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a Professional Learning Community lead by Instructional Coach and other faculty members.	Academic Support Program	08/08/2016	05/24/2017	$0	Title I Part A	Instructional Coach, Teachers, Principal

Activity - Mega Conference/ Summer Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers will be attend the MEGA Conference 2016 and summer professional development workshops provided by the Regional In-service Center. Targeted sessions will be identified by school leadership team and turn around sessions will be provided by staff who attends them.	Academic Support Program	08/08/2016	07/28/2017	$2000	Title I Part A	Teachers, Instructional Coach, Principal

Goal 7: Improve character education through use of the 7 Habits of Highly Effective People as the core curriculum.

Measurable Objective 1:

demonstrate a behavior following the rules and procedures established by school personnel by 05/24/2018 as measured by a 5% decrease in the baseline data of 43 discipline referrals in 2017 to 41 discipline referrals in 2018.

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Strategy 1:

Mentoring Program - Leaders, teachers, and students will facilitate the 7 Habits of Highly Effective People curriculum school wide on a daily basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research shows a direct correlation between systemic education reform on social and emotional learning.

Activity - Leader in Me-Mentoring Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will facilitate morning announcements and follow mentoring schedule focusing on the 7 Habits of Highly Effective People to promote positive interactions and student choices throughout the school day.	Behavioral Support Program	08/08/2017	05/24/2018	$0	Title I Schoolwide	All certified personnel

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leader in Me-Mentoring Activities	Students will facilitate morning announcements and follow mentoring schedule focusing on the 7 Habits of Highly Effective People to promote positive interactions and student choices throughout the school day.	Behavioral Support Program	08/08/2017	05/24/2018	$0	All certified personnel
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mega Conference/ Summer Professional Development	A team of teachers will be attend the MEGA Conference 2016 and summer professional development workshops provided by the Regional In-service Center. Targeted sessions will be identified by school leadership team and turn around sessions will be provided by staff who attends them.	Academic Support Program	08/08/2016	07/28/2017	$2000	Teachers, Instructional Coach, Principal
Writing Integration	In order to increase student performance in writing, teachers in grades 3-4 will implement "Teach Me Writing" and writing activities from the core reading program throughout the instructional day. Teachers will model and support students in the writing process to prepare them to be college and/or career ready.	Direct Instruction	08/07/2017	05/22/2018	$0	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, and Contract workers.
Technology Enhanced Lessons	Teachers, Title I Assistants, Librarian, and Instructional Coach will be prepared to use and help students to use digital resources and technology tools, such as Stride Academy, Think Central, Destiny, Bookflix and Accelerator Reader in order to provide quality, engaging learning experiences that best prepare students to be college and/or career ready.	Technology	08/07/2017	05/22/2018	$101820	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

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Math - Intervention	Reteach standards to students experiencing difficulties based on assessments data. Tiered interventions provided by classroom teachers, intervention teachers (Go Math Intervention) and Contract workers in grades K-4. Assistants are also available for Tier III Instruction and assistance in the computer labs.	Direct Instruction	08/07/2017	05/22/2018	$96620	Classroom teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers
Technology Enhanced Lessons	Teachers and Instructional Coach will implement the use computer lab to assist the students in getting acclimated to the keyboard of a computer through the use of Typing Club. Students will practice typing their writing prompts during first semester. Then students will practice composing and typing their writing prompts during second semester.	Direct Instruction, Technology	08/07/2017	05/22/2018	$0	Classroom teachers, Instructional Coach
Positive Behavior System (PBS)	In an attempt to improve school and classroom behavior/discipline, a positive behavior system team was created and a plan was put in place to reward positive behavior. Each grade level will be responsible for the implementation of the rewards.	Behavioral Support Program	08/08/2016	05/24/2017	$0	Teachers, Counselor, Principal
Reading - Intervention	Faculty and staff will reteach skills to students experiencing difficulties based on formative assessment data. Tiered interventions will be provided by classroom teachers, intervention teachers (My Sidewalks) and contract workers in grades K-4. Assistants will also be available to help with Tier III interventions and assistance in the computer labs. In addition to our tiered instruction, a special emphasis is placed on fluency, accuracy, and comprehension. Progress monitoring is done routinely based on the individual needs of students.	Direct Instruction	08/07/2017	05/22/2018	$96620	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers
Core Reading	In order to increase student performance in reading, all teachers in grades K-4 will implement the core reading program for a total of 90 minutes. Up to 45 minutes will consist of whole group instruction and 45 minutes will consist of small group instruction.	Direct Instruction	08/07/2017	05/22/2018	$0	Classroom teachers, Instructional Coach, Intervention Teachers
Technology Enhanced Lessons	Teachers, Title I Assistants, Librarian and Instructional Coach will be prepared to use and help students use digital resources and technology tools, such as Stride Academy, Typing Club, Bookflix, Accelerated Reading, Pearson Realize and Frieda Lewis, PebbleGo, and Destiny in order to provide quality, engaging learning experiences that best prepare students to be college and or career ready.	Technology	08/07/2017	05/22/2018	$5200	Classroom Teachers, Instructional Coach, Librarian, intervention teachers, assistants and contract workers
Local Professional Developmemt Training	Teachers will participate in a Professional Learning Community lead by Instructional Coach and other faculty members.	Academic Support Program	08/08/2016	05/24/2017	$0	Instructional Coach, Teachers, Principal

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Parental Involvement and Student Incentives	Parents are notified of all programs at Aliceville Elementary through notices sent home by students and on the website, through Notify Me and Remind. Programs consist of Awards, exhibits and PTSO meetings.	Parent Involvement	08/08/2016	05/24/2017	$1320	Teachers, Title 1 Personnel, Counselor, and Principal
Core Math	In order to increase the effectiveness of core math instruction on student performance, all teachers in grades K-4 will implement the core math program for a total of 60 minutes. The teachers will mathematical standards and promote problem solving in grades K-4.	Direct Instruction	08/07/2017	05/22/2018	$0	Classroom teachers, Instructional Coach, intervention teachers
				Total	$303580	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Go LEAPS	Students will complete computer based modules on their identified needs.	Behavioral Support Program	08/10/2015	05/20/2016	$0	All District Personnel
Visuals and Supports	The students will work on reading vocabulary, reading comprehension and writing in small groups. The students will also read and write and work on these skills with Title I assistants. They will also be assigned a peer mentor. The students will be given picture cards, picture graphs, graphic organizers, rubrics for writing assignments, and journals to keep target vocabulary to study.	Academic Support Program	08/07/2017	05/22/2018	$0	Teachers, Instructional Coach, Counselor, and Principal
Professional Development	Teachers in each grade level will attend Samuel I, II, and III training through out the year.	Professional Learning	08/07/2017	05/22/2018	$0	Teachers, Counselor
				Total	$0	

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Stakeholder Feedback Diagnostic

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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.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	n/a	

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Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

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Areas of Notable Achievement

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

The highest level of satisfaction is that the stakeholders believe that Aliceville Elementary school does a good job at education the students. Stakeholders are also happy with the way their children are treated at Aliceville Elementary School.

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

Each year, survey results demonstrate that parents are happy with the level of education provided by AES.

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

All of the report findings are consistent with other stakeholder feedback sources, including activity surveys, conferences, committee meetings, and parent visits.

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Areas in Need of Improvement

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

Satisfaction dropped when asked about school to home communication. Stakeholders commented that communication could be more timely and consistent.

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

Again, stakeholders believe that school to home communication could be better, although these results seem consistent through the years.

What are the implications for these stakeholder perceptions?

AES needs to really focus on the communication that is sent home, as well as find other ways to communicate with parents. Although notes are sent home regularly to the parents, many of these not do not appear to be making it home.

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

All of the reported findings are consistent with the findings from other stakeholder feedback sources, including activity surveys, conferences, parent comments, and school visits.

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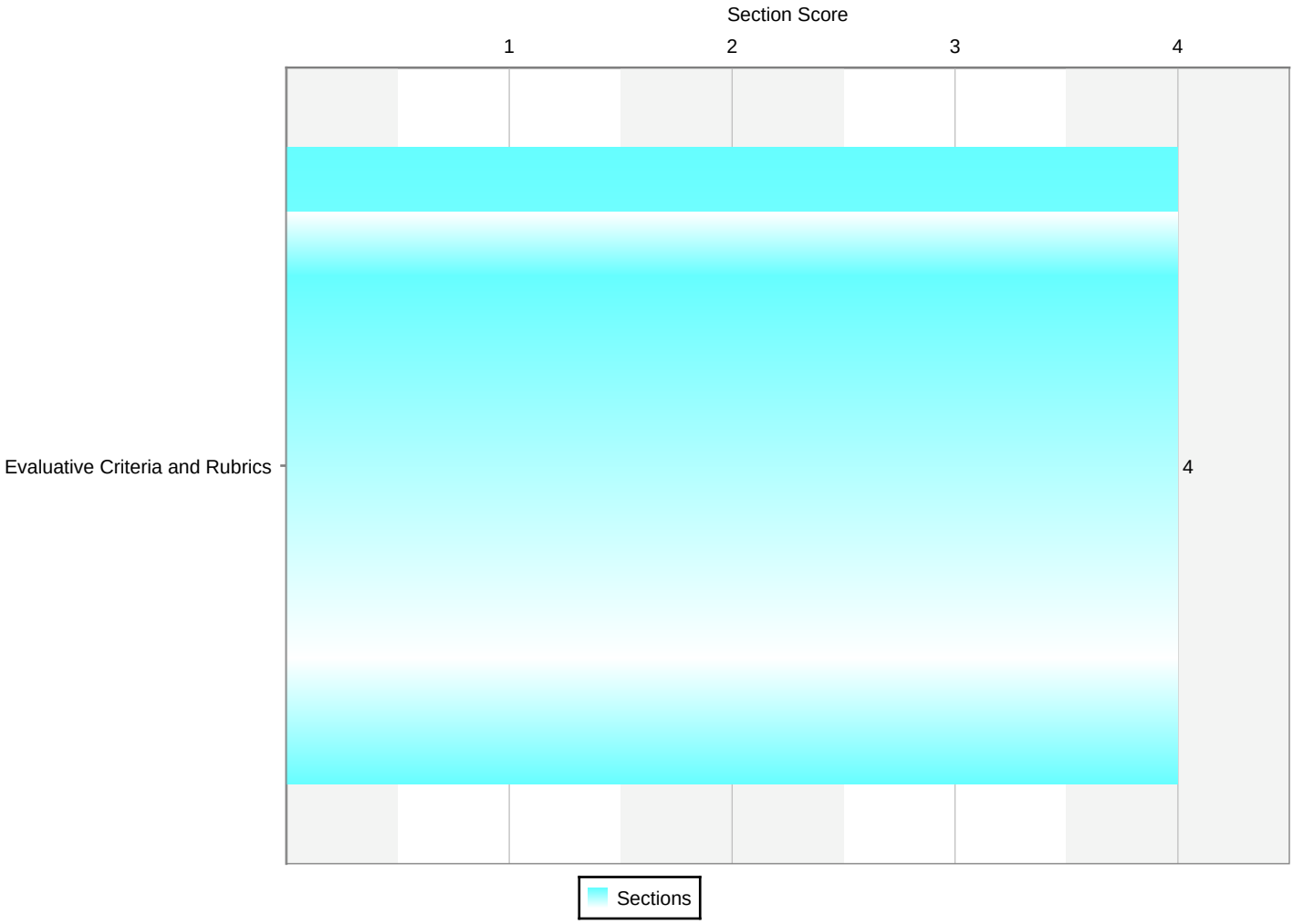
Report Summary

Scores By Section



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Stakeholder Feedback Diagnostic

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Stakeholder Feedback Data

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

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Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

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Areas of Notable Achievement

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

The highest level of satisfaction is that the stakeholders believe that Aliceville Elementary school does a good job at education the students. Stakeholders are also happy with the way their children are treated at Aliceville Elementary School.

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

Each year, survey results demonstrate that parents are happy with the level of education provided by AES.

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

All of the report findings are consistent with other stakeholder feedback sources, including activity surveys, conferences, committee meetings, and parent visits.

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Areas in Need of Improvement

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Satisfaction dropped when asked about school to home communication. Stakeholders commented that communication could be more timely and consistent.

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

Again, stakeholders believe that school to home communication could be better, although these results seem consistent through the years.

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AES needs to really focus on the communication that is sent home, as well as find other ways to communicate with parents. Although notes are sent home regularly to the parents, many of these not do not appear to be making it home.

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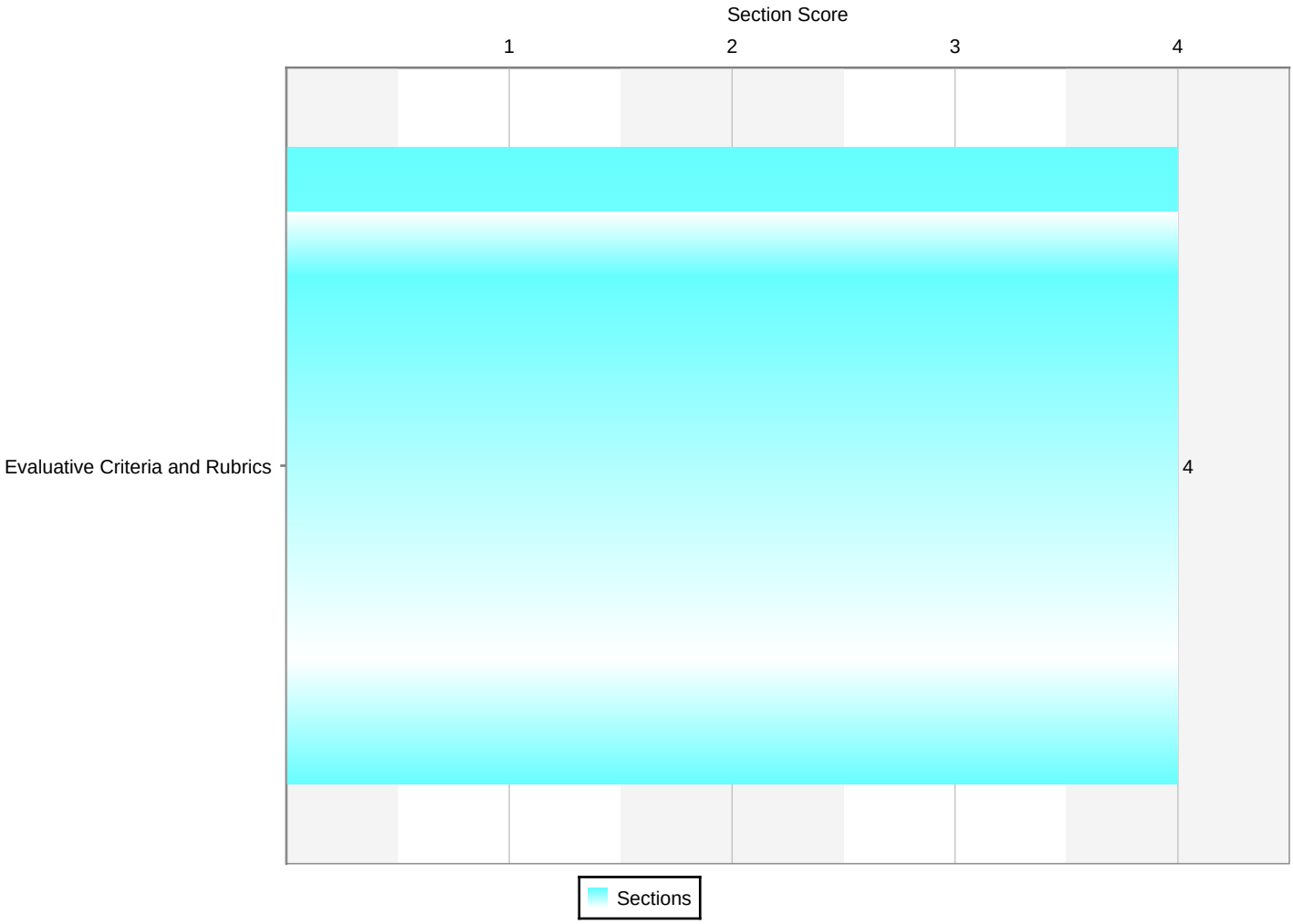
Report Summary

Scores By Section



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2017-2018 Title I Schoolwide Diagnostic

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Introduction

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

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

How was the comprehensive needs assessment conducted?

Our comprehensive needs assessment was conducted by our ACIP team. The committee met to discuss all areas concerning the implementation of a plan. We reviewed the data from the state assessments, DIBELS, and progress monitoring to determine weaknesses and strengths at our school. These weaknesses were used to create the academic goals found in our plan. Additionally, parent survey results were reviewed to created goals pertaining to the needs of parents. The committee discussed the demographics of our students to determine if we have EL students or Homeless students. Goals were determined to meet the needs of specific demographic groups as well. We also conducted a teacher survey that provided information into what the teachers needed at our school.

What were the results of the comprehensive needs assessment?

The needs assessment showed weaknesses in third and fourth grade for math and reading, Kindergarten students showed a weakness in letter names and sounds. All students needed more practice in phonemic awareness skills, fluency, and retelling. Parents have demonstrated a need for more timely communication. Our school has 6 EL students and no Homeless students. The teacher survey revealed a need for more training in technology resources that can be used in reading and math.

What conclusions were drawn from the results?

Goals were determined to meet the needs of specific demographic groups as well. The needs assessment showed weaknesses in third and fourth grade for math and reading, Kindergarten students showed a weakness in letter names and sounds. Parents have demonstrated a need for more timely communication. The teacher survey revealed a need for more technology resources for third and fourth grade math and reading.

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

As result of reviewing the data and survey results, we know that student achievement must be a priority in reading and math. Low poverty students need more practice opportunities and small group instruction. It was concluded that, overall, the feelings and perceptions concerning our school are positive. Student achievement is monitored closely and adjustments are made accordingly. School programs are planned to encourage and motivate students, or to highlight achievement. School process is closely monitored by all stakeholders during regular meetings.

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

The committee evaluated the needs and determined the priority ranking of each need. The top priority needs were used to develop and

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create the goals presented in the plan.

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

A clear and detailed analysis of the data is portrayed in the goals by the way the data was assessed to develop the goals. Also, the data is constantly and continuously reviewed to revise the goals, if needed.

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

Because the goals are based on the data collected in a number of areas, we are confident that the goals address the needs of each and every student. The data is constantly and continuously reviewed, and meetings are held regularly to discuss students that are in need of specific services. Groups remain fluid so that these students can receive the services needed.

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Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

By the end of the 2017-2018 school year third and fourth grade students will increase by 5% scoring average or above average on Scantron Performance in Reading

Measurable Objective 1:

59% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average in Reading by 05/22/2018 as measured by Scantron Performance results. .

Strategy1:

Reading - Standard Based Teaching and actively engaging students in purposeful learning tasks. - Promote high levels of active engagement and student learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama CCRS, Scantron Performance and Achievement Series Research

Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Title I Assistants, Librarian and Instructional Coach will be prepared to use and help students use digital resources and technology tools, such as Stride Academy, Typing Club, Bookflix, Accelerated Reading, Pearson Realize and Frieda Lewis, PebbleGo, and Destiny in order to provide quality, engaging learning experiences that best prepare students to be college and or career ready.	Technology	08/07/2017	05/22/2018	$5200 - Title I Part A	Classroom Teachers, Instructional Coach, Librarian, intervention teachers, assistants and contract workers

Activity - Core Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to increase student performance in reading, all teachers in grades K-4 will implement the core reading program for a total of 90 minutes. Up to 45 minutes will consist of whole group instruction and 45 minutes will consist of small group instruction.	Direct Instruction	08/07/2017	05/22/2018	$0 - Title I Part A	Classroom teachers, Instructional Coach, Intervention Teachers

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Activity - Reading - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will reteach skills to students experiencing difficulties based on formative assessment data. Tiered interventions will be provided by classroom teachers, intervention teachers (My Sidewalks) and contract workers in grades K-4. Assistants will also be available to help with Tier III interventions and assistance in the computer labs. In addition to our tiered instruction, a special emphasis is placed on fluency, accuracy, and comprehension. Progress monitoring is done routinely based on the individual needs of students.	Direct Instruction	08/07/2017	05/22/2018	$96620 - Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

Goal 2:

By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Scantron Performance in Math

Measurable Objective 1:

52% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average on Scantron Performance in Mathematics by 05/22/2018 as measured by Scantron Performance results. .

Strategy1:

Math - Standards Based Teaching - Actively engaging students in purposeful learning tasks through the use of manipulatives, timed activities, flash cards, and math stations.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama CCRS Courses of Study; RTI, Scantron Performance and Achievement Series Research

Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Title I Assistants, Librarian, and Instructional Coach will be prepared to use and help students to use digital resources and technology tools, such as Stride Academy, Think Central, Destiny, Bookflix and Accelerator Reader in order to provide quality, engaging learning experiences that best prepare students to be college and/or career ready.	Technology	08/07/2017	05/22/2018	$101820 - Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

Activity - Math - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reteach standards to students experiencing difficulties based on assessments data. Tiered interventions provided by classroom teachers, intervention teachers (Go Math Intervention) and Contract workers in grades K-4. Assistants are also available for Tier III Instruction and assistance in the computer labs.	Direct Instruction	08/07/2017	05/22/2018	$96620 - Title I Part A	Classroom teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

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Activity - Core Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to increase the effectiveness of core math instruction on student performance, all teachers in grades K-4 will implement the core math program for a total of 60 minutes. The teachers will mathematical standards and promote problem solving in grades K-4.	Direct Instruction	08/07/2017	05/22/2018	$0 - Title I Part A	Classroom teachers, Instructional Coach, intervention teachers

Goal 3:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a behavior using creative and critical thinking and effective collaborative communication skills in Practical Living by 05/22/2018 as measured by online student portfolios, classroom observations, and final products/performances demonstrating mastery.

Strategy1:

Best Practices Lesson - Present content in interesting and interactive ways using contemporary computer devices (iPads, tablets, or laptops, etc). Provide ongoing professional develop in the use of technology which allows students to learn from other students through the use of various safe and appropriate collaborative applications.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Educate Alabama, Transform 2020 surveys,

Activity - Incorporate Learning Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate iPads and computers into small learning groups and have students to individually use Promethean Boards to explore topics and in engage in learning games.	Technology	08/07/2017	05/22/2018	$0 - Title I Part A	Teachers, Technology staff and Principal

Measurable Objective 2:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in using digitals tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in English Language Arts by 05/22/2018 as measured by final products/performances, decreased us of paper and hard copy materials; student portfolios; and classroom/students observations.

Strategy1:

Professional Development - Assist teachers in moving from static, text based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020 surveys, CCRS Standards

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Activity - Promethean Board Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a portal of best practice lessons, web resources and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge and develop innovative products and processes through the use of Promethean interactive lessons.	Technology Direct Instruction	08/07/2017	05/22/2018	$0 - Title I Part A	Teachers, Technology Coach, Principal

Goal 4:

By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Writing Assessment.

Measurable Objective 1:

50% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average on the assessement in Writing by 05/22/2018 as measured by the Writing Assessment.

Strategy1:

Standards Based Teaching in Writing - Teachers will implement "Teach Me Writing" and the writing components in the core reading program. The teachers will collaborate on writing tasks and analyze student work samples by grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama CCRS, RTI, Writing Assessment Research

Activity - Writing Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to increase student performance in writing, teachers in grades 3-4 will implement "Teach Me Writing" and writing activities from the core reading program throughout the instructional day. Teachers will model and support students in the writing process to prepare them to be college and/or career ready.	Direct Instruction	08/07/2017	05/22/2018	$0 - Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, and Contract workers.

Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Instructional Coach will implement the use computer lab to assist the students in getting acclimated to the keyboard of a computer through the use of Typing Club. Students will practice typing their writing prompts during first semester. Then students will practice composing and typing their writing prompts during second semester.	Direct Instruction Technology	08/07/2017	05/22/2018	$0 - Title I Part A	Classroom teachers, Instructional Coach

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

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Goal 1:

By the end of the 2017-2018 school year third and fourth grade students will increase by 5% scoring average or above average on Scantron Performance in Reading

Measurable Objective 1:

59% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average in Reading by 05/22/2018 as measured by Scantron Performance results. .

Strategy1:

Reading - Standard Based Teaching and actively engaging students in purposeful learning tasks. - Promote high levels of active engagement and student learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama CCRS, Scantron Performance and Achievement Series Research

Activity - Core Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to increase student performance in reading, all teachers in grades K-4 will implement the core reading program for a total of 90 minutes. Up to 45 minutes will consist of whole group instruction and 45 minutes will consist of small group instruction.	Direct Instruction	08/07/2017	05/22/2018	$0 - Title I Part A	Classroom teachers, Instructional Coach, Intervention Teachers

Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Title I Assistants, Librarian and Instructional Coach will be prepared to use and help students use digital resources and technology tools, such as Stride Academy, Typing Club, Bookflix, Accelerated Reading, Pearson Realize and Frieda Lewis, PebbleGo, and Destiny in order to provide quality, engaging learning experiences that best prepare students to be college and or career ready.	Technology	08/07/2017	05/22/2018	$5200 - Title I Part A	Classroom Teachers, Instructional Coach, Librarian, intervention teachers, assistants and contract workers

Activity - Reading - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will reteach skills to students experiencing difficulties based on formative assessment data. Tiered interventions will be provided by classroom teachers, intervention teachers (My Sidewalks) and contract workers in grades K-4. Assistants will also be available to help with Tier III interventions and assistance in the computer labs. In addition to our tiered instruction, a special emphasis is placed on fluency, accuracy, and comprehension. Progress monitoring is done routinely based on the individual needs of students.	Direct Instruction	08/07/2017	05/22/2018	$96620 - Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

Goal 2:

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By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Scantron Performance in Math

Measurable Objective 1:

52% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average on Scantron Performance in Mathematics by 05/22/2018 as measured by Scantron Performance results. .

Strategy1:

Math - Standards Based Teaching - Actively engaging students in purposeful learning tasks through the use of manipulatives, timed activities, flash cards, and math stations.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama CCRS Courses of Study; RTI, Scantron Performance and Achievement Series Research

Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Title I Assistants, Librarian, and Instructional Coach will be prepared to use and help students to use digital resources and technology tools, such as Stride Academy, Think Central, Destiny, Bookflix and Accelerator Reader in order to provide quality, engaging learning experiences that best prepare students to be college and/or career ready.	Technology	08/07/2017	05/22/2018	$101820 - Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

Activity - Core Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to increase the effectiveness of core math instruction on student performance, all teachers in grades K-4 will implement the core math program for a total of 60 minutes. The teachers will mathematical standards and promote problem solving in grades K-4.	Direct Instruction	08/07/2017	05/22/2018	$0 - Title I Part A	Classroom teachers, Instructional Coach, intervention teachers

Activity - Math - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reteach standards to students experiencing difficulties based on assessments data. Tiered interventions provided by classroom teachers, intervention teachers (Go Math Intervention) and Contract workers in grades K-4. Assistants are also available for Tier III Instruction and assistance in the computer labs.	Direct Instruction	08/07/2017	05/22/2018	$96620 - Title I Part A	Classroom teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

Goal 3:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a behavior using creative and critical thinking and effective collaborative communication skills in Practical Living by 05/22/2018 as measured by online student portfolios, classroom

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observations, and final products/performances demonstrating mastery.

Strategy1:

Best Practices Lesson - Present content in interesting and interactive ways using contemporary computer devices (iPads, tablets, or laptops, etc). Provide ongoing professional develop in the use of technology which allows students to learn from other students through the use of various safe and appropriate collaborative applications.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Educate Alabama, Transform 2020 surveys,

Activity - Incorporate Learning Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate iPads and computers into small learning groups and have students to individually use Promethean Boards to explore topics and in engage in learning games.	Technology	08/07/2017	05/22/2018	$0 - Title I Part A	Teachers, Technology staff and Principal

Measurable Objective 2:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in using digitals tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in English Language Arts by 05/22/2018 as measured by final products/performances, decreased us of paper and hard copy materials; student portfolios; and classroom/students observations.

Strategy1:

Professional Development - Assist teachers in moving from static, text based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020 surveys, CCRS Standards

Activity - Promethean Board Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a portal of best practice lessons, web resources and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge and develop innovative products and processes through the use of Promethean interactive lessons.	Direct Instruction Technology	08/07/2017	05/22/2018	$0 - Title I Part A	Teachers, Technology Coach, Principal

Goal 4:

By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Writing Assessment.

Measurable Objective 1:

50% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average on the assessement in Writing by 05/22/2018 as measured by the Writing Assessment.

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Strategy1:

Standards Based Teaching in Writing - Teachers will implement "Teach Me Writing" and the writing components in the core reading program. The teachers will collaborate on writing tasks and analyze student work samples by grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama CCRS, RTI, Writing Assessment Research

Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Instructional Coach will implement the use computer lab to assist the students in getting acclimated to the keyboard of a computer through the use of Typing Club. Students will practice typing their writing prompts during first semester. Then students will practice composing and typing their writing prompts during second semester.	Direct Instruction Technology	08/07/2017	05/22/2018	$0 - Title I Part A	Classroom teachers, Instructional Coach

Activity - Writing Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to increase student performance in writing, teachers in grades 3-4 will implement "Teach Me Writing" and writing activities from the core reading program throughout the instructional day. Teachers will model and support students in the writing process to prepare them to be college and/or career ready.	Direct Instruction	08/07/2017	05/22/2018	$0 - Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, and Contract workers.

Goal 5:

English language learners at Aliceville Elementary School will improve WIDA language proficiency levels and English language proficiency needs.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade English Learners students will demonstrate a proficiency in using the English language in English Language Arts by 05/22/2018 as measured by ACCESS results.

Strategy1:

Reading Core Program - The students will improve their English Language Proficiency Levels according to the WIDA standards by advancing through the proficiency levels.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards

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Activity - Visuals and Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will work on reading vocabulary, reading comprehension and writing in small groups. The students will also read and write and work on these skills with Title I assistants. They will also be assigned a peer mentor. The students will be given picture cards, picture graphs, graphic organizers, rubrics for writing assignments, and journals to keep target vocabulary to study.	Academic Support Program	08/07/2017	05/22/2018	$0 - No Funding Required	Teachers, Instructional Coach, Counselor, and Principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each grade level will attend Samuel I, II, and III training through out the year.	Professional Learning	08/07/2017	05/22/2018	$0 - No Funding Required	Teachers, Counselor

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

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

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

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

By the end of the 2017-2018 school year third and fourth grade students will increase by 5% scoring average or above average on Scantron Performance in Reading

Measurable Objective 1:

59% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average in Reading by 05/22/2018 as measured by Scantron Performance results. .

Strategy1:

Reading - Standard Based Teaching and actively engaging students in purposeful learning tasks. - Promote high levels of active engagement and student learning.

Category: Develop/Implement College and Career Ready Standards

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Research Cited: Alabama CCRS, Scantron Performance and Achievement Series Research

Activity - Reading - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will reteach skills to students experiencing difficulties based on formative assessment data. Tiered interventions will be provided by classroom teachers, intervention teachers (My Sidewalks) and contract workers in grades K-4. Assistants will also be available to help with Tier III interventions and assistance in the computer labs. In addition to our tiered instruction, a special emphasis is placed on fluency, accuracy, and comprehension. Progress monitoring is done routinely based on the individual needs of students.	Direct Instruction	08/07/2017	05/22/2018	$96620 - Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

Activity - Core Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to increase student performance in reading, all teachers in grades K-4 will implement the core reading program for a total of 90 minutes. Up to 45 minutes will consist of whole group instruction and 45 minutes will consist of small group instruction.	Direct Instruction	08/07/2017	05/22/2018	$0 - Title I Part A	Classroom teachers, Instructional Coach, Intervention Teachers

Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Title I Assistants, Librarian and Instructional Coach will be prepared to use and help students use digital resources and technology tools, such as Stride Academy, Typing Club, Bookflix, Accelerated Reading, Pearson Realize and Frieda Lewis, PebbleGo, and Destiny in order to provide quality, engaging learning experiences that best prepare students to be college and or career ready.	Technology	08/07/2017	05/22/2018	$5200 - Title I Part A	Classroom Teachers, Instructional Coach, Librarian, intervention teachers, assistants and contract workers

Goal 2:

By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Scantron Performance in Math

Measurable Objective 1:

52% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average on Scantron Performance in Mathematics by 05/22/2018 as measured by Scantron Performance results. .

Strategy1:

Math - Standards Based Teaching - Actively engaging students in purposeful learning tasks through the use of manipulatives, timed activities, flash cards, and math stations.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama CCRS Courses of Study; RTI, Scantron Performance and Achievement Series Research

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Activity - Core Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to increase the effectiveness of core math instruction on student performance, all teachers in grades K-4 will implement the core math program for a total of 60 minutes. The teachers will mathematical standards and promote problem solving in grades K-4.	Direct Instruction	08/07/2017	05/22/2018	$0 - Title I Part A	Classroom teachers, Instructional Coach, intervention teachers

Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, Title I Assistants, Librarian, and Instructional Coach will be prepared to use and help students to use digital resources and technology tools, such as Stride Academy, Think Central, Destiny, Bookflix and Accelerator Reader in order to provide quality, engaging learning experiences that best prepare students to be college and/or career ready.	Technology	08/07/2017	05/22/2018	$101820 - Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

Activity - Math - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reteach standards to students experiencing difficulties based on assessments data. Tiered interventions provided by classroom teachers, intervention teachers (Go Math Intervention) and Contract workers in grades K-4. Assistants are also available for Tier III Instruction and assistance in the computer labs.	Direct Instruction	08/07/2017	05/22/2018	$96620 - Title I Part A	Classroom teachers, Instructional Coach, Intervention Teachers, Assistants, Contract workers

Goal 3:

By the end of the 2017-2018 school year third and fourth grade students will increase by 5% on the Writing Assessment.

Measurable Objective 1:

50% of Third and Fourth grade students will demonstrate a proficiency by scoring average or above average on the assessement in Writing by 05/22/2018 as measured by the Writing Assessment.

Strategy1:

Standards Based Teaching in Writing - Teachers will implement "Teach Me Writing" and the writing components in the core reading program. The teachers will collaborate on writing tasks and analyze student work samples by grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama CCRS, RTI, Writing Assessment Research

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Activity - Technology Enhanced Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Instructional Coach will implement the use computer lab to assist the students in getting acclimated to the keyboard of a computer through the use of Typing Club. Students will practice typing their writing prompts during first semester. Then students will practice composing and typing their writing prompts during second semester.	Direct Instruction Technology	08/07/2017	05/22/2018	$0 - Title I Part A	Classroom teachers, Instructional Coach

Activity - Writing Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to increase student performance in writing, teachers in grades 3-4 will implement "Teach Me Writing" and writing activities from the core reading program throughout the instructional day. Teachers will model and support students in the writing process to prepare them to be college and/or career ready.	Direct Instruction	08/07/2017	05/22/2018	$0 - Title I Part A	Classroom Teachers, Instructional Coach, Intervention Teachers, Assistants, and Contract workers.

Goal 4:

English language learners at Aliceville Elementary School will improve WIDA language proficiency levels and English language proficiency needs.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade English Learners students will demonstrate a proficiency in using the English language in English Language Arts by 05/22/2018 as measured by ACCESS results.

Strategy1:

Reading Core Program - The students will improve their English Language Proficiency Levels according to the WIDA standards by advancing through the proficiency levels.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each grade level will attend Samuel I, II, and III training through out the year.	Professional Learning	08/07/2017	05/22/2018	$0 - No Funding Required	Teachers, Counselor

Activity - Visuals and Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will work on reading vocabulary, reading comprehension and writing in small groups. The students will also read and write and work on these skills with Title I assistants. They will also be assigned a peer mentor. The students will be given picture cards, picture graphs, graphic organizers, rubrics for writing assignments, and journals to keep target vocabulary to study.	Academic Support Program	08/07/2017	05/22/2018	$0 - No Funding Required	Teachers, Instructional Coach, Counselor, and Principal

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

Goal 1:

English language learners at Aliceville Elementary School will improve WIDA language proficiency levels and English language proficiency needs.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade English Learners students will demonstrate a proficiency in using the English language in English Language Arts by 05/22/2018 as measured by ACCESS results.

Strategy1:

Reading Core Program - The students will improve their English Language Proficiency Levels according to the WIDA standards by advancing through the proficiency levels.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each grade level will attend Samuel I, II, and III training through out the year.	Professional Learning	08/07/2017	05/22/2018	$0 - No Funding Required	Teachers, Counselor

Activity - Visuals and Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will work on reading vocabulary, reading comprehension and writing in small groups. The students will also read and write and work on these skills with Title I assistants. They will also be assigned a peer mentor. The students will be given picture cards, picture graphs, graphic organizers, rubrics for writing assignments, and journals to keep target vocabulary to study.	Academic Support Program	08/07/2017	05/22/2018	$0 - No Funding Required	Teachers, Instructional Coach, Counselor, and Principal

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Aliceville Elementary School provides

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Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

Every year district representatives attend job fairs in all areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers to Pickens County. Prospective teachers are given information about the school system, the city of Aliceville and neighboring communities, as well as information about the school system. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to the area. Title I school staff and administration determine personnel needs that require the use of Title I funds. Applications are requested district-wide when openings are available in order to choose only those teachers who are highly qualified. The decision of hiring highly qualified staff is made by the school administrator. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. New teachers are mentored by the reading coach, grade level chairpersons, the principal and other veteran teachers. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going professional development is provided by federal funds.

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Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

Generally AES has a low turnover rate. However, this year, three teachers were non-renewed, one teacher retired and six new teachers were hired.

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

Teacher experience ranges from first year to over 30 years. Half of the staff has at least ten years of experience in education. Two of our assistants have over 20 years each.

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

Every year district representatives attend job fairs in all areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers to Pickens County. Prospective teachers are given information about the school system, the city of Aliceville and neighboring communities, as well as information about the school system. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to the area. Title I school staff and administration determine personnel needs that require the use of Title I funds. Applications are requested district-wide when openings are available in order to choose only those teachers who are highly qualified. The decision of hiring highly qualified staff is made by the school administrator. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. New teachers are mentored by the reading coach, grade level chairpersons, the principal and other veteran teachers. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going professional development is provided by federal funds.

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Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Data is reviewed and used to determine professional develop for teachers. If the data shows weaknesses in certain areas teachers of corresponding grade levels are encouraged to seek further training in these areas.

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

Professional development activities include College and Career Readiness Standards, ELL training, Homeless training, Best Practices, Implementation of technology/programs, Professionalism, 7 Habits training, and Interpersonal skills.

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

New teachers are mentored by a designated effective teacher in the school building. Additionally, other grade level teachers offer assistance.

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

Professional development activities are scheduled. The activities are based on need and necessity. Topics such as CCRS training, technology skills, etc. are continued throughout the year.

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Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in using digitals tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in English Language Arts by 05/22/2018 as measured by final products/performances, decreased us of paper and hard copy materials; student portfolios; and classroom/students observations.

Strategy1:

Professional Development - Assist teachers in moving from static, text based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020 surveys, CCRS Standards

Activity - Promethean Board Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a portal of best practice lessons, web resources and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge and develop innovative products and processes through the use of Promethean interactive lessons.	Technology Direct Instruction	08/07/2017	05/22/2018	$0 - Title I Part A	Teachers, Technology Coach, Principal

Measurable Objective 2:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a behavior using creative and critical thinking and effective collaborative communication skills in Practical Living by 05/22/2018 as measured by online student portfolios, classroom observations, and final products/performances demonstrating mastery.

Strategy1:

Best Practices Lesson - Present content in interesting and interactive ways using contemporary computer devices (iPads, tablets, or laptops, etc). Provide ongoing professional develop in the use of technology which allows students to learn from other students through the use of various safe and appropriate collaborative applications.

Category: Develop/Implement College and Career Ready Standards

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Research Cited: Educate Alabama, Transform 2020 surveys,

Activity - Incorporate Learning Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate iPads and computers into small learning groups and have students to individually use Promethean Boards to explore topics and in engage in learning games.	Technology	08/07/2017	05/22/2018	$0 - Title I Part A	Teachers, Technology staff and Principal

Goal 2:

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

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency and teachers will use technology and digital resources to provide standards-based instruction and authenic learning activities in all areas of responsibility to facilitate real life experiences that advance student learning, innovation and creativity in Career & Technical by 05/22/2018 as measured by decreased use of paper and hard copy materials; classroom/student observations; and Educate Alabama.

Strategy1:

Professional Development - Provide free tools for principals to document learning experiences in the classroom, provide professional development opportunities for teachers to develop effective, challenged-based lessons and units that require students to demonstrate creative thinking, construct knowledge to develop innovative products, and processes using technology.
Category: Develop/Implement College and Career Ready Standards
Research Cited: CCRS Standards, Transform 2020 surveys, Think Central Interactive Math Program, and Educate Alabama

Activity - Online Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS Standards Training using the state websites: ALEX and Alabama Insight Tool to incorporate technology in the classroom; Think Central Interactive Math program and Pearson Realize Interactive Reading Program.	Professional Learning Direct Instruction	08/07/2017	05/22/2018	$0 - Title I Part A	Teachers, Instructional Coaches, Technology Coaches and Principal

Measurable Objective 2:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency continously improving their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources in Practical Living by 05/22/2018 as measured by Transform 2020 surveys, lesson plans, and Educate Alabama .

Strategy1:

Professional Development Opportunities - Free tools for principals to use to document digital learning experiences in the classroom will be provided. Professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive multimedia devices that engage, challenge, and empower students to learn in a variety of ways will be provided through our Regional

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Inservice Center, local school board, and local school.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020 surveys, Educate Alabama, ALEX & TIM data

Activity - Use of Internet Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Internet based programs that will enhance teaching and learning such as Pearson Realize, Think Central in math and science, and other websites to promote College and Career-Ready standards.	Professional Learning Technology	08/07/2017	05/22/2018	$1000 - Title I Part A	Teachers, Technology staff and Principal

Goal 3:

By the end of the 2017-2018 school year, all stakeholders including teachers, students and parents will have the opportunity to complete an online survey about the culture and climate of the school.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a behavior of good discipline and school safety in Practical Living by 05/22/2018 as measured by discipline reports, attendance and other school data..

Strategy1:

Maintain Attendance/Decrease Discpline - Aliceville Elementary has been maintaining a 97.4 attendance rate. This number is based on the monthly average of attendance. Additionally, discipline is a challenge with an excessive number of bus referrals.

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

Research Cited: Student Code of Conduct

Activity - Positive Behavior System (PBS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an attempt to improve school and classroom behavior/discipline, a positive behavior system team was created and a plan was put in place to reward positive behavior. Each grade level will be responsible for the implementation of the rewards.	Behavioral Support Program	08/07/2017	05/22/2018	$0 - Title I Part A	Teachers, Counselor, Principal

Activity - Parental Involvement and Student Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are notified of all programs at Aliceville Elementary through notices sent home by students and on the website, through Notify Me and Remind. Programs consist of Awards, exhibits and PTSO meetings.	Parent Involvement	08/07/2017	05/22/2018	$1320 - Title I Part A	Teachers, Title 1 Personnel, Counselor, and Principal

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Activity - Go LEAPS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete computer based modules on their identified needs.	Behavioral Support Program	08/07/2017	05/22/2018	$0 - No Funding Required	All District Personnel

Goal 4:

Improve character education through use of the 7 Habits of Highly Effective People as the core curriculum.

Measurable Objective 1:

demonstrate a behavior following the rules and procedures established by school personnel by 05/24/2018 as measured by a 5% decrease in the baseline data of 43 discipline referrals in 2017 to 41 discipline referrals in 2018.

Strategy1:

Mentoring Program - Leaders, teachers, and students will facilitate the 7 Habits of Highly Effective People curriculum school wide on a daily basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research shows a direct correlation between systemic education reform on social and emotional learning.

Activity - Leader in Me-Mentoring Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will facilitate morning announcements and follow mentoring schedule focusing on the 7 Habits of Highly Effective People to promote positive interactions and student choices throughout the school day.	Behavioral Support Program	08/08/2017	05/24/2018	$0 - Title I Schoolwide	All certified personnel

Goal 5:

To develop students who have skills and self-confidence, to decrease discipline referrals, to teach and develop character and leadership, to improve academic achievement, and to raise levels of accountability and engagement among both parents and staff.

Measurable Objective 1:

100% of All Students will increase student growth in character, leadership, academic achievement, accountability, and engagement. in Practical Living by 05/25/2018 as measured by students showing leadership skills, self-confidence, academic improvement, decrease in discipline referrals, and parent and student participation.

Strategy1:

Mentoring and Parent/Student Engagement - 1. Each school offers a mentoring period once a week that addresses career exploration, character education, and academic achievement. The Guidance Counselors will serve as facilitators for the mentoring periods.

2. At the elementary and middle school level, the homeroom teacher serves as the mentor for his/her students. At the high school level, students' first and fifth period teachers serve as mentors.

3. Mentors will use lessons on various school specific topics using The 7 Habits of Highly Effective Teens and will be delivered to students during the assigned mentoring class periods in middle and high schools bimonthly.

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4. At the elementary level, mentors will deliver lessons on a weekly basis using The 7 Habits of Happy Kids via large group activity, along with lessons on bullying prevention, conflict resolution, and other pro-social skills.
5. Parent/Family Guides will be sent home each month so that the 7 Habits lessons can be reinforced at home.
6. Guidance Counselors will distribute progress report or report cards to mentors to discuss with individual students during the mentoring class periods.
7. Counselors will review student grades and provide individual and/or small group counseling to failing students each six weeks.
8. Counselors will assist with their respective RTI teams to ensure failing students receive appropriate intervention.
9. High school counselors will facilitate credit recovery and remediation for students, as needed.
10. Parents will be notified about any intervention, failure, or credit recovery activities that may be necessary each six weeks.

Category: Develop/Implement Student and School Culture Program
Research Cited: Benefits of Mentoring and Parent Involvement

Activity - Mentoring Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow the Mentoring Schedule distributed by the Guidance Counselor and the Mentoring team	Behavioral Support Program Parent Involvement Career Preparation/ Orientation Extra Curricular Academic Support Program	08/07/2017	05/22/2018	$0 - No Funding Required	Central Office Staff, Administrators, Guidance Counselors, and Teachers

Narrative:
Kindergarten pre-registration is offered in the spring at which time students and parents may meet teachers, counselor, and nurse and possibly discuss any special needs that the student may have; students attending local daycare centers may visit Aliceville Elementary School for a school tour during the spring of the year preceding their advancement to Kindergarten. Students in the fourth grade will attend an orientation visit to Aliceville Middle School in May. They tour the school which includes visiting fifth grade classes, meeting fifth grade teachers and learning about the courses offered. A supply list is sent home at the end of the school year. An open house for all grades will be held after the beginning of the new school year at which time students and parents may meet teachers and visit classrooms.

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Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Reading assessments are given to ensure that all objectives taught. These assessments are used to determine if further instruction can continue or if intervention or remediation needs to be implemented. Teacher input is considered at different levels of assessment results. The following are various ways that teachers make decisions that guide instruction: the faculty Aliceville Elementary teachers are involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if intervention or remediation needs to be implemented. Teacher input is considered at different levels of assessment results. The following are various ways that teachers make decisions that guide instruction: the faculty collaboratively studies the dis-aggregated results of the state assessments; Response to Intervention members (Problem Solving Team), evaluate data collected on referred students to determine if there are any indicators that would warrant more in depth testing or referral for special services; grade level data meetings are held to adjust instructional procedures and strategies based on the progress monitoring data; multi-grade level meetings help identify any instructional gaps or overlaps that may occur in grades K-4; informal grade level meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects. Teacher representation and teacher input is included on Title I school wide plan.

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

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

At the beginning of each year, teachers review data from the previous year to assess their students. The students are then grouped according to the results. Within the first month of school, assessments are given to each student. The results from these assessments are then reviewed to adjust the groups as necessary. Then, throughout the year, the Problem Solving Team meets regularly to discuss students that are having trouble. The team discusses the issues involved and makes decisions based on the needs of those students.

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?

At the beginning of the year, teachers review the data from the previous year to assess their students. Students are placed in groups according to the data. Within the first month of school, every student is assessed, and the results from those assessments are used to adjust the groups if necessary. The Problem Solving Team meets regularly to discuss students that are having problems. The team then makes decisions based on the needs of the students. When decisions are made for the students, adjustments are made immediately. Intervention groups remain fluid in an attempt to provide quick and effective remediation. Differentiated instruction is provided in the classroom to meet the needs of each students, and tier III intervention is provided by intervention teachers and assistants.

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.

The Family Resource Center provides a STAR program after school that our struggling students are able attend. Park Cameron provides a tutoring program after school as well.

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

All students at Aliceville Elementary School have access to all services and programs available. The Department of Human Resources, the Department of Mental Health, The Federal Correctional Facility of Aliceville, and various community resources are used to provide students with necessary school supplies, food, clothing and shelter. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. The counselor identifies limitedEnglish proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limitedEnglish proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student

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or at the student's home. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through
the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. The counselor identifies migrant students upon enrollment. Parents or guardians of each student receive a Migrant Education Survey, which determines student eligibility for the migrant program. Migrant students automatically qualify for free
breakfast and lunch. Aliceville Elementary School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. Aliceville Elementary School ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, ELL, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students. School counselors are responsible for identifying homeless students upon enrollment and providing them with support. The school uses Alabama State Department of Education and federal regulations and definitions to identify homeless students. Aliceville Elementary School uses Title I and supplementary community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity. Neglected/delinquent students are identified at Aliceville Elementary School when contacted by one of the following sources: the Department of Human Resources, Social Services, LEA Attendance Officer, or parent. The school counselor monitors students' grades and absences and ensures that neglected/delinquent students have access to additional services.

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

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

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

The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2016-2017 school year the state is funding 22.8 teaching units, 1 librarian, 1 principal, and 1 counselor. A budget detail is enclosed in this plan. Title 1 Part A (Federal): This money is used to supplement regularly funded programs. For the 2016- 2017 school year, Title 1 monies are being used to fund Title 1 Instructional assistants, equipment repair and maintenance, instructional classroom supplies, audio/video aids, staff development (in-state), student/parent instructional supplies, library software, instructional substitute teachers, and other purchased services.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

AES has used Federal and State money to implement an extensive "Leader In Me" program. This program helps meet the goals that we have for violence prevention, encouraging leadership, and academic achievement. Federal money is used to fund a Head Start program for Pickens County and the Pickens County School District funds a Pre-K program for the county. Federal money, through the central office, is used to fund the nutrition program.

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

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

Each month, the faculty and staff of AES meet to discuss our progress towards our goal. Any issues are discussed and the goals are adjusted as necessary. Additionally, the ACIP committee meet to discuss the plan and make any necessary changes.

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?

Data from the State testing, DIBELS, Unit Analysis, other formative assessments and Progress Monitoring is reviewed during faculty meetings. Additionally, data meetings are held every six weeks to review and discuss assessments/data by grade level. The Problem Solving Team meets every six weeks to evaluate students that are not meeting the goals, and recommendations are made to help those students. Grade levels meet, at least monthly, to discuss issues and concerns specific to them. Classroom teachers also progress monitor and use formative assessments on a weekly basis to assess the students. They then consider the results of these assessments when planning follow-up lessons.

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?

Data from the State testing, DIBELS, Unit Analysis, other formative assessments and Progress Monitoring is reviewed during faculty meetings. Additionally, data meetings are held every six weeks to review and discuss assessments/data by grade level. The Problem Solving Team meets every six weeks to evaluate students that are not meeting the goals, and recommendations are made to help those students. Grade levels meet, at least monthly, to discuss issues and concerns specific to them. Classroom teachers also progress monitor and use formative assessments on a weekly basis to assess the students. They then consider the results of these assessments when planning follow-up lessons. Response to Instruction sheets are kept for every student that is receiving intervention services. In addition, the reading coach regularly meets with the intervention teachers and assistants to talk about the students' they are servicing. The intervention groups remain fluid in an attempt to service each and every child that needs assistance.

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?

Data meetings are held every six weeks to review and discuss assessments/data by grade level. The Problem Solving Team meets every six weeks to evaluate students that are not meeting the goals, and recommendations are made to help those students. Grade levels meet, at least monthly, to discuss issues and concerns specific to them. Classroom teachers also progress monitor and use formative assessments on a weekly basis to assess the students. Then, monthly, during faculty meetings the plan is reviewed. If goals need to be amended or revised, it is decided by the faculty as a whole.

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2017-2018 Title I Targeted Assistance Diagnostic

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Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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).

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

n/a

2. Describe the process used to determine which students will be served. Eligible students should be those who are failing or most at risk of failing to meet the challenging State academic standards.

n/a

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

n/a

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Component 2: Services to Eligible Students

1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and after school programs, summer programs , tiered behavioral models that address behavior problems, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (Sec. 1115(b)(B)(i)(ii))

n/a

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))

n/a

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))

n/a

4. How are students with the greatest needs receiving services?

n/a

5. What are the multiple criteria by which students may exit the program?

n/a

6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education. (Sec. 1115 (b)(A))

n/a

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Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

n/a

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Component 4: Instructional Strategies

1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum? (Sec. 1115)(b)(2)(G)(i))

All programs in the school are research based programs with effective methods and instructional strategies.

2. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

n/a

3. What evidence is available to show how the school minimizes the removal of children from the regular classroom during regular school hours for instruction provided under this part (e.g. extended learning opportunities)? (Sec. 1115(2)(b)(2)(G)(ii))

n/a

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

Goal 1:
Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

Measurable Objective 1:
100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency and teachers will use technology and digital resources to provide standards-based instruction and authenic learning activities in all areas of responsibility to facilitate real life experiences that advance student learning, innovation and creativity in Career & Technical by 05/22/2018 as measured by decreased use of paper and hard copy materials; classroom/student observations; and Educate Alabama.

Strategy1:
Professional Development - Provide free tools for principals to document learning experiences in the classroom, provide professional development opportunities for teachers to develop effective, challenged-based lessons and units that require students to demonstrate creative thinking, construct knowledge to develop innovative products, and processes using technology.
Category: Develop/Implement College and Career Ready Standards
Research Cited: CCRS Standards, Transform 2020 surveys, Think Central Interactive Math Program, and Educate Alabama

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Activity - Online Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS Standards Training using the state websites: ALEX and Alabama Insight Tool to incorporate technology in the classroom; Think Central Interactive Math program and Pearson Realize Interactive Reading Program.	Professional Learning Direct Instruction	08/07/2017	05/22/2018	$0 - Title I Part A	Teachers, Instructional Coaches, Technology Coaches and Principal

Measurable Objective 2:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency continously improving their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources in Practical Living by 05/22/2018 as measured by Transform 2020 surveys, lesson plans, and Educate Alabama .

Strategy1:

Professional Development Opportunities - Free tools for principals to use to document digital learning experiences in the classroom will be provided. Professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive multimedia devices that engage, challenge, and empower students to learn in a variety of ways will be provided through our Regional Inservice Center, local school board, and local school.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Transform 2020 surveys, Educate Alabama, ALEX & TIM data

Activity - Use of Internet Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Internet based programs that will enhance teaching and learning such as Pearson Realize, Think Central in math and science, and other websites to promote College and Career-Ready standards.	Technology Professional Learning	08/07/2017	05/22/2018	$1000 - Title I Part A	Teachers, Technology staff and Principal

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Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))

n/a

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Component 6: 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? What action is being taken to meet this requirement?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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Component 7: High Quality and Ongoing Professional Development

1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program? (Sec. 1115)(b)(2)(D))

n/a

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

1. 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.

n/a

2. Describe procedures used to address challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. (Sec. 1115(c)(2)(A-E))

n/a

3. 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 for Elementary Schools)

n/a

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

n/a

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

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

n/a

2. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals. (Sec. 1115(b)(3))

n/a

3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); (Sec. 1115(b)(2)(F))

n/a

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Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

n/a

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

n/a

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

n/a

4. What process is followed by the school to revise the plan on an ongoing basis, review the progress of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))

n/a

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

n/a

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

n/a

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2017-2018 Coordination of Resources - Comprehensive Budget

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Introduction

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

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FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	22.04

Provide the number of classroom teachers.

22.8

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1605802.0

Total	1,605,802.00

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Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	104566.0

Total	104,566.00

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Assistant Principal

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

Provide the number of Assistant Principals.

0.0

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

Total	0.00

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Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	78669.0

Total	78,669.00

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Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	75728.0

Total	75,728.00

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Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0.0

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

Total	0.00

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Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

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

Total	0.00

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Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5287.75

Total	5,287.75

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Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1938.75

Total	1,938.75

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EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total 0.00

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Instructional Supplies

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	10537.75

Total	10,537.75

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Library Enhancement

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	761.0

Total	761.00

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Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	26771.38

Provide a brief explanation and breakdown of expenses.

Instructional-Equipment Repair & Maintenance		
12-4-1100-341-0010-4110-0-1200-000		$5000.00
Instruction Staff Development In-State		
12-5-2215-382-0010-4110-0-1200-0000		$2000.00
Other Student-Parent Instruction Supplies		
12-5-2190-413-0010-4110-0-1200-0000		$500.00
Library Software		
12-5-2220-414-0010-4110-0-1200-0000		$5149.75
Renaissance Learning	$2898.80	
Destiny	$ 951.95	
Bookflix	$1299.00	
Other Purchases Services		$14121.63
	Total	$26771.38

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Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	2000.0

Provide a brief explanation and a breakdown of expenses.

Mega Conference-July

Library Conference-June

PE Conference-November

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Title III

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

Provide a brief explanation and a breakdown of expenses.

n/a

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Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

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Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

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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

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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

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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

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Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

n/a

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2017-2018 Parent and Family Engagement

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Introduction

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

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Parent and Family Engagement

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

At the beginning of each year, all three schools in Aliceville hold a joint PTSO meeting. At the meeting, a representative from the central office presents the Title I plan, its budget, parent's right to know, and the required set-asides to the parents. At this time all parent questions are answered.In order to keep our stakeholders involved with the school's improvement, AES places a number of stakeholders on various committees. The stakeholders are chosen by their participation in school activities and their willingness to give input. Once the stakeholders have been appointed to the committees, the meetings are scheduled at times that are convenient to them. At the first meeting, the chair reviews the responsibilities and expectations of each member and, together, a goal is set. Additionally, follow-up meetings are scheduled to continuously review and/or adjust the goals.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

At AES, we have parent representatives that serve on our Title I committee. As part of this committee, they help review the data and set the goals for the school. They serve as liaisons to other parents in an effort to give all parents a voice. Also, AES has a parent involvement committee. This committee, containing parents, plans and conducts parent meetings. The parent involvement funds are used to purchase materials for these meetings, as well as paper and materials needed for increased communication.

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

In an effort to keep our parents informed, a monthly newsletter is sent home. This newsletter includes important dates for the upcoming month, announcements (concerning programs, curriculum, assessments and expectations), and remarks from the principal. Additionally, some grade levels send home regular newsletters including their specific concerns. Regular PTSO meetings are held. At these meetings, representatives discuss what is happening at the school, what parents need to do to help, and answer questions that parents may have. Our school website is updated regularly to provide accurate information. Finally, a survey is distributed during activities that provide parents an opportunity to voice their concerns.

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

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updated). (Sec.1116(d))

Parents, school staff, and students share the responsibility of academic success by the signing of our School-Parent Compact at the beginning of each year. Parents and teachers met to redevelop our compact. The responsibilities of each group at our school were discussed and included in our new compact. The compact was revised and is distributed at the beginning of each year to inform parents, teachers, and students of their responsibility in the school's success. Regular reviews of the compact are conducted and revisions are made as necessary.

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

When the Continuous Improvement Plan is reviewed with the parents at our PTSO meeting, parents are given an opportunity to comment and ask questions. Additionally, our principal and CIP committee chair are available to meet with individual parents if they have concerns.

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

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

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

The most important way that AES works with parents to help monitor student progress is through parent conferences. Teachers are encouraged to meet with all parents regularly to share information with parents, including things that can be done at home to help the students succeed. Additionally, parent workshops and meetings are held to teach parents ways they can help at home. PTSO meetings are used to share information and request assistance from parents. Various workshops are conducted to provide parents materials that can be used at home.

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

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

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

Title I Parent Workshops are held twice a year to provide parents training on topics of their choosing. The topics of these workshops include

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motivating your child to read, how to build reading comprehension, etc. Additionally, parent activities are held covering topics that are beneficial to parents and students. PTSO meetings are used to share information with parents and address any concerns or questions.

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

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

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

Parent involvement activities are planned. These activities provide chances to train parents in necessary areas and opportunities for them to display items completed as a family. Professional opportunities are being used to discuss topics such a interpersonal skills, communication skills, and professionalism. All opportunities for parents to become involved are utilized, such as homecoming, awards day, spring fling, etc.

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

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

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

Some of the parent involvement activities that are planned include incorporation of a "Family Reading Night" which utilizes our school book fair. Also, our parents are encourage to allow their children to participate in the summer reading program at the public library and a tutoring program that is offered afterschool. Additionally, a STAR program is offered at AES, after school, sponsored by Family Resource Center.

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

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

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

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Monthly newsletters are sent home including important dates during the month, announcements, and remarks from the principal. Reminder notes are sent home at least a day prior to a meeting or activity. If needed, translators can be provided for parents.
Throughout the year, parents are provided opportunities to ask questions and make comments on events at the school. Surveys are distributed at various events which allow parents to rate the activity and comment on the event. The school principal and Title I committee chairperson is always available to meet with parents to discuss issues.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Any and all information distributed by the school can be translated for parents if necessary. For meetings, translators can be made available.

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