ACIP

Tallassee Elementary School

Tallassee City Board of Education

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Tallassee, AL 36078

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Executive Summary

Introduction

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

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

Description of the School

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

Tallassee Elementary School is a Title I school, kindergarten through fourth grade facility, currently serving 694 students. The student population is 54% male, 46% female, 66% white, 29% black, 4% Hispanic, and 1% Asian & Native American. The faculty is composed of 59 certified members and 13 non-certified aides. These include two administrative units, one counselor, a school nurse, one media specialist, and grade level teachers. Faculty resource teachers serve in the areas of special education, technology, library media, and physical education. TES is currently a Title I schoolwide school with three Title I teachers and three Title I aides. Tallassee Elementary Title I status is based on the percentage of the student body qualifying for free/reduced lunch assistance under the U.S. Department of Agriculture standards.

The community is a mixture of manufacturing, service industry, and retail businesses. The religious orientation of the community is varied,including the following houses of worship: African Methodist Episcopal, Assembly of God, Christian Church, Church of Christ, Church of God, Congregational Christian Church, Episcopal, Full Gospel, God's Congregation, Holiness House of Prayer, Independent Baptist, Independent Methodist, Jehovah's Witness, Missionary Baptist, Pentecostal, Presbyterian, Primitive Baptist, Roman Catholic, Southern Baptist, and United Methodist.

Tallassee Elementary School consists of 32 homeroom classes. This includes three pre-k classes, seven kindergarten classes, seven first grade classes, six second grade classes, six third grade classes, and six fourth grade classes. There are three certified physical education teachers, one nurse who is stationed at TES, one media specialist, one full-time counselor, one principal, one assistant principal, one administrative assistant, one bookkeeper, one Reading Specialist, three Title I teachers, five special education teachers, one art teacher, one Gifted and Talented teacher, two speech therapists, eight instructional assistants, one ISS teacher, and six lunchroom workers.

In 1998 Tallassee Elementary School became one of the first 16 schools in the state to be selected as a state Literacy Demonstration Site for the Alabama Reading Initiative. All teachers received intense training in Reading/Language Development. While being a Literacy Demonstration Site, TES has concentrated on struggling readers. Struggling students are provided with additional assistance and technology. The computer lab is used to help these as well as all students with math and reading skills. Students also use computers to take individual assessments for the Accelerated Reading program and Scantron. Students at Tallassee Elementary School provide outreach to the community through participating in the following: cards provided to the nursing home, ACTS food drive, Coats for Kids, Jump Rope for Heart, St. Jude Children's Hospital Math Marathon, and and Pennies for Patients.

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.

Purpose:

The purpose of Tallassee Elementary is to lay the foundation in fostering an environment where students are eager to learn.

Motto:

Every student matters, every moment counts.

Vision:

Maximizing student potential to develop productive, ethical, and successful citizens.

Mission:

The mission of the Tallassee Elementary School is to provide a quality education, providing the basis for students to become lifelong learners as well as moral, ethical, and compassionate people. A partnership of staff, students, parents, and the community will prepare students to become responsible citizens and productive members of the communities in which they live.

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.

Areas of Notable Achievements

First Class Pre-K Grant

This is Tallassee Elementary's first classroom through the Office of School Readiness. According to program guidelines, "The First Class Pre-K Program is Alabama's state funded voluntary program for 4-year old children who are residents of the State of Alabama. The program is funded by the Education Trust Fund and the Preschool Development Grant through the Alabama Department of Early Childhood Education (DECE) Office of School Readiness (OSR).

Data and Instruction

During each nine week period, students are administered a pre and post assessment based on the content that is being covered for the nine week period. Based off this data, teachers use this information to streamline their area of instruction. Also, teachers create a line item analysis for each major assessment to use as an instructional guide. Once the data is collected, teachers meet as a grade level to identify the common trends to readdress in future instruction.

Technology

In the area of technology, 98% of the classrooms are equipped with a Promethean Board or interactive white board. Teachers utilize this instructional tool on a daily basis within each content area. Also, the school has established a mobile iPad lab to administer assessments and small group instruction. In addition to having iPads and Promethean boards in the classroom, at least 65% of the classrooms have Apple TVs or document cameras. Due to teachers having Apple TVs in their classroom, teachers are able to sync their school issued MacBook to their interactive white board.

Parent & Family Engagement

At Tallassee Elementary, we encourage parent involvement. Throughout the school year, we host Parent & Family Engagement Nights for each grade level. During this event, parents have an opportunity to get a glimpse of their child's typical school day. Parents are informed of various teaching strategies they can use at home to foster learning at home. During the Make and Take session, parents receive an instructional activity they can utilize at home with their child.

Purple Ambassadors

The Purple Ambassadors is a 4th grade Honor Society. The ambassadors consist of students maintaining high academic excellence in all areas. This group of students exhibit their academic skills, good character, and willingness to serve others within our community. The purpose of the Purple Ambassadors is to produce lifelong community members. The experience of being a Purple Ambassador should motivate the students to want to do more for others. Purple Ambassadors are a symbol of honor in our school. Several Purple Ambassadors have wanted to be a part of the honor society since 2nd Grade. This is a launching pad for a well rounded student who wants to achieve greatness.

Areas of Improvement:

In regards to area of concentration for the upcoming three years for Tallassee Elementary, we will streamline our focus to minimize the

achievement gap in the area reading on district and state mandated assessments. Based off our standardized assessment results, we will focus on specific domains in the area of reading that will consist of "Key Ideas and Details" and "Craft and Structure."After identifying these areas of concern, we have incorporated intervention classes in our daily schedule. With the addition of intervention classes, we are striving to improve our minority students performance on state assessments. In addition to focusing closely on our reading instruction, we are working on updating the equipment in our computer lab and desktop computers in classrooms.

Additional Information

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

Within our schedule, students go to P.E. daily and then participate in courses such as Library, Computer, Reading Horizons, Art, and Quest (math and science enrichment). During the school year, students will have an opportunity to matriculate through each to ensure a wide range of experiences.

On another note, prestigious universities such as Auburn University, Tuskegee University, Auburn University Montgomery, and other collegiate institutions request that their preservice teachers be allowed to observe and intern at Tallassee Elementary. Due to the high level of professionalism and commitment to education, we continue to receive prospective educators from those institutions.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The team consists of teachers, administrators, and pillars of the community. Teachers were assigned to this committee based on availability and other areas of responsibility. In order to engage a variety of stakeholders, parents and business leaders of our community were asked to be a part of the development of the school's improvement plan. These particular stakeholders were chosen because the school's leadership team felt confident these individuals would assist in developing and implementing the school's plan.

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

The representation from stakeholder groups included parents, TES faculty, and TES Leadership Team. The responsibility of the leadership team involved providing the panel with pertinent data that is essential in developing S.M.A.R.T. goals. The stakeholders are involved in analyzing the plan and providing valuable feedback regarding vital improvements for enhancing TES.

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

TES faculty and staff are provided the opportunity to review the initial plan at the September faculty/grade level meeting. If any concerns are raised regarding the plan, those concerns are relayed to the team's representatives. If adjustments are made, each committee member has a turn around meeting with their department to address adjustments. Furthermore, there will be meetings periodically scheduled throughout the year to discuss progress towards goals.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Scantron - ReadingFoundations Scantron - Math Scantron - Reading ACT Aspire 2016-2017

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

After analyzing our data collected from the 2016-2017 academic year, some positive trends occurred. On the ACT Aspire, the national percentage in the area of math for 3rd grade math was 58% and T.E.S. third grade students scored 17% above the national average. When analyzing our subgroups by ethnicity, it is evident there is a gap amongst our minority and Caucasian population. Now that our school has completed its fourth year of administering ACT Aspire to students, we tracked the performance level of 2015-2016 third grade students to their fourth grade year. From analyzing students performance from year to year, the number of students scoring in the bracket of Level I: In Need of Support has slightly decreased (refer to attachment) in the areas of reading and math.

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

When tracking grade level performance, our students performed well in the areas listed below.

3rd Grade Math

	Support	Close	Ready	Exceeding
2015	12%	33%	36%	19%
2016	7%	23%	40%	30%
2017	9%	17%	53%	22%

4th Grade Math

	Support	Close	Ready	Exceeding
2015	6%	41%	37%	15%
2016	5%	40%	39%	16%
2017	3%	35%	44%	18%

Which area(s) indicate the overall highest performance?

On the ELA portion of the ACT Aspire, our students tend to perform well in this area.

2016-2017 Testing Period
3rd grade - 75% Math
4th grade - 62% Math

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

When analyzing our subgroups by ethnicity, it is evident there is a gap amongst our minority and Caucasian population. We tracked the performance level of 2015-2016 third grade students to their fourth grade year. From analyzing their performance from year to year, the

number of minorities students scoring in the bracket of Level I: In Need of Support has slightly decreased.

Between which subgroups is the achievement gap closing?

Based off current 4th grade students' ACT Aspire 2016-2017 results, the achievement gap appears to be slightly closing among gender in the content areas of ELA and Math.

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

Scantron Achievement series and STAR results correlate with students state mandated assessment results.

Areas in Need of Improvement

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

In the area of reading on the ACT Aspire for the 2016-2017 academic year, some third grade students performed in the achievement level of "close." Scoring within this range indicates students for both grade levels partially met the academic content standards. During the academic year of 2016-2017, only 34% of 3rd grade students and 37% of 4th grade students scored within the proficiency range in the area of reading. In regards of special education students, less than 5% of this population were proficient.

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

3rd Grade Reading

	Support	Close	Ready	Exceeding
2015	47%	20%	25%	8%
2016	33%	33%	24%	10%
2017	43%	24%	23%	11%

4th Grade Reading

	Support	Close	Ready	Exceeding
2015	29%	39%	25%	7%
2016	27%	38%	28%	7%
2017	32%	31%	20%	17%

Which area(s) indicate the overall lowest performance?

Based off our ACT Aspire results from the previous two testing sessions, reading is an area of concern for our school.

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

From analyzing our state assessment results, we are able to make the distinction that our minority population is under performing compared to the Caucasian population. When tracking their performance from year to year, there is a slight increase in their performance.

Between which subgroups is the achievement gap becoming greater?

When analyzing ACT Aspire results, it is evident that the achievement gap is becoming greater among our Caucasian and Black/African American population.

3rd Grade Math Proficient

76% Caucasian

64% Black/African American

3rd Grade Reading Proficient

37% Caucasian

26% Black/African American

4th Grade Math Proficient

72% Caucasian

43% Black/African American

4th Grade Reading Proficient

46% Caucasian

16% Black/African American

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

Third and fourth grade minority students' results are typically lower than Caucasian students. This information is evident in previous state mandated assessments (ACT Aspire).

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.25
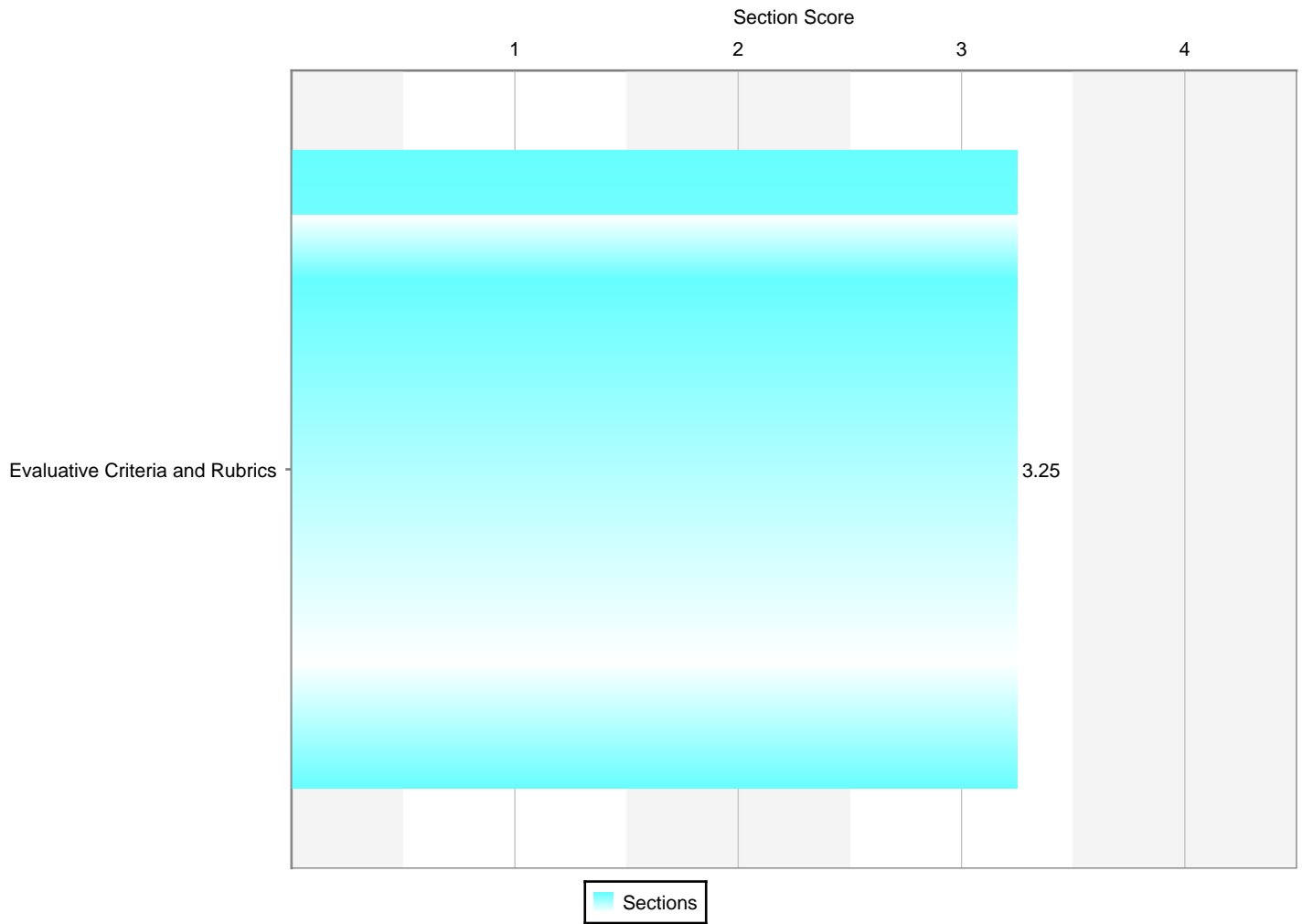
Sections

2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Every effort was made to include all team members and gain insight into areas that need improvement. The team did meet to discuss the planning process for development of the ACIP. If team members were not present, they were informed of the information discussed in the meeting by the LEA.	

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		

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. Wade Shipman Superintendent 308 King Street Tallassee, AL 36078	

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 Engagement Plan	Parent Engagement Plan

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

Plan for ACIP 17-18

Overview

Plan Name

Plan for ACIP 17-18

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	We will engage learners through high quality instruction and assessments that are aligned to college and career readiness standards in the area of reading.	Objectives: 2 Strategies: 2 Activities: 8	Academic	$13000
2	Tallassee Elementary School will provide innovative ways to serve parents who are unable to attend traditional school functions.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$1000
3	English Learners will increase language acquisition skills.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0

Goal 1: We will engage learners through high quality instruction and assessments that are aligned to college and career readiness standards in the area of reading.

Measurable Objective 1:

A 2% increase of First, Second, Third and Fourth grade students will increase student growth on the STAR Reading readiness benchmark with a school level baseline of 27% proficient in Reading by 05/04/2018 as measured by STAR - Renaissance Learning.

(shared) Strategy 1:

Instructional Decision Making - After reviewing state and district assessment results, our area(s) of concern will be identified. Once this information has been identified, select resources will be purchased and pd sessions will be facilitated to target areas of concern.

Administrators will develop a schedule to provide additional support for those students who need additional academic assistance. Once the schedule has been developed, an instructional team will meet to identify students who will need to attend this class. Throughout the year, students will be assessed to identify additional students. For those who make gains, they will be released from the intervention class but monitored by instructional coach.

Category: Develop/Implement Learning Supports

Activity - Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will develop a schedule to provide additional support for those students who need additional academic assistance. Once the schedule has been developed, an instructional team will meet to identify students who will need to attend this class. Throughout the year, students will be assessed to identify additional students. For those who make gains, they will be released from the intervention class but monitored by instructional coach.	Academic Support Program	08/18/2016	05/04/2018	$0	No Funding Required	Instructional Coach Intervention Teachers Title I Teachers Administrators

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be informed through professional development sessions on Webb's Depth of Knowledge. This information will be used for teachers and administration to enhance classroom instruction. The grade level will collaborate to develop higher order thinking questions that corresponds to the content area of reading.	Professional Learning	08/18/2016	05/04/2018	$0	No Funding Required	Instructional Coach Teachers Administration

Activity - Collaborative Data Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All teachers will participate in professional development on interpreting and analyzing assessment results (state and district) to effectively use the data to make informed decisions regarding curriculum, instruction, and student learning. Students who are performing below proficiency level will be identified and instructional plans will be discussed for student achievement. Student results will be tracked and compiled for each classroom teacher and/or grade level. | Professional Learning | 08/18/2016 | 05/04/2018 | $0 | No Funding Required | Administrators Instructional Coach Teachers |

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data notebooks will support students in becoming coproducers of their learning. They will help students organize processes for learning. Students will formulate their personal goal and action plans based on curricular expectations and their personal academic needs. Furthermore, students will create data charts to monitor progress in their core content areas. As with classroom data, analyzing what is working or not working provides timely feedback to the student to correct the course of action, as needed. The notebook also documents progress that can predict course grades, providing "no surprises" at the end of each school quarter or semester. Data notebooks are constructed in a way for students to observe short-term gains, a powerful motivator to achieve long-term goals. With tools to manage learning, students are provided with the means for self-empowerment and motivation.	Other - Student Centered	08/18/2016	05/04/2018	$0	No Funding Required	Teachers Administrators Instructional Coach

Activity - Student Academic/Goal Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The process of setting goals allows students to choose where they want to go in school and what they want to achieve. By knowing what they want to achieve, they know what they have to concentrate on and improve. Goal setting gives students long-term vision and short-term motivation. If students need assistance in developing their goal, they will refer to their data notebook to determine their goal. Throughout the year, students will have conferences with their teacher to discuss their academic planning.	Other - Student Centered	08/18/2016	05/04/2018	$0	No Funding Required	Teacher Administrators

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work on key skills that are areas of concern in reading. We will adopt an intervention program that is geared towards phonological awareness. Within this intervention program, teachers will be provided training, scripted direct instruction materials, and interactive software that adjusts to the needs and skill level of each student.	Academic Support Program	08/14/2017	05/11/2018	$13000	District Funding	Instructional Coach Intervention Teachers General Ed. Teachers Collaborative Teachers

Measurable Objective 2:

A 5% increase of Third and Fourth grade students will increase student growth in meeting College and Career Readiness benchmarks in Reading by 05/18/2018 as measured by Scantron series.

Strategy 1:

Instructional Decisions - After reviewing state and district assessment results, our area(s) of concern will be identified. Once this information has been identified, select resources will be purchased and pd sessions will be facilitated to target areas of concern. Administrators will develop a schedule to provide additional support for those students who need additional academic assistance. Once the schedule has been developed, an instructional team will meet to identify students who will need to attend this class. Throughout the year, students will be assessed to identify additional students. For those who make gains, they will be released from the intervention class but monitored by instructional coach.

Category: Develop/Implement College and Career Ready Standards

Activity - Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The elementary intervention program was developed to meet the needs of students in grades K-6 who are in need of additional support in the areas of reading. Classroom teachers direct the instruction of each student with support from resource staff. Within this class, students are identified who are in need of additional assistance in the area of reading. If ample progress is made, students are released from the program.	Academic Support Program	08/21/2017	05/18/2018	$0	No Funding Required	Intervention Teachers Instructional Coach

Activity - Collaborative Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Grade level meetings with common agenda *Teams fill out notes template after each meeting *Review student work and data *Share best practices tied to instructional focus *Develop differentiation strategies	Professional Learning, Academic Support Program	08/14/2017	05/18/2018	$0	No Funding Required	Teachers Instructional Coaches Administration

Goal 2: Tallassee Elementary School will provide innovative ways to serve parents who are unable to attend traditional school functions.

Measurable Objective 1:

collaborate to provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school by 05/18/2018 as measured by collaboration amongst stakeholders..

Strategy 1:

Parent Opportunities - Parents will be provided a variety of opportunities to be involved in their child's classroom. On each occasion a parent is actively involved, the parent will sign in the Parent Opportunities log to notate the involvement.

Category: Other - Parent Involvement

Activity - Data Day - Report Card Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents participate in educational classes to strengthen their capacity to support learning at home. For parents who are unable to attend session, they will be provided with content that was discussed. If they need additional assistance, an alternative meeting date will be scheduled.	Parent Involvement	08/21/2017	05/18/2018	$0	No Funding Required	Teachers Instructional Coach Intervention Teachers

Activity - Parent Involvement Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year, TES will offer informative sessions. These sessions will be held at a variety of times. During these sessions, parents will gain insight on the content students are learning. At the end of the night, parents will be provided additional educational resources that can be used at home. If parents are unable to attend the session, they will indicate on the Parent Involvement flyer whether they would like to receive the resources provided at the session. The resources or content addressed at the session will be available online for parents to view and utilize.	Parent Involvement	08/14/2017	05/18/2018	$1000	Title I Part A	Teachers Instructional Coach Parental Involvement Coordinator

Activity - Volunteering	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*All parents are invited to join and participate in the school volunteer program. *Volunteers support teachers in the classroom as well as in school wide activities.	Parent Involvement	08/14/2017	05/18/2018	$0	No Funding Required	Teachers Instructional Coach Parental Involvement Coordinator

Activity - Symbaloo Page	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and update a grade level's Symbaloo page. Within this page, students and parents will have access to a vast amount of online resources that can be utilized to assist in content learned at school and presented at Parent Night sessions.	Parent Involvement, Academic Support Program	08/14/2017	05/18/2018	$0	No Funding Required	Teachers

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of a variety of communication methods, educators will establish an open line communication with parents. Parents will be informed of school functions via social media or newsletters located in conduct folder. In regards to academic standing, conferences will take place whether it is face to face or phone.	Parent Involvement	08/14/2017	05/18/2018	$0	No Funding Required	Teachers Instructional Coach Parental Involvement Coordinator

Goal 3: English Learners will increase language acquisition skills.

Measurable Objective 1:

100% of English Learners students will increase student growth by one composite score in English Language Arts by 05/18/2018 as measured by ACCESS 2.0.

Strategy 1:

EL Strategies - Teachers will base their instruction on the ESL strategies with support from the ESL teacher.

Category: Develop/Implement Professional Learning and Support

Activity - Guided Interaction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sample activities are think-pair-share, and group projects. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills. Examples include guided reading, think-alouds (K_W_L charts). With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding.	Academic Support Program	08/21/2017	05/18/2018	$0	No Funding Required	General Education Teacher EL Teacher Instructional Coach

Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will introduce vocabulary and language development by discussing key vocabulary words building on the student's background knowledge. Sample activities include word analysis by dissecting words into parts: prefix, root, suffix, vocabulary journals, word walls, dictation, and word webs.	Academic Support Program	08/21/2017	05/18/2018	$0	No Funding Required	General Education Teacher EL Teacher Instructional Coach

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach specific reading skills for completing assignments such as sentence starters, story maps and checking for understanding. Teachers will also use modeling, graphic organizers, and visuals. The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students and especially ELL students. Visuals make both the language and the content more accessible to students.	Academic Support Program	08/21/2017	05/18/2018	$0	No Funding Required	General Educ. Teacher Instructional Coach EL Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement Sessions	Throughout the school year, TES will offer informative sessions. These sessions will be held at a variety of times. During these sessions, parents will gain insight on the content students are learning. At the end of the night, parents will be provided additional educational resources that can be used at home. If parents are unable to attend the session, they will indicate on the Parent Involvement flyer whether they would like to receive the resources provided at the session. The resources or content addressed at the session will be available online for parents to view and utilize.	Parent Involvement	08/14/2017	05/18/2018	$1000	Teachers Instructional Coach Parental Involvement Coordinator
				Total	$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Academic/Goal Planning	The process of setting goals allows students to choose where they want to go in school and what they want to achieve. By knowing what they want to achieve, they know what they have to concentrate on and improve. Goal setting gives students long-term vision and short-term motivation. If students need assistance in developing their goal, they will refer to their data notebook to determine their goal. Throughout the year, students will have conferences with their teacher to discuss their academic planning.	Other - Student Centered	08/18/2016	05/04/2018	$0	Teacher Administrators
Volunteering	*All parents are invited to join and participate in the school volunteer program. *Volunteers support teachers in the classroom as well as in school wide activities.	Parent Involvement	08/14/2017	05/18/2018	$0	Teachers Instructional Coach Parental Involvement Coordinator

Communication	Through the use of a variety of communication methods, educators will establish an open line communication with parents. Parents will be informed of school functions via social media or newsletters located in conduct folder. In regards to academic standing, conferences will take place whether it is face to face or phone.	Parent Involvement	08/14/2017	05/18/2018	$0	Teachers Instructional Coach Parental Involvement Coordinator
Collaborative Grade Level Meetings	*Grade level meetings with common agenda *Teams fill out notes template after each meeting *Review student work and data *Share best practices tied to instructional focus *Develop differentiation strategies	Professional Learning, Academic Support Program	08/14/2017	05/18/2018	$0	Teachers Instructional Coaches Administration
Explicit Instruction	Teachers will teach specific reading skills for completing assignments such as sentence starters, story maps and checking for understanding. Teachers will also use modeling, graphic organizers, and visuals. The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students and especially ELL students. Visuals make both the language and the content more accessible to students.	Academic Support Program	08/21/2017	05/18/2018	$0	General Educ. Teacher Instructional Coach EL Teacher
Collaborative Data Meeting	All teachers will participate in professional development on interpreting and analyzing assessment results (state and district) to effectively use the data to make informed decisions regarding curriculum, instruction, and student learning. Students who are performing below proficiency level will be identified and instructional plans will be discussed for student achievement. Student results will be tracked and compiled for each classroom teacher and/or grade level.	Professional Learning	08/18/2016	05/04/2018	$0	Administrators Instructional Coach Teachers
Student Data Notebooks	Student data notebooks will support students in becoming coproducers of their learning. They will help students organize processes for learning. Students will formulate their personal goal and action plans based on curricular expectations and their personal academic needs. Furthermore, students will create data charts to monitor progress in their core content areas. As with classroom data, analyzing what is working or not working provides timely feedback to the student to correct the course of action, as needed. The notebook also documents progress that can predict course grades, providing "no surprises" at the end of each school quarter or semester. Data notebooks are constructed in a way for students to observe short-term gains, a powerful motivator to achieve long-term goals. With tools to manage learning, students are provided with the means for self-empowerment and motivation.	Other - Student Centered	08/18/2016	05/04/2018	$0	Teachers Administrators Instructional Coach

Depth of Knowledge	Teachers will be informed through professional development sessions on Webb's Depth of Knowledge. This information will be used for teachers and administration to enhance classroom instruction. The grade level will collaborate to develop higher order thinking questions that corresponds to the content area of reading.	Professional Learning	08/18/2016	05/04/2018	$0	Instructional Coach Teachers Administration
Guided Interaction	Sample activities are think-pair-share, and group projects. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills. Examples include guided reading, think-alouds (K_W_L charts). With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding.	Academic Support Program	08/21/2017	05/18/2018	$0	General Education Teacher EL Teacher Instructional Coach
Intervention Class	The elementary intervention program was developed to meet the needs of students in grades K-6 who are in need of additional support in the areas of reading. Classroom teachers direct the instruction of each student with support from resource staff. Within this class, students are identified who are in need of additional assistance in the area of reading. If ample progress is made, students are released from the program.	Academic Support Program	08/21/2017	05/18/2018	$0	Intervention Teachers Instructional Coach
Intervention Class	Administrators will develop a schedule to provide additional support for those students who need additional academic assistance. Once the schedule has been developed, an instructional team will meet to identify students who will need to attend this class. Throughout the year, students will be assessed to identify additional students. For those who make gains, they will be released from the intervention class but monitored by instructional coach.	Academic Support Program	08/18/2016	05/04/2018	$0	Instructional Coach Intervention Teachers Title I Teachers Administrators
Symbaloo Page	Teachers will develop and update a grade level's Symbaloo page. Within this page, students and parents will have access to a vast amount of online resources that can be utilized to assist in content learned at school and presented at Parent Night sessions.	Parent Involvement, Academic Support Program	08/14/2017	05/18/2018	$0	Teachers
Data Day - Report Card Day	Parents participate in educational classes to strengthen their capacity to support learning at home. For parents who are unable to attend session, they will be provided with content that was discussed. If they need additional assistance, an alternative meeting date will be scheduled.	Parent Involvement	08/21/2017	05/18/2018	$0	Teachers Instructional Coach Intervention Teachers
Instructional Support	Teachers will introduce vocabulary and language development by discussing key vocabulary words building on the student's background knowledge. Sample activities include word analysis by dissecting words into parts: prefix, root, suffix, vocabulary journals, word walls, dictation, and word webs.	Academic Support Program	08/21/2017	05/18/2018	$0	General Education Teacher EL Teacher Instructional Coach
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Horizons Discovery	Teachers will work on key skills that are areas of concern in reading. We will adopt an intervention program that is geared towards phonological awareness. Within this intervention program, teachers will be provided training, scripted direct instruction materials, and interactive software that adjusts to the needs and skill level of each student.	Academic Support Program	08/14/2017	05/11/2018	$13000	Instructional Coach Intervention Teachers General Ed. Teachers Collaborative Teachers
				Total	$13000	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

Parents - TES (101) Responses
Our school has high expectations for students in all classes.

93% Agree/Strongly Agree
My child is given multiple assessments to measure his/her understanding of what was taught.

92.9% Agree/Strongly Agree
Our school's governing body does not interfere with the operation or leadership of our school.

93% Agree/Strongly Agree

Students - TES (90 responses)
In my school, teachers work together to improve student learning.

95% Agree/Strongly Agree

-My school prepares me for success in the next school year.
- In my school, teachers work together to improve student learning.

95.4% Agree/Strongly Agree
-All of my teachers keep my family informed of my academic progress.
-My school motivates me to learn new things.

93.3% Agree/Strongly Agree

Teachers - TES (57 response)
Our school maintains facilities that support student learning.

100% Agree/Strongly Agree

Our school ensures that instructional time is protected and interruptions are minimized.

100% Agree/Strongly Agree

Our school provides protected instructional time.

100% Agree/Strongly Agree

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

There was not trend indicated with the 2016 and 2017 information.

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

These surveys are the main reporting mechanisms for the school each year. No other sources were reported.

Areas in Need of Improvement

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

Students - TES (90 responses)

In my school, students respect the property of others.
21.6% Disagree/Strongly Disagree

In my school, students help each other even if they are not friends.
16.7% Disagree/Strongly Disagree

All of my teachers change their teaching to meet my learning needs.
18.8% Disagree/Strongly Disagree

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

There is no trend at this time because a new reporting tool was used to collect data.

What are the implications for these stakeholder perceptions?

The faculty, parents, and students of TES have multiple areas of high satisfaction. The faculty feel they meet the needs of the students and provided a safe environment for learning. The students feel that the teachers challenge them and prepare them for success.

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

These surveys are the main reporting mechanisms for the school each year.. There are no other sources were reported.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3
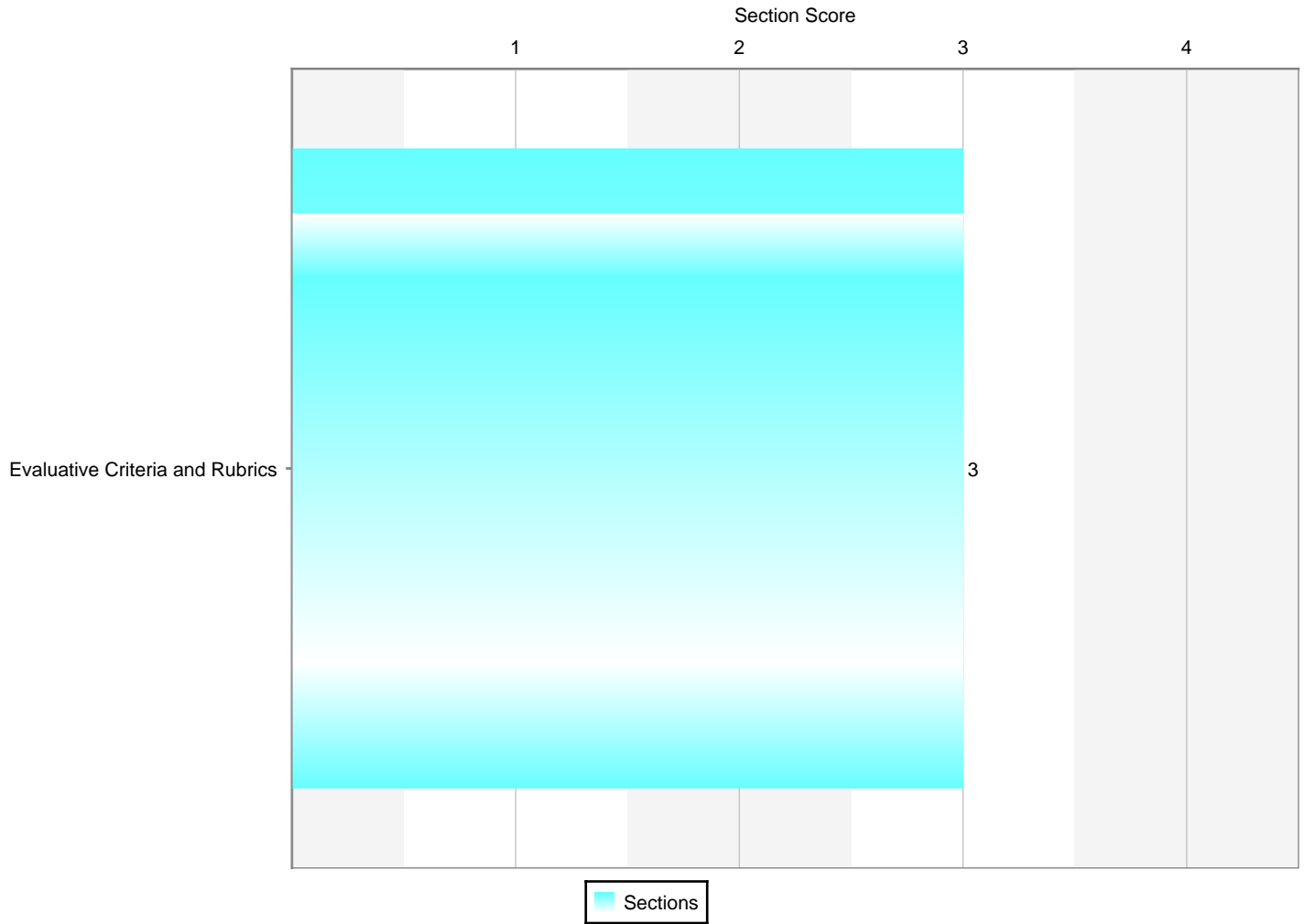
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The Instructional Leadership Team met at the beginning of the school year to review the
planning process for developing the Alabama Continuous Improvement Plan. At the beginning of the year, a needs assessment survey was
distributed for stakeholders to complete. This survey was sent out via Remind and uploaded to the school's website.

What were the results of the comprehensive needs assessment?

When identifying the need for each area, level 1 is considered low need and level 4 is categorized as the greatest need.

Reading

Level 1 - 4%

Level 2 - 28%

Level 3 - 40%

Level 4 - 28%

Math

Level 1 - 4%

Level 2 - 20%

Level 3 - 52%

Level 4 - 24%

Science

Level 1 - 18%

Level 2 - 40%

Level 3 - 36%

Level 4 - 6%

Social Science

Level 1 - 16%

Level 2 - 46%

Level 3 - 30%

Level 4 - 8%

**Professional Development and Staff Needs:

Incentives to recruit highly qualified teachers and/or principals

Level 1 - 10%

Level 2 - 26%

Level 3 - 36%

Level 4 - 28%

Incentives to retain highly qualified teachers and/or principals

Level 1 - 6%

Level 2 - 16%

Level 3 - 50%

Level 4 - 28%

Implementing options to meet highly qualified teacher requirements

Level 1 - 16%

Level 2 - 36%

Level 3 - 38%

Level 4 - 10%

Implementing options to meet paraprofessional requirements

Level 1 - 18%

Level 2 - 42%

Level 3 - 32%

Level 4 - 8%

Teachers to reduce class size (particularly in the early grades)

Level 1 - 6%

Level 2 - 12%

Level 3 - 25%

Level 4 - 57%

**High quality professional development in:

English as a second language

Level 1 - 24%

Level 2 - 52%

Level 3 - 22%

Level 4 - 2%

Effective classroom use of technology

Level 1 - 6%

Level 2 - 33%

Level 3 - 49%

Level 4 - 7%

Implementing content standards

Level 1 - 16%

Level 2 - 34%

Level 3 - 36%

Level 4 - 14%

Pedagogical skills

Level 1 - 16%

Level 2 - 47%

Level 3 - 29%

Level 4 - 8%

Mentoring

Level 1 - 14%

Level 2 - 42%

Level 3 - 24%

Level 4 - 20%

Classroom management

Level 1 - 10%

Level 2 - 34%

Level 3 - 34%

Level 4 - 22%

Using data and assessments, including standards-based assessments, to improve learning

Level 1 - 24%

Level 2 - 28%

Level 3 - 34%

Level 4 - 14%

Inservice activities for paraprofessionals

Level 1 - 18%

Level 2 - 34%

Level 3 - 40%

Level 4 - 8%

What conclusions were drawn from the results?

Based on the results from the comprehensive needs assessment, stakeholders expressed that reading and math were a greater need in the school. When determining professional development, we will focus on have additional sessions that are geared towards the effective implementation of technology.

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

An analysis of Tallassee Elementary School's perception data showed TES is viewed positively by parents, students, and community stakeholders. Parent responses reported high levels of satisfaction in all surveyed standards.

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

Our goal is to improve academic achievement for all students in reading. This goal is directly connected to the state and district goal of ensuring that all students are College and Career Ready. The local school and district will provide ongoing professional development for all staff members in content area of reading.

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

Our continuous improvement goals clearly focus on improving student achievement and the implementation of standard based instruction, strategic planning, and professional development. The Leadership Team used multiple types of data including progress monitoring, Scantron assessment, DIBELS, STAR, and ACT Aspire to determine the school goals.

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

Alabama Continuous Improvement Plan (ACIP) goals address the academic needs of all students with a focus on students who do not meet benchmark goals using district and state standardized assessments.

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:

English Learners will increase language acquisition skills.

Measurable Objective 1:

100% of English Learners students will increase student growth by one composite score in English Language Arts by 05/18/2018 as measured by ACCESS 2.0.

Strategy1:

EL Strategies - Teachers will base their instruction on the ESL strategies with support from the ESL teacher.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach specific reading skills for completing assignments such as sentence starters, story maps and checking for understanding. Teachers will also use modeling, graphic organizers, and visuals. The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students and especially ELL students. Visuals make both the language and the content more accessible to students.	Academic Support Program	08/21/2017	05/18/2018	$0 - No Funding Required	General Educ. Teacher Instructional Coach EL Teacher

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will introduce vocabulary and language development by discussing key vocabulary words building on the student's background knowledge. Sample activities include word analysis by dissecting words into parts: prefix, root, suffix, vocabulary journals, word walls, dictation, and word webs.	Academic Support Program	08/21/2017	05/18/2018	$0 - No Funding Required	General Education Teacher EL Teacher Instructional Coach

Activity - Guided Interaction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sample activities are think-pair-share, and group projects. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills. Examples include guided reading, think-alouds (K_W_L charts). With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding.	Academic Support Program	08/21/2017	05/18/2018	$0 - No Funding Required	General Education Teacher EL Teacher 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.

Goal 1:

We will engage learners through high quality instruction and assessments that are aligned to college and career readiness standards in the area of reading.

Measurable Objective 1:

A 2% increase of First, Second, Third and Fourth grade students will increase student growth on the STAR Reading readiness benchmark with a school level baseline of 47% in Reading by 05/25/2017 as measured by STAR - Renaissance Learning..

Strategy1:

Instructional Decision Making - After reviewing state and district assessment results, our area(s) of concern will be identified.   Once this information has been identified, select resources will be purchased and pd sessions will be facilitated to target areas of concern.

Administrators will develop a schedule to provide additional support for those students who need additional academic assistance. Once the schedule has been developed, an instructional team will meet to identify students who will need to attend this class. Throughout the year, students will be assessed to identify additional students. For those who make gains, they will be released from the intervention class but monitored by instructional coach.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed through professional development sessions on Webb's Depth of Knowledge. This information will be used for teachers and administration to enhance classroom instruction. The grade level will collaborate to develop higher order thinking questions that corresponds to the content area of reading.	Professional Learning	08/18/2016	05/04/2018	$0 - No Funding Required	Instructional Coach Teachers Administration

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work on key skills that are areas of concern in reading. We will adopt an intervention program that is geared towards phonological awareness. Within this intervention program, teachers will be provided training, scripted direct instruction materials, and interactive software that adjusts to the needs and skill level of each student.	Academic Support Program	08/14/2017	05/11/2018	$13000 - District Funding	Instructional Coach Intervention Teachers General Ed. Teachers Collaborative Teachers

Activity - Student Academic/Goal Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The process of setting goals allows students to choose where they want to go in school and what they want to achieve. By knowing what they want to achieve, they know what they have to concentrate on and improve. Goal setting gives students long-term vision and short-term motivation. If students need assistance in developing their goal, they will refer to their data notebook to determine their goal. Throughout the year, students will have conferences with their teacher to discuss their academic planning.	Other - Student Centered	08/18/2016	05/04/2018	$0 - No Funding Required	Teacher Administrators

Activity - Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will develop a schedule to provide additional support for those students who need additional academic assistance. Once the schedule has been developed, an instructional team will meet to identify students who will need to attend this class. Throughout the year, students will be assessed to identify additional students. For those who make gains, they will be released from the intervention class but monitored by instructional coach.	Academic Support Program	08/18/2016	05/04/2018	$0 - No Funding Required	Instructional Coach Intervention Teachers Administrators

Activity - Collaborative Data Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in professional development on interpreting and analyzing assessment results (state and district) to effectively use the data to make informed decisions regarding curriculum, instruction, and student learning. Students who are performing below proficiency level will be identified and instructional plans will be discussed for student achievement. Student results will be tracked and compiled for each classroom teacher and/or grade level.	Professional Learning	08/18/2016	05/04/2018	$0 - No Funding Required	Administrators Instructional Coach Teachers

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data notebooks will support students in becoming coproducers of their learning. They will help students organize processes for learning. Students will formulate their personal goal and action plans based on curricular expectations and their personal academic needs. Furthermore, students will create data charts to monitor progress in their core content areas. As with classroom data, analyzing what is working or not working provides timely feedback to the student to correct the course of action, as needed. The notebook also documents progress that can predict course grades, providing "no surprises" at the end of each school quarter or semester. Data notebooks are constructed in a way for students to observe short-term gains, a powerful motivator to achieve long-term goals. With tools to manage learning, students are provided with the means for self-empowerment and motivation.	Other - Student Centered	08/18/2016	05/04/2018	$0 - No Funding Required	Teachers Administrators Instructional Coach

Activity - Reading Horizons Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers will work on key skills that are areas of concern in reading. We will adopt an intervention program that is geared towards phonological awareness. Within this intervention program, teachers will be provided training, scripted direct instruction materials, and interactive software that adjusts to the needs and skill level of each student.	Academic Support Program	08/18/2016	04/06/2018	$5714 - Title I Part A	Instructional Coaches Intervention Teacher

Goal 2:

Provide professional development to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning.

Measurable Objective 1:

demonstrate a behavior where educators are making instructional decisions based off students' data (Scantron and weekly assessments) by 05/18/2018 as measured by reflections and implementation of content received from PD sessions, and pre/post results.

Strategy1:

Collaborative Meetings - Grade levels will share expertise and works collaboratively to improve teaching skills and the academic performance of students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Making the most of teacher collaboration. (2011). Retrieved from https://www.edutopia.org/blog/teacher-collaboration-strategies-ben-johnson

Activity - Technology in Motion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Substitution Augmentation Modification Redefinition Model offers a method of seeing how computer technology might impact teaching and learning. It also shows a progression that adopters of educational technology often follow as they progress through teaching and learning with technology.	Professional Learning Academic Support Program	08/21/2017	05/18/2018	$0 - No Funding Required	Technology in Motion Rep. - Carol Foster Teacher

Activity - Collaborative Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and discussed in data meetings. Students who are performing below proficiency level will be identified and instructional plans will be discussed for student achievement. Throughout the academic year, the teacher will create item analysis from each assessment. These item analysis will be utilized by the classroom teacher to determine which content standards will need to be readdressed.	Professional Learning Academic Support Program	08/21/2017	05/18/2018	$0 - No Funding Required	Teachers Administrators Instructional Coach

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:

Tallassee Elementary School will provide innovative ways to serve parents who are unable to attend traditional school functions.

Measurable Objective 1:

collaborate to provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school by 05/18/2018 as measured by collaboration amongst stakeholders..

Strategy1:

Parent Opportunities - Parents will be provided a variety of opportunities to be involved in their child's classroom. On each occasion a parent

is actively involved, the parent will sign in the Parent Opportunities log to notate the involvement.

Category: Other - Parent Involvement

Research Cited:

Activity - Data Day - Report Card Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents participate in educational classes to strengthen their capacity to support learning at home. For parents who are unable to attend session, they will be provided with content that was discussed. If they need additional assistance, an alternative meeting date will be scheduled.	Parent Involvement	08/21/2017	05/18/2018	$0 - No Funding Required	Teachers Instructional Coach Intervention Teachers

Activity - Symbaloo Page	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and update a grade level's Symbaloo page. Within this page, students and parents will have access to a vast amount of online resources that can be utilized to assist in content learned at school and presented at Parent Night sessions.	Parent Involvement Academic Support Program	08/14/2017	05/18/2018	$0 - No Funding Required	Teachers

Activity - Parent Involvement Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, TES will offer informative sessions. These sessions will be held at a variety of times. During these sessions, parents will gain insight on the content students are learning. At the end of the night, parents will be provided additional educational resources that can be used at home. If parents are unable to attend the session, they will indicate on the Parent Involvement flyer whether they would like to receive the resources provided at the session. The resources or content addressed at the session will be available online for parents to view and utilize.	Parent Involvement	08/14/2017	05/18/2018	$350 - Title I Part A	Teachers Instructional Coach Parental Involvement Coordinator

Activity - Volunteering	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*All parents are invited to join and participate in the school volunteer program. *Volunteers support teachers in the classroom as well as in school wide activities.	Parent Involvement	08/14/2017	05/18/2018	$0 - No Funding Required	Teachers Instructional Coach Parental Involvement Coordinator

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of a variety of communication methods, educators will establish an open line communication with parents. Parents will be informed of school functions via social media or newsletters located in conduct folder. In regards to academic standing, conferences will take place whether it is face to face or phone.	Parent Involvement	08/14/2017	05/18/2018	$0 - No Funding Required	Teachers Instructional Coach Parental Involvement Coordinator

Goal 2:

English Learners will increase language acquisition skills.

Measurable Objective 1:

100% of English Learners students will increase student growth by one composite score in English Language Arts by 05/18/2018 as measured by ACCESS 2.0.

Strategy1:

EL Strategies - Teachers will base their instruction on the ESL strategies with support from the ESL teacher.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach specific reading skills for completing assignments such as sentence starters, story maps and checking for understanding. Teachers will also use modeling, graphic organizers, and visuals. The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students and especially ELL students. Visuals make both the language and the content more accessible to students.	Academic Support Program	08/21/2017	05/18/2018	$0 - No Funding Required	General Educ. Teacher Instructional Coach EL Teacher

Activity - Guided Interaction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sample activities are think-pair-share, and group projects. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills. Examples include guided reading, think-alouds (K_W_L charts). With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding.	Academic Support Program	08/21/2017	05/18/2018	$0 - No Funding Required	General Education Teacher EL Teacher Instructional Coach

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will introduce vocabulary and language development by discussing key vocabulary words building on the student's background knowledge. Sample activities include word analysis by dissecting words into parts: prefix, root, suffix, vocabulary journals, word walls, dictation, and word webs.	Academic Support Program	08/21/2017	05/18/2018	$0 - No Funding Required	General Education Teacher EL Teacher Instructional Coach

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

Goal 1:

English Learners will increase language acquisition skills.

Measurable Objective 1:

100% of English Learners students will increase student growth by one composite score in English Language Arts by 05/18/2018 as measured by ACCESS 2.0.

Strategy1:

EL Strategies - Teachers will base their instruction on the ESL strategies with support from the ESL teacher.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach specific reading skills for completing assignments such as sentence starters, story maps and checking for understanding. Teachers will also use modeling, graphic organizers, and visuals. The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students and especially ELL students. Visuals make both the language and the content more accessible to students.	Academic Support Program	08/21/2017	05/18/2018	$0 - No Funding Required	General Educ. Teacher Instructional Coach EL Teacher

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will introduce vocabulary and language development by discussing key vocabulary words building on the student's background knowledge. Sample activities include word analysis by dissecting words into parts: prefix, root, suffix, vocabulary journals, word walls, dictation, and word webs.	Academic Support Program	08/21/2017	05/18/2018	$0 - No Funding Required	General Education Teacher EL Teacher Instructional Coach

Activity - Guided Interaction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sample activities are think-pair-share, and group projects. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills. Examples include guided reading, think-alouds (K_W_L charts). With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding.	Academic Support Program	08/21/2017	05/18/2018	$0 - No Funding Required	General Education Teacher EL Teacher Instructional Coach

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.

When discussing results with parents, we have translators to assist with any language barrier. All reports, will be printed in the parents native language.

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		

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.

According to the Alabama State Department of Education all teachers meet the requirements for certification. Administrators use the state department's Search Soft portal for screening prospective employees. The decision of teacher placement is based on many variables, such as completeness of application, certification area, and area of need. Teachers are assigned to grade levels according to certificate, experience and specialized training.

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?

Our turnover rate is very low at TES. This year it was 3.7%.

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

The average experience level of key teaching and learning personnel is 10 years.

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).

All teachers hired must meet certification requirements in order to be employed. The new teachers are mentored by more experienced teachers. All teachers are challenged to set high standards, meet academic requirements, and implement content standards to the best of their ability. Teachers focus professional development on data driven instruction that includes AMSTI, Go Math-Think Central, Scantron, and ARI.

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.

Please refer to goals page.

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

Please refer to goals page.

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

Each mentor-protege team will be allowed release time to observe, peer coach, reflect and provide feedback, go on visitations, and attend content area professional development workshops. All release time must be mutually agreed upon by the team and the local administration.

The schedule of implementation is as follows:
First 18 Weeks:
Orientation
4 Mentor-Protege Meetings 4 Observations

Second 18 Weeks:
3 Mentor-Protege Meetings 2 Observations

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

The professional development activities are sustained through participation in opportunities provided by the EARIC Region 9 In-Service Center and the school district. There are several early release days in the school calendar built in for teacher PD. These are spread out during the year to allow time for develop and implementation of learned strategies provide during the PD sessions.

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:

We will engage learners through high quality instruction and assessments that are aligned to college and career readiness standards in the area of reading.

Measurable Objective 1:

A 2% increase of First, Second, Third and Fourth grade students will increase student growth on the STAR Reading readiness benchmark with a school level baseline of 47% in Reading by 05/25/2017 as measured by STAR - Renaissance Learning..

Strategy1:

Instructional Decision Making - After reviewing state and district assessment results, our area(s) of concern will be identified.   Once this information has been identified, select resources will be purchased and pd sessions will be facilitated to target areas of concern.

Administrators will develop a schedule to provide additional support for those students who need additional academic assistance. Once the schedule has been developed, an instructional team will meet to identify students who will need to attend this class. Throughout the year, students will be assessed to identify additional students. For those who make gains, they will be released from the intervention class but monitored by instructional coach.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Student Academic/Goal Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The process of setting goals allows students to choose where they want to go in school and what they want to achieve. By knowing what they want to achieve, they know what they have to concentrate on and improve. Goal setting gives students long-term vision and short-term motivation. If students need assistance in developing their goal, they will refer to their data notebook to determine their goal. Throughout the year, students will have conferences with their teacher to discuss their academic planning.	Other - Student Centered	08/18/2016	05/04/2018	$0 - No Funding Required	Teacher Administrators

Goal 2:

Tallassee Elementary School will provide innovative ways to serve parents who are unable to attend traditional school functions.

Measurable Objective 1:

collaborate to provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school by 05/18/2018 as measured by collaboration amongst stakeholders..

Strategy1:

Parent Opportunities - Parents will be provided a variety of opportunities to be involved in their child's classroom. On each occasion a parent is actively involved, the parent will sign in the Parent Opportunities log to notate the involvement.

Category: Other - Parent Involvement

Research Cited:

Activity - Parent Involvement Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, TES will offer informative sessions. These sessions will be held at a variety of times. During these sessions, parents will gain insight on the content students are learning. At the end of the night, parents will be provided additional educational resources that can be used at home. If parents are unable to attend the session, they will indicate on the Parent Involvement flyer whether they would like to receive the resources provided at the session. The resources or content addressed at the session will be available online for parents to view and utilize.	Parent Involvement	08/14/2017	05/18/2018	$350 - Title I Part A	Teachers Instructional Coach Parental Involvement Coordinator

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?

The teachers are involved in the decision making process regarding the use of state academic assessments. After teachers analyze state assessment results, they provide their input into the decision regarding the use of school-based academic assessments during faculty meetings and monthly data meetings. At these meetings, teachers are given time to voice concerns or suggestions regarding school-based academic assessments.

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?

Response to Instruction (RTI) is implemented at Tallassee Elementary to assist students who have not mastered core curriculum requirements. Various specialized strategies are provided for students during the RTI process to aide in mastery of core curriculum requirements. If adequate progress is not attained through RTI, the students will be referred to the referral committee. This is done to determine if the students need to be evaluated for services under the umbrella of special education.

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?

Students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level are identified during data analysis. Students are also identified and discussed during data/grade-level and RtI meetings. A plan of action is written for students who are identified as at risk and small group instruction is delivered daily based on students' needs. Students are assessed and monitored daily to make sure they are working toward proficient or advanced levels of performance.

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.

Those students have the opportunity to participate in the 21st Century or Extended Day programs. Within these program, students are allotted time to cover areas that they are in need of additional assistance with a certified teacher.

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

The ESL program is a standards-based curriculum emphasizing academic and social language development. ESL coursework is based upon the WIDA Consortium English Language Development (ELD) standards. Classroom teachers integrate these ELD standards with the Georgia Performance Standards to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency. Instructional approaches, both in ESOL and general education classes, ensure that the needs of our EL population are accommodated. The TCS district has approved plans for addressing the academic needs of student in Special Education, NAD, and Homeless children. Those students are afforded the same opportunities as their peers for both academics and extracurricular activities.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including

foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

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

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

FEDERAL

Title I - This program provides the resources for all students to meet academic achievement. The goal of Title I is to place highly qualified teachers in every classroom and to provide a well-integrated program, a variety of instructional materials, methods, and activities that reflect individual student needs and interests. Title II - This program provides resources for professional development expenses including registration fees, travel, and substitutes.

Title VI - This program provides money for a full-time LPN.

E-Rate - This money comes from a federal program that provides a rebate of telephone charges and gives the money back to the schools. This money helps fund our school's technology program.

Child Nutrition Program - This program provides nutritional breakfast and lunches to students as well as to qualifying students through the free/reduced program.

STATE

At-Risk Programs - These programs allow for the funding of the Alternative School, Drop-out Prevention, and Truancy Intervention for students who have exhibited behavior problems or have neglected academic responsibilities. The money is administered by the central office.

State Enhancement Technology Funds - Technology funds are allocated for support of the computers issued by the county system. Utilization of these funds varies on an as needed basis.

State Vocational Funds - This money provides for the update and repair of vocational equipment.

LOCAL

PTO - Tallassee Elementary School's PTO, which includes parents, teacher, and community members, raises money annually to provide school improvements and enhancements.

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)?

The counseling department provides a guest speaker to address the content of bullying with third and fourth grade students. Classroom teachers have supported the school with daily character education from the program, Character at Heart. The school district has an approved student code of conduct, discrimination and harassment policies. The school has a comprehensive safety plan that is required by the state with scheduled mandatory drills that address fire, violent acts and inclement weather. Health, nutrition, and wellness is a district and school - wide focus and Tallassee Elementary abides by local, state and federal services to assist the well-being of all students.

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

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

The school analyzes results from parent, teacher, and student surveys as well as student achievement data. An annual needs assessment is completed and results are tabulated and discussed at the Federal Programs Advisory Committee meeting and during the TCS CIP committee meeting. Strategies to best serve the areas identified are discussed and plans are developed to implement those.

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?

We revise our ACIP plan as needed based on the results of our assessment data. If we need to modify our goals, we meet to discuss our AMOs and resources that can be used to help reach our goals. Teachers work on grade level to assess strengths and weaknesses to improve instruction for the following year. The principal presents school-wide results at faculty meetings. All student data is discussed monthly during data meetings.

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

The school analyzes test data (pre/post tests) to determine whether the program was effective. We use that same information to determine which students are at risk. These students are identified and receive appropriate services to improve academic achievement.

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

The Title I teachers, grade level teams, instructional support team, and administrators disaggregate and analyzed current data from various sources: DIBELS, Scantron, and Aspire. After reviewing the data patterns, strengths and gaps between subgroups were identified to determine our area(s) of concern. Once those areas are identified, we as a team make necessary adjustments to our ACIP to minimize those gaps.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	45.6

Provide the number of classroom teachers.

51.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2415202.0

Total   2,415,202.00

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.	98280.0

Total   98,280.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	76322.0

Total   76,322.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	63030.0

Total 63,030.00

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.	50622.0

Total   50,622.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	10385.0

Total 10,385.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3808.0

Total   3,808.00

EL Teachers

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

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	1171.0

Total   1,171.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	20696.0

Total   20,696.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1495.0

Total   1,495.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	333799.0

Provide a brief explanation and breakdown of expenses.

Salaries (1100) (010-199)

$195,486.25

Benefits (1100) (200-299)

$86,921.31

Teacher PD (2215)(300-399)

$2,000.00

Teacher PD-registration (2215)(600-899)

$600.00

Parent Involvement (2190)(400-499)

$1,000.00

Student Class supplies (1100)(400-499)

$6,258.00

EL Supplies (2190)(400-499)

$800.00

Homeless (2150)(400-499)

$500.00

Coord/Sec PD (6000-6999)(300-399)

$1,500.00

Coord/Sec PD-registration (6000-699)(600-899)

$500.00

Admin supplies (6000-699)(400-499)

$1,058.79

Other instructional staff (2290)(300-399)

$37,174.65

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	8500.0

Provide a brief explanation and a breakdown of expenses.

PD for teachers/Inst. Staff Development (2215)(300-399)

$5,000.00

PD for teachers-registration/Inst. Staff Development (2215)(300-399)

$2,000.00

Teacher Recruitment/General Admin (6000-6999)(300-399)

$1,500.00

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

n/a

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

We held the required annual meeting of Title I parents on August 3, 2017 at 11:00a.m. and 3:00p.m. Parents were notified of the meeting through radio, district website, and newspaper.

Topics discussed at this year's meeting consisted of: *What it means to be a Title I School

*Requesting qualifications of your child's teacher *Introduction of Parent Leaders/ Contacts

*Notifications of teachers who are not highly qualified *The Annual Evaluation of the Parental Involvement Plan *Opportunities to share in decision making

*How Title I parents may have Involvement

*Why we did not receive the 1% set aside for parental involvement

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))

The Title I meeting was held on August 3, 2017 at 11:00a.m. and 3:00p.m. During the Title I meeting, the CIP was explained and opportunities for parental involvement were discussed. The allocation of funds and how they are used was also explained. Title I teacher sent letters home to parents introducing themselves and describing the intervention program that they will implement.

Parental Involvement

Tallassee City Schools, in cooperation with parents, has developed a district wide Parental Involvement Policy. The policy addresses composition of the Title I Committee, duties of Title I committee members, obligations of the committee to the parents, guidelines for meetings, requirements of the Title I program, and avenues for distribution of timely information.

The Title I program implements a program called Committees Count which allow parents an opportunity to serve on a committee that plans specific activities throughout the school year. Parent Resources are located in the media room and are available to be checked out by parents for their use at home with their children to improve student achievement.

Parents participate in the planning of the Title I program through their attendance at the Title I parent meetings and through their completion of the parent survey and program evaluation. Parents are invited by letter to attend the annual Federal Programs Advisory Council planning meeting to provide input into the program planning, budgeting, and evaluation.

Parents of students in a Title I School (TES) may make and submit their comments of dissatisfaction with the Title I program, the Continuous Improvement Plan and /or the School Parent Involvement Policy and plan to the Title I Coordinator. Parents should receive a response within 30 days following the receipt of written complaint.

A key component of the Tallassee Elementary School Title I program is the School-Parent Compact. The purpose of the compact is to build and foster the development of a school-parent partnership to help all children achieve the state's high standards. Responsibility for improved

student achievement will be shared by parents, the child, and the teachers. It is the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective environment that enables the children to meet the state's student performance standards. Each parent is responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

The compacts are completed at the beginning of each school year and are maintained at the school for use by teachers in working with Title I participating students and parents. Tallassee Elementary School personnel shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children by providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Groups Home Language surveys are administered to the parents of all English and Non-English speaking students during enrollment to identify those students who are EL. Those who indicate a primary language other than English are given the W-APT to determine the student's level of proficiency. If the student shows weakness in speaking, reading, or writing English, the student will be served. All EL students receive daily instruction with a resource teacher in addition to any other services they qualify for such as Title I, Gifted, or Special Education Services. Tallassee Elementary School has a Title I teacher who focuses on instruction for EL students, Southside Middle School and Tallassee High School both have Special Education Teachers who work with EL students.

Services for other populations (i.e. disabilities, migratory, immigrant, neglected, delinquent youth, and homeless) are coordinated and integrated to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. These students are eligible for services using the same criteria applied to all other students.
Evaluation, placement, and notification to the parents of students with special needs will be conducted in accordance with the mandates of the Individuals with Disabilities Education Improvement Act 2004 (IDEA/Special Education), Gifted, English as a Second Language (ESL)and/or English language learners (ELL), and Section 504.

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))

All teachers are required to have a class website to communicate with parents. Some of the information includes skills being taught, announcements of events, assignments, and activities that are available. Weekly newsletters are sent home. Some teachers are using the "Remind" app to keep parents informed.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The school parent compact is reviewed and updated annually. The compact is distributed and explained to parents on the Report Card Day at the end of the first nine weeks grading period. The parent, student, and teacher sign the compact stating they will do their part to ensure

the best possible academic success of each student.

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Groups

Home Language surveys are administered to the parents of all English and Non-English speaking students during enrollment to identify those students who are EL. Those who indicate a primary language other than English are given the W-APT to determine the student's level of proficiency. If the student shows weakness in speaking, reading, or writing English, the student will be served. All EL students receive daily instruction with a resource teacher in addition to any other services they qualify for such as Title I, Gifted, or Special Education Services. Tallassee Elementary School has a Title I teacher who focuses on instruction for EL students, Southside Middle School and Tallassee High School both have Special Education Teachers who work with EL students.

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Evaluation, placement, and notification to the parents of students with special needs will be conducted in accordance with the mandates of the Individuals with Disabilities Education Improvement Act 2004 (IDEA/Special Education), Gifted, English as a Second Language

(ESL)and/or English language learners (ELL), and Section 504.

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

Parents are encouraged to complete the online survey during "Report Card Pick Up" day last year and we will follow the same process for this current academic year. A survey is conducted annually. Evaluations are also conducted at the end of each event for suggestions and comments.

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)

Tallassee Elementary will accomplish this by training the parents in the understanding of the state and local academic achievement and assessment standards as well as how to monitor their child's progress and how to work with their child's teacher at the grade level enrichment nights. The parents receive an overview of procedures and information through a power point presentation presented by the principal. The parents will also be able to meet their child's teacher at Open House that is held before the first day of school. They will learn about the individual class assessments and what their role will be in helping their child succeed. On Report Card Pick Up Day the parents will be given information on how to contribute to their child's success. Such information will include: being actively involved with monitoring attendance, homework completion, and communication between teacher and parents. Parents will be encouraged to answer emails, notes, and telephone calls.

Report Card Pick Up Day will be held after the first nine weeks. Teachers will schedule conference times during that day so that they may discuss the student's progress with the parent and voice concerns and ways that parents may help their child to acquire academic success. Promotion guidelines will be discussed during this conference time so that parents may know what is expected of their child in order to be promoted to the next grade. Parents will be expected to sign the promotion guideline documenting that they have read and understand the guidelines.

We will work diligently to ensure that all parent materials align with our identified goals. One of the goals is to increase the percentage of first and second grade students who benchmark on the DIBELS NEXT testing. Throughout the year parents will receive notices informing them of the dates of the tests. Parents in Kindergarten through 2nd grade will receive a DIBELS NEXT report in the fall, winter, and spring.

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)

Information is also available when we have Enrichment Nights for each grade level. Students are given access to our Reading and Math programs via online. This is to be used for additional support at home. Parents will be reminded by teachers to use this available resource.

Parental Involvement
Tallassee City Schools, in cooperation with parents, has developed a district wide Parental Involvement Policy. The policy addresses composition of the Title I Committee, duties of Title I committee members, obligations of the committee to the parents, guidelines for meetings, requirements of the Title I program, and avenues for distribution of timely information.
The Title I program implements a program called Committees Count which allow parents an opportunity to serve on a committee that plans specific activities throughout the school year. Parent Resources are located in the media room and are available to be checked out by parents for their use at home with their children to improve student achievement.
Parents participate in the planning of the Title I program through their attendance at the Title I parent meetings and through their completion of the parent survey and program evaluation. Parents are invited by letter to attend the annual Federal Programs Advisory Council planning meeting to provide input into the program planning, budgeting, and evaluation.
Parents of students in a Title I School (TES) may make and submit their comments of dissatisfaction with the Title I program, the Continuous Improvement Plan and /or the School Parent Involvement Policy and plan to the Title I Coordinator. Parents should receive a response within 30 days following the receipt of written complaint.

A key component of the Tallassee Elementary School Title I program is the School-Parent Compact. The purpose of the compact is to build and foster the development of a school-parent partnership to help all children achieve the state's high standards. Responsibility for improved student achievement will be shared by parents, the child, and the teachers. It is the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective environment that enables the children to meet the state's student performance standards. Each parent is responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

The compacts are completed at the beginning of each school year and are maintained at the school for use by teachers in working with Title I participating students and parents. Tallassee Elementary School personnel shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children by providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Groups
Home Language surveys are administered to the parents of all English and Non-English speaking students during enrollment to identify those students who are EL. Those who indicate a primary language other than English are given the W-APT to determine the student's level

of proficiency. If the student shows weakness in speaking, reading, or writing English, the student will be served. All EL students receive daily instruction with a resource teacher in addition to any other services they qualify for such as Title I, Gifted, or Special Education Services. Tallassee Elementary School has a Title I teacher who focuses on instruction for EL students, Southside Middle School and Tallassee High School both have Special Education Teachers who work with EL students.

Services for other populations (i.e. disabilities, migratory, immigrant, neglected, delinquent youth, and homeless) are coordinated and integrated to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. These students are eligible for services using the same criteria applied to all other students.

Evaluation, placement, and notification to the parents of students with special needs will be conducted in accordance with the mandates of the Individuals with Disabilities Education Improvement Act 2004 (IDEA/Special Education), Gifted, English as a Second Language (ESL)and/or English language learners (ELL), and Section 504.

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)

Teachers are encouraged to involve as many parents as possible by providing fun family activities such as: Grade Level Enrichment Nights, Fall Festival, Jump Rope for Heart, Muffins for Mom, Donuts for Dads, and the Freedom Walk. In the spring the Parental Involvement Coordinator invite volunteers to an Appreciation Luncheon to communicate to the volunteers and our community that we acknowledge the difference that they make in our school.

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)

Our federal programs coordinator helps with funds necessary to have parent involvement programs. We also have parental involvement coordinator on campus. They work together with our school administration to sponsor activities and programs. We have literature, books, and DVDs on parenting available in the school media center. Parents are encouraged to take or check out materials.

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)

Invitations are sent for all events and the teacher reminds students on her newsletter and or website of important events that the school is sponsoring such as orientation for each grade level. School Cast is used to remind parents of school events. Interpreters are obtained if necessary for individual meetings. We do utilize the TransAct website to translate documents required by ESSA information is in the TES handbook.

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))

The EL teacher and federal programs coordinator discussed ways that can involve the parents of the EL students. We use an interpreter for parents of EL students and parents when needed. The TransAct website is used for interpretation when necessary. For deaf parents we contract with interpreters for the Janice Capilouto School for the Deaf when needed.