

## **ACIP**

# Flomaton Elementary School

## Escambia County Board of Education

Ms. Diane Holmes, Principal  
1634 Poplar St  
Flomaton, AL 36441-5402

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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?**

Flomaton Elementary School is a rural school located in the town of Flomaton, AL. We are a K-6 school with 417 students currently enrolled. Our population is 75% White, 18% Black, 2.5% American Indian, 2.5% Hispanic, and 2% Multi-Race. 54% of students are male and 46% are female. Our staff is made up of 21 teachers, 2 special education teachers, 1 speech teacher, 1 reading specialist, 1 media specialist, 1 counselor, 1 administrator, 4 paraprofessionals, 1 nurse, 1 bookkeeper, 1 receptionist, and 2 custodians. 61% of students are free/reduced lunch status and 39% are on paid lunch status.

On April 9, 1872, Major Reuter, a Pensacola contractor and railroad man, drove the last spike connecting Flomaton with the main line of the Mobile and Montgomery Railroad. The town was originally called Reuterville, but was also known as Whiting and Pensacola Junction. With so many names, there was confusion with the mail. Around the turn of the century a town meeting was called by Dr. James Wilkinson, and the people decided to use the first three letters of Florida (Flo) and the last two letters of Alabama (ma) and call the town Floma due to its location. Because there was a town called Florala, the postal service instructed the postmaster to add ton to the name. Flomaton then became the official name of the town.

Flomaton Elementary School was built in 1919 as a 2-story structure. The 2nd story was removed in 1931, and the 1st story was enlarged. Lights were installed in the school in 1937. In 1996 a separate building was built to house the 4th and 5th grades and special education, and Flomaton Elementary became a K-5 school. In 2007, the elementary and high schools went through restructuring, and the 6th grade was brought into the 4th/5th grade annex. Since that time, Flomaton Elementary has been a K-6 Elementary School. In 2011, a library and a computer lab were added to the annex.

Flomaton Elementary has experienced many changes within the year including: 1 teacher resignation, and 3 new teachers including a pre-k teacher and unit. We have also seen our student population increase over the past several years.

Flomaton Elementary is an integral part of a close-knit community. Our school is housed in a turn-of-the-century traditional school house, and our campus is connected to and shares facilities with Flomaton High School which fosters a uniquely rich sense of family for grades K-12.

We have an active and supportive Parent/Teacher Organization that works hand-in-hand with our teachers, staff, and administration to help ensure the best possible educational experience for our students. We have great community support and thrive on the partnerships we have built with local businesses and organizations. The community, schools, and agencies all work together to make Flomaton Elementary the best it can be.

## 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.**

We, the faculty and staff of Flomaton Elementary School, believe that we have a sacred obligation to provide an educational environment conducive to the development of our students so they may be able to achieve success in our complex and ever-changing society. We believe that each student is a unique individual that should be respected in his or her quest for self-identity and dignity. We believe in the integrity and worth of each individual. We strive to encourage our students to become fruitful and productive members of society.

Our faculty believes that our basic responsibility is to provide varied experiences suitable for the development of skills, attitudes, and understandings. We strive to help students become mature individuals by teaching them to weigh alternatives and make intelligent choices in life.

Our faculty measures success by the progress of each student toward achieving his/her maximum potential. We strive to stimulate the spirit of inquiry, the gaining of knowledge and understanding, the formulation of worthy goals, and a mutual respect for the rights of others. We seek to guide, motivate, and instruct our students based upon their needs, abilities, and interests. We forever subscribe to the ideas of fairness, honesty, and caring; and we constantly attempt to instill these characteristics into the hearts and minds of our students.

School Motto:

As Hurricanes we are: RESPECTFUL to others, our school, and ourselves, RESPONSIBLE for our actions, and READY to learn. GO CANES GO!

## 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.**

All teachers at Flomaton Elementary are highly qualified and are teaching in the fields in which they are certified. Professional Development is an on-going process with staff needs being determined by several sources of data including test data, Comprehensive Needs Assessment, professional learning plans, parent surveys, teacher surveys, and student performance. Training is provided for teachers in any area that are targeted as weak or in need of improvement. Training is also provided on the latest and most up-to-date research based instructional strategies, programs, and techniques when available and appropriate.

Data from the ACT Aspire indicates that 61% of students scored at Readiness Levels on the math portion of the ACT Aspire. 47% of students scored at Readiness Levels on the reading portion of the ACT Aspire. We hope to increase reading scores by 2% each year.

Data from the ACT Aspire indicates that 46% of students were proficient in Science.

An analysis of the DIBELS Schoolwide Summary of Effectiveness revealed that our strength lies in the Core Reading Program with a 58% effectiveness rate in grades K-2. Strategic Support Effectiveness continues to be a need in all grades, and Intensive Instruction Effectiveness is a need in 1st grade.

According to the teacher's self-assessments in Educator Effectiveness, a majority of teachers feel they create a positive climate that promotes respect and responsibility and they create a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners. Also based on teacher's self-assessments, a majority of teachers indicated a need to improve on identifying and integrating:

1.4 - Designs instruction activities based on content standards

2.11 - Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes.

Results from the Alabama Alternative Assessment (AAA) indicate that students scored between 1 and 3 on the AAA.

STAR Reading data indicates that students in grades 3-6 increased their grade equivalency. Students in grade 6 made the most gains but increased their grade equivalency by 0.8 year in reading. STAR Math data indicates that students in grades 3-6 increased by 0.6 year.

Flomaton Elementary experiences relatively few discipline problems due to the implementation of Positive Behavior Strategies (PBS). There were 149 discipline referrals for the 2016-2017 school year which was up slightly from the 127 the year before. SIR data indicates that there were 29 short-term suspensions which was slightly up from 23 the year before. Office referrals increased slightly last year. We plan to continue to implement PBS and teachers are using other classroom management reward systems such as DOJO in an attempt to decrease office referrals.

The average student attendance for the 2015--2016 was 95%. This met the 95% required by the state, and although this did meet AYP requirements, we would like for the average to increase during this school year.



## **Additional Information**

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

No additional information is needed.

# **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.**

Flomaton Elementary School held meetings to involve parents in the evaluation of the School Improvement Plan and allowed parents the opportunity to participate in decision-making, planning, and improvement of the Parental Involvement program and activities. Letters are sent home at the beginning of the school year to all parents that describe opportunities for involvement. Two parent representatives will participate on our Instructional Leadership Team and there will also be a Parental Advisory Committee consisting of at least one parent representative from each grade at the elementary school. These meetings may be held in conjunction with other school meetings.

Meetings were held with parents who are members of the Instructional Leadership Team in order to review data, receive suggestions, explain planned activities, and allow parents the opportunity to participate in decision making and planning of goals and strategies, parental involvement activities, budget planning, and programs. These meetings may be held in conjunction with other school meetings. In addition, parents are given the opportunity to review the plan and offer input prior to approval.

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

All parents, teachers, and local LEA were given the opportunity to participate in the development of the School Improvement Plan. Opportunity for Involvement Letters were sent home at the beginning of the school year explaining to parents how they could be involved in the development of the School Improvement Plan. Parents who expressed an interest in the development of the plan were chosen to serve on the Instructional Leadership Team and help with the process. Teachers from each grade level along with non-homeroom teachers were chosen to help in the development of the plan as well.

The Instruction Leadership Team Member are:

Diane Holmes - Principal

Susan Kirk - Counselor

Gina Nall- Reading Coach

Mitzi Smith - Teacher

Angie Moye - Special Education Teacher

Leslie Wedgeworth - Teacher

Jenny Engle - Teacher

Vickie Lanier - Teacher

Janet Brantley - Media Specialist

Kisha Hagan - Parent

Candace Wooten - Parent

Connie Reeves- Community Representative

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

The final improvement plan was communicated to all stakeholders. Copies were made available in the parent resource center and media center. The improvement plan was placed on the school website to be viewed, downloaded, or printed.

# **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	2016 - 2017 ACT Aspire Data 2016 - 2017 DIBELS Data	ACT Aspire Data 2016-2017 DIBELS Data 2016-2017

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## **Areas of Notable Achievement**

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

According to 2016-2017 ACT Aspire data, the following areas were above the ACT Aspire readiness percentage:

3rd grade - math, reading

4th grade - math, reading

6th grade - math, reading

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

ACT Aspire data indicates a positive trend in the following areas:

3rd grade to 4th grade show a positive trend in performance in reading, math, and science.

5th grade to 6th grade show a positive trend in performance in reading, math, and science.

### **Which area(s) indicate the overall highest performance?**

On the ACT Aspire, data revealed the overall highest performance was in the following areas:

3th grade reading - 56%

6th grade math - 78%

3rd and 6th grade science - 53%

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

ACT Aspire indicates a trend in increasing performance in the following:

3rd grade reading

3rd grade math

3rd grade science

4th grade reading

4th grade math

5th grade math

6th grade math

**Between which subgroups is the achievement gap closing?**

Data shows no significant achievement gaps in the following subgroups:

3rd grade reading and math: gender

4th grade reading and math: race

5th grade reading and math: gender and race

6th grade reading and math: gender and race

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

Data indicates that there was also very little differences in subgroups based on gender and/or race consistently on ACT Aspire scores, with the exception of 4th grade gender.

## **Areas in Need of Improvement**

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

According to 2016-2017 data, Kindergarten, 1st, and 2nd grade are below the expected levels of performance in DIBELS testing. The state-wide goal is 80% benchmark, 15% strategic, and 5% intensive.

According to the 2016-2017 data, 3rd and 4th graders are below the expected level of performance in reading, 5th graders are below the expected level of performance on the ACT Aspire in reading and math.

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

According to ACT Aspire 2016-2017 data:

5th grade showed a negative trend in performance in reading.

### **Which area(s) indicate the overall lowest performance?**

According to ACT Aspire 2015-2016 data:

The overall lowest performance was in 5th grade reading 31% and math 29%.

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

According to ACT Aspire data from the past 3 years, 5th grade shows a trend toward decreasing performance in any grade level.

### **Between which subgroups is the achievement gap becoming greater?**

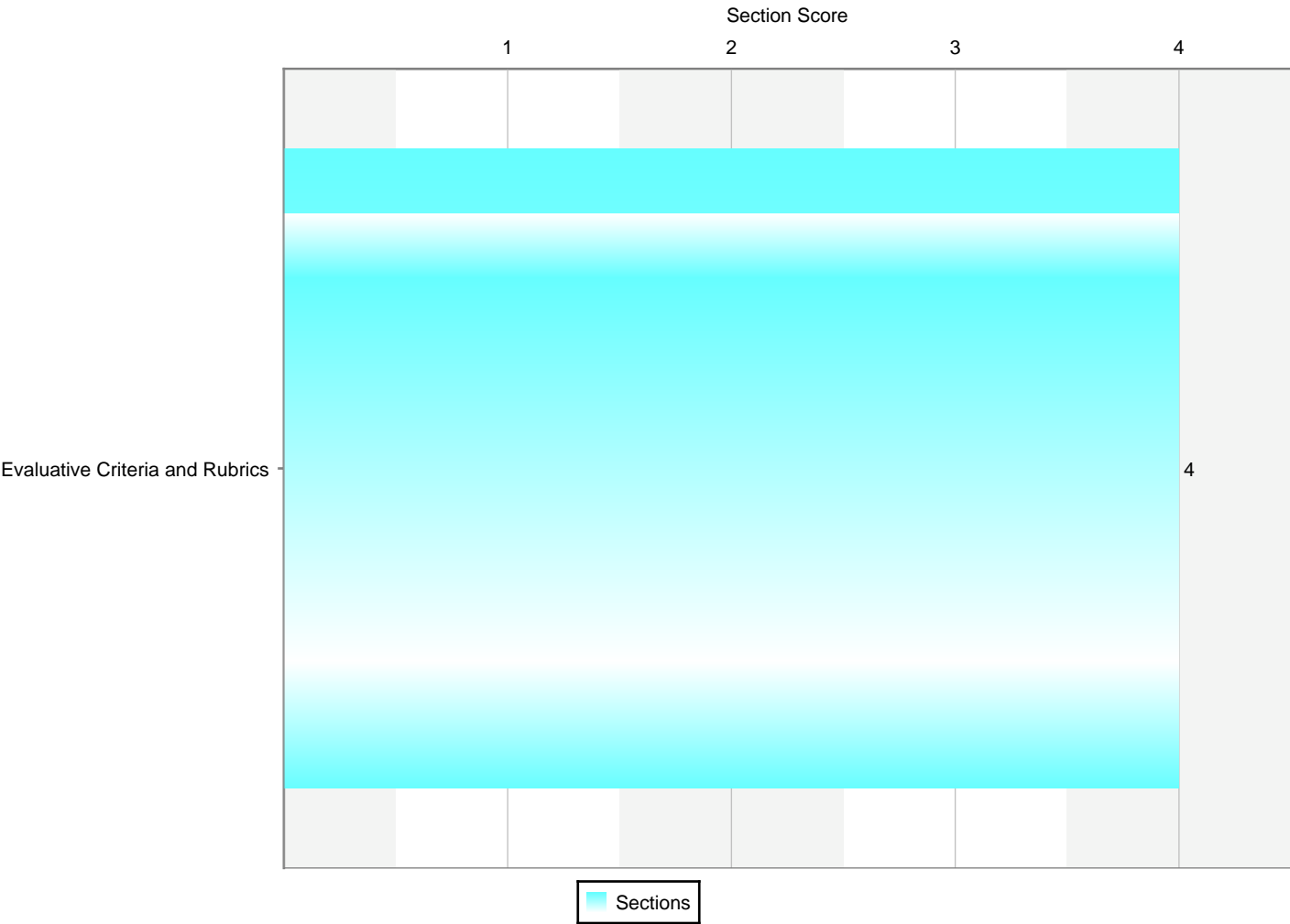
According to 2016-2017 ACT Aspire data, the greatest achievement gap among subgroups is in 4th grade math with females scoring 41% and males scoring 79%.

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

ACT Aspire results continue to show that there is no consistent significant gap trend among any subgroups.

Report Summary

Scores By Section



## **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		CIP Signature Page 2017-2018

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		Equal Opportunity Employment Policy

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		Assurance #3

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

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		School Parent Compact 2017-2018

# **CIP 2017-2018**

# Overview

**Plan Name**

CIP 2017-2018

**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	Develop Proficient Reading Students	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$76900
2	Develop Proficient Math Students	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$14500
3	Maintain a Positive and Safe Learning Environment	Objectives: 1 Strategies: 6 Activities: 12	Organizational	\$5363
4	Achieving English Language Proficiency	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

## Goal 1: Develop Proficient Reading Students

### Measurable Objective 1:

63% of All Students will demonstrate a proficiency as indicated on performance bands on the Scantron Assessment in Reading by 05/25/2018 as measured by the spring assessment results. in Reading by 05/25/2018 as measured by the reported results.

### Strategy 1:

Intensive Intervention - Provide systematic, intensive interventions to struggling learners through the use of the RTI (Response to Instruction) process by matching instruction to the needs of the learner and continuously monitoring progress toward the goal.

Research Cited: Alabama State Department of Education (2009). Response to Instruction: Alabama's Core Support for All Students. Montgomery, AL

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-2 will progress monitor students in FSF, PSF, NWF, and ORF (beginning second semester of 1st grade) according to their instructional level: Intensive-weekly, Benchmark-once a month. Teachers in grades 3-5 will progress monitor students in oral reading fluency (ORF) with curriculum assessments according to their instructional level: Intensive - 4 times per grading period, Strategic - 3 times per grading period, Benchmark - 1 time per six weeks. Teachers in grades 3-6 will monitor student progress 3 times per year in the fall, winter, and spring using the Scantron Performance Series. Grade 2 will use Powerschools Assessment 3 times per year in fall, winter, and spring.  401, 342	Academic Support Program	08/09/2017	05/25/2018	\$14500	Title I Part A	Principal, Reading Specialist, Classroom Teachers
Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize additional instructional time in small groups for students not reaching benchmarks through the use of small group instruction during the main reading block as well as Tiers II and III in grades K-6. Lesson plans will target specific skills for specific students.	Academic Support Program	08/09/2017	05/25/2018	\$0	Title I Part A	Principal, Instructional Coach, Teachers, Instructional aides
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

1. The ARI Reading Specialist will provide to teachers ARI on-going classroom embedded professional development specific to the needs of the learners and up-to-date training to teachers and staff on an on-going basis. 2. Multi-sensory Reading training will be provided to teachers to assist struggling readers. 3. Teachers will be provided professional development training on the instructional use of technology. 4. CCRS training will be provided for teachers in the area of science. 5. Reading specialist will attend state quarterly reading professional development.	Professional Learning	08/09/2017	05/25/2018	\$2500	Title I Part A	Principal, Reading Specialist, Lead Teachers, Contracted Personnel
180						

Activity - Student Motivation to Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use ipads and computers to participate in accelerated reader program, read Scott-Foresman etext, take reading assessments, utilize various websites, and supplemental software to supplement reading instruction. Chromebooks will be purchased and housed on a mobile lab to utilize in upper grades. All additional materials and supplies may be purchased to support student success in reading such as apple iTunes cards, iPad cases, and instructional supplies.	Other	08/09/2017	05/25/2018	\$0	Title I Part A	Principal, teachers, instructional coaches

Activity - Summer Program/Extended Day Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students requiring additional academic support will be identified and referred to the Summer Tutoring Program and/or Extended Day Services. Jumpstart will be provided for prospective kindergarten students during the month of June.	Tutoring	08/09/2017	05/25/2018	\$13900	Title I Part A	Principal, Teacher, Instructional Aide
010, 101, 410						

Activity - Academic Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly-qualified certified individuals will be contracted to provide Tier II and III intervention services to struggling students during the school day. Targeted instruction will be provided to identified students as determined by academic progress and assessments.	Tutoring	08/09/2017	05/25/2018	\$20000	Title I Part A	Principal, contracted personnel, teachers
199						

Activity - Use of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students interests and engagement will be increased through the use of technology. Software and licensing agreements may be purchased to use in the classrooms and computer lab, including but not limited to IXL Reading, Renaissance Place, Spelling City, Brain Pop, and Flocabulary	Academic Support Program	08/09/2017	05/25/2018	\$10000	Title I Part A	Administrator, ARI Reading Specialist, Teachers
333						

**Strategy 2:**

Improve Fluency and Comprehension - Teachers will target fluency and comprehension with all students during Core Reading and with at-risk students during tiered instruction.

Research Cited: National Institute for Literacy at ED pubs. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read. Jessup, MD

Activity - Constructed Response and Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate constructed response questions and close reading strategies into class discussions and assignments. Teachers will incorporate advanced level depth of knowledge questioning in daily instruction.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Principal, Instructional Coach, Classroom teacher

Activity - Incorporate ELA Reading/Literacy Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate ELA Reading/Literacy Standards across all content areas.	Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, ARI Reading Specialist, Classroom Teacher

**Strategy 3:**

Student Engagement - Students' interest and engagement will be increased through the use of technology.

Research Cited: Integrating Web 2.0 Tools into the Classroom: Changing the Culture of Learning (Center for Children and Technology; June 1, 2010)

Activity - Purchase Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chromebooks, iPads, LCD Projectors, Speakers, and/or remotes, smartboards, headphones, and/or computer mice may be purchased to be used in the classroom.  491, 495	Academic Support Program	08/09/2017	05/25/2018	\$16000	Title I Part A	Administrator, Media Specialist, Teachers, ARI Reading Specialist

**Goal 2: Develop Proficient Math Students****Measurable Objective 1:**

59% of All Students will demonstrate a proficiency on the Scantron Assessment as indicated on performance bands in Math by 05/25/2018 as measured by the spring assessment results. in Mathematics by 05/25/2018 as measured by reported results.

**Strategy 1:**

Differentiated Instruction - Provide opportunity and support through differentiated instruction for at-risk students based on math proficiency needs.

Research Cited: Common Core Standards Writing Team. (2011). Progressions for the Common Core State Standards in Mathematics.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will identify at-risk students based on math proficiency needs. Teachers will keep assessment data to analyze for grouping purposes. Math intervention classes will focus daily instruction on support for individual math weaknesses using small groups and intervention and assessment programs such as STAR Math and/or ACT Aspire Periodic Assessment. Math Facts in a flash and IXL will be used to address fluency and for targeted intervention. Lesson plans will target specific skills for specific students.  401, 342	Academic Support Program	08/09/2017	05/25/2018	\$14500	Title I Part A	Principal, Instructional Aides, Classroom teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Teachers will participate in professional development activities which include the analysis of test scores and the development of goals and strategies to track progress. 2. Teachers will participate in an annual Special Education and 504 Update Training to gain information on how to better serve at-risk students.  180	Professional Learning	08/09/2017	05/25/2018	\$0	Title I Part A	Principal, ARI Reading Specialist, Lead Teachers, Special Education Teacher, Counselor

**Strategy 2:**

Target Math Problem-Solving Skills - Implement explicit, intensive instruction through the use of small group/cooperative learning in every classroom to focus on higher order thinking as a barrier to problem-solving.

Research Cited: Common Core Standards Writing Team. (2011). Progressions for the Common Core State Standards in Mathematics.

Activity - Math Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep math journals to facilitate writing and non-linguistic representations as part of the problem -solving support.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Principal, Instructional Coach, Classroom teacher

## Goal 3: Maintain a Positive and Safe Learning Environment

### Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/25/2018 as measured by discipline reports, PBS reports, parents surveys, needs assessment, and safety inspections.

### Strategy 1:

Managing Student Behavior - Continue to implement Positive Behavior Strategies to manage student behavior.

Research Cited: National PBIS Center. (2000). Alabama Positive Behavior Supports.

Activity - PBS Tickets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Colored tickets will be used to reinforce appropriate behavior. Tickets will be purchased through local school funds.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Counselor, Teachers, Support Staff

Activity - Hurricane Parties	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hurricane Parties will be given each nine weeks as a reward for appropriate behavior. PTO provides funding for the parties.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Counselor, Teachers, Support Staff

Activity - Character Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Character education stories that relate to the character trait of the week will be shared over the intercom each morning. Teachers will follow up with classroom discussion.	Behavioral Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Principal, Counselor, Classroom teacher, support staff

Activity - Encourage Student Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentive programs will be put into place at each grade level to encourage and maintain student attendance throughout the school year. Schoolcast will be used to call students daily who are absent from school. September will be designated as "Attendance Awareness" month.	Behavioral Support Program	08/09/2017	08/24/2018	\$0	Title I Part A	Administrator, Teachers

### Strategy 2:

School Safety - Keep students safe during the school day, especially on the playground is a challenge that has been identified by the faculty and administration through coach and teacher interviews.

Research Cited: Parris, S. (2013). A Manual of State Laws and Regulations, School Safety and Discipline. Montgomery, AL.

Activity - Playground Inspection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Playground will be inspected monthly by coaches to determine safety of equipment.	Policy and Process	08/09/2017	08/24/2018	\$0	No Funding Required	Principal, PE Coach

Activity - Secure Buildings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Outside doors will be monitored by cameras during the day. All visitors will be required to sign in through the front office and get a visitor's pass.	Other	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Teachers, Counselor, Support Staff

Activity - Prevention Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Prevention Programs and Plans to help keep students safe from harm.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Counselor, Teachers, Support Staff

### Strategy 3:

Teacher Mentoring - Novice teachers will be given support from an assigned master teacher.

Research Cited: Escambia County Mentoring Program Manual

Activity - Assign Master Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice/newly hired teachers are assigned a master teacher. The program begins with a conversation between the teachers concerning the needs of the novice/newly hired teacher and is followed by scheduled conferences and observation. The master teacher then provides support as needed to the novice/newly hired teacher. Teachers new to Flomaton Elementary School will be paired with experienced teachers to assist as needed and provide support.	Policy and Process	08/09/2017	05/25/2018	\$0	No Funding Required	Principal, Mentoring Teachers, New Teachers

### Strategy 4:

Transition - Assist students in transitioning from previous school to the current school and/or from the current school to the next school, including preparing preschool children for entry into kindergarten and 6th grade students for entry into middle school.

Research Cited: Easing the Transition from Pre-K to Kindergarten: What School and Families Can Do to Address Child Readiness. 2005. Southwest Educational Development Library. Austin, TX.

Valerie Niesen, EdS. 2004. Transition from Elementary to Middle School: Strategies for Educators. National Association of Psychologists. Bethesda, MD.

Activity - Jumpstart Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prospective students for Kindergarten may attend the Jumpstart Program	Academic Support Program	06/01/2018	06/30/2018	\$0	No Funding Required	Principal, Teachers

Activity - Tour of High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th grade students will be provided a guided tour of Flomaton High School	Field Trip	08/09/2017	05/24/2018	\$0	No Funding Required	Teachers, Counselor

**Strategy 5:**

Home-School Connection - Provide opportunities for students, parents, teachers, counselors, and administrators to work together to provide the highest quality level of education.

Research Cited: Comer, J. (2000). Building Successful Partnerships. Bloomington, IN.

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Planners and folders will be purchased to foster better communication between home and school. Weekly parent syllabi, monthly newsletters, student handbooks, and other necessary teacher communications will be provided to parents on a regular basis.	Parent Involvement	08/09/2017	08/24/2018	\$1173	Title I Part A	Principal, teachers, Parental Involvement Liaison
413						

**Strategy 6:**

Team Building - Teachers will receive professional development focusing on a variety of skills including team building, collaboration, co-planning, and parent conferences.

Research Cited: Research Cited: Portner, Hal. Mentoring New Teachers. 3rd Edition. Corwin Printing, 2008.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team building, planning, conferencing, and leadership workshops including but not limited to Nuts and Bolts, Jack Berckmeyer is a dynamic speaker offering tips and strategies on instruction, behavior management, and student-led conferences. Other conferences or workshops may be attended by faculty and administration such as Mega Conference, Nuts and Bolts Conference, and other related training. Substitutes may be paid for faculty to attend staff development training.	Professional Learning	08/09/2017	05/25/2018	\$4190	Title I Part A	Principal
312, 380						

## Goal 4: Achieving English Language Proficiency

### Measurable Objective 1:

collaborate to address achievement gaps for EL students in English language proficiency by 05/25/2018 as measured by Access 2.0 scores, achievement on state assessments, and overall classroom performance.

### Strategy 1:

Targeted Instruction and Parental Involvement - Provide targeted instruction for EL students and keep parents informed of student progress.

Activity - Ensure Academic Success for EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Administrator s, Teachers, Counselor, Staff
Activity - Providing Information to Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	\$0	No Funding Required	Administrator s, Teachers, Counselor, and Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Prevention Services	Implement Prevention Programs and Plans to help keep students safe from harm.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	Principal, Counselor, Teachers, Support Staff
Providing Information to Parents	The school will provide individual student academic achievement results and interpretation of the results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	\$0	Administrators, Teachers, Counselor, and Staff
Assign Master Teacher	Novice/newly hired teachers are assigned a master teacher. The program begins with a conversation between the teachers concerning the needs of the novice/newly hired teacher and is followed by scheduled conferences and observation. The master teacher then provides support as needed to the novice/newly hired teacher. Teachers new to Flomaton Elementary School will be paired with experienced teachers to assist as needed and provide support.	Policy and Process	08/09/2017	05/25/2018	\$0	Principal, Mentoring Teachers, New Teachers
Ensure Academic Success for EL Students	Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0	Administrators, Teachers, Counselor, Staff
Jumpstart Program	Prospective students for Kindergarten may attend the Jumpstart Program	Academic Support Program	06/01/2018	06/30/2018	\$0	Principal, Teachers
Constructed Response and Close Reading Strategies	Teachers will incorporate constructed response questions and close reading strategies into class discussions and assignments. Teachers will incorporate advanced level depth of knowledge questioning in daily instruction.	Direct Instruction	08/09/2017	05/24/2018	\$0	Principal, Instructional Coach, Classroom teacher
Hurricane Parties	Hurricane Parties will be given each nine weeks as a reward for appropriate behavior. PTO provides funding for the parties.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	Principal, Counselor, Teachers, Support Staff
Playground Inspection	Playground will be inspected monthly by coaches to determine safety of equipment.	Policy and Process	08/09/2017	08/24/2018	\$0	Principal, PE Coach

**ACIP**

Flomaton Elementary School

Incorporate ELA Reading/Literacy Standards	Teachers will incorporate ELA Reading/Literacy Standards across all content areas.	Direct Instruction	08/09/2017	05/25/2018	\$0	Principal, ARI Reading Specialist, Classroom Teacher
Secure Buildings	Outside doors will be monitored by cameras during the day. All visitors will be required to sign in through the front office and get a visitor's pass.	Other	08/09/2017	05/25/2018	\$0	Principal, Teachers, Counselor, Support Staff
PBS Tickets	Colored tickets will be used to reinforce appropriate behavior. Tickets will be purchased through local school funds.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	Principal, Counselor, Teachers, Support Staff
Tour of High School	6th grade students will be provided a guided tour of Flomaton High School	Field Trip	08/09/2017	05/24/2018	\$0	Teachers, Counselor
Character Education	Character education stories that relate to the character trait of the week will be shared over the intercom each morning. Teachers will follow up with classroom discussion.	Behavioral Support Program	08/09/2017	05/24/2018	\$0	Principal, Counselor, Classroom teacher, support staff
Math Journals	Students will keep math journals to facilitate writing and non-linguistic representations as part of the problem - solving support.	Direct Instruction	08/09/2017	05/24/2018	\$0	Principal, Instructional Coach, Classroom teacher
<b>Total</b>					<b>\$0</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Encourage Student Attendance	Incentive programs will be put into place at each grade level to encourage and maintain student attendance throughout the school year. Schoolcast will be used to call students daily who are absent from school. September will be designated as "Attendance Awareness" month.	Behavioral Support Program	08/09/2017	08/24/2018	\$0	Administrator, Teachers
Student Motivation to Read	Students will use ipads and computers to participate in accelerated reader program, read Scott-Foresman etext, take reading assessments, utilize various websites, and supplemental software to supplement reading instruction. Chromebooks will be purchased and housed on a mobile lab to utilize in upper grades. All additional materials and supplies may be purchased to support student success in reading such as apple ITune cards, iPad cases, and instructional supplies.	Other	08/09/2017	05/25/2018	\$0	Principal, teachers, instructional coaches

Small Group Instruction	Math teachers will identify at-risk students based on math proficiency needs. Teachers will keep assessment data to analyze for grouping purposes. Math intervention classes will focus daily instruction on support for individual math weaknesses using small groups and intervention and assessment programs such as STAR Math and/or ACT Aspire Periodic Assessment. Math Facts in a flash and IXL will be used to address fluency and for targeted intervention. Lesson plans will target specific skills for specific students.  401, 342	Academic Support Program	08/09/2017	05/25/2018	\$14500	Principal, Instructional Aides, Classroom teacher
Communication	Planners and folders will be purchased to foster better communication between home and school. Weekly parent syllabi, monthly newsletters, student handbooks, and other necessary teacher communications will be provided to parents on a regular basis.  413	Parent Involvement	08/09/2017	08/24/2018	\$1173	Principal, teachers, Parental Involvement Liaison
Small Group Instruction	Utilize additional instructional time in small groups for students not reaching benchmarks through the use of small group instruction during the main reading block as well as Tiers II and III in grades K-6. Lesson plans will target specific skills for specific students.	Academic Support Program	08/09/2017	05/25/2018	\$0	Principal, Instructional Coach, Teachers, Instructional aides
Purchase Technology	Chromebooks, iPads, LCD Projectors, Speakers, and/or remotes, smartboards, headphones, and/or computer mice may be purchased to be used in the classroom.  491, 495	Academic Support Program	08/09/2017	05/25/2018	\$16000	Administrator, Media Specialist, Teachers, ARI Reading Specialist
Academic Assistance	Highly-qualified certified individuals will be contracted to provide Tier II and III intervention services to struggling students during the school day. Targeted instruction will be provided to identified students as determined by academic progress and assessments.  199	Tutoring	08/09/2017	05/25/2018	\$20000	Principal, contracted personnel, teachers

Progress Monitoring	Teachers in grades K-2 will progress monitor students in FSF, PSF, NWF, and ORF (beginning second semester of 1st grade) according to their instructional level: Intensive-weekly, Benchmark-once a month. Teachers in grades 3-5 will progress monitor students in oral reading fluency (ORF) with curriculum assessments according to their instructional level: Intensive - 4 times per grading period, Strategic - 3 times per grading period, Benchmark - 1 time per six weeks. Teachers in grades 3-6 will monitor student progress 3 times per year in the fall, winter, and spring using the Scantron Performance Series. Grade 2 will use Powerschools Assessment 3 times per year in fall, winter, and spring. 401, 342	Academic Support Program	08/09/2017	05/25/2018	\$14500	Principal, Reading Specialist, Classroom Teachers
Summer Program/Extended Day Services	Students requiring additional academic support will be identified and referred to the Summer Tutoring Program and/or Extended Day Services. Jumpstart will be provided for prospective kindergarten students during the month of June. 010, 101, 410	Tutoring	08/09/2017	05/25/2018	\$13900	Principal, Teacher, Instructional Aide
Professional Development	Team building, planning, conferencing, and leadership workshops including but not limited to Nuts and Bolts, Jack Berckmeyer is a dynamic speaker offering tips and strategies on instruction, behavior management, and student-led conferences. Other conferences or workshops may be attended by faculty and administration such as Mega Conference, Nuts and Bolts Conference, and other related training. Substitutes may be paid for faculty to attend staff development training. 312, 380	Professional Learning	08/09/2017	05/25/2018	\$4190	Principal
Use of Technology	Students interests and engagement will be increased through the use of technology. Software and licensing agreements may be purchased to use in the classrooms and computer lab, including but not limited to IXL Reading, Renaissance Place, Spelling City, Brain Pop, and Flocabulary 333	Academic Support Program	08/09/2017	05/25/2018	\$10000	Administrator, ARI Reading Specialist, Teachers
Professional Development	1. Teachers will participate in professional development activities which include the analysis of test scores and the development of goals and strategies to track progress. 2. Teachers will participate in an annual Special Education and 504 Update Training to gain information on how to better serve at-risk students. 180	Professional Learning	08/09/2017	05/25/2018	\$0	Principal, ARI Reading Specialist, Lead Teachers, Special Education Teacher, Counselor

**ACIP**

Flomaton Elementary School

Professional Development	1. The ARI Reading Specialist will provide to teachers ARI on-going classroom embedded professional development specific to the needs of the learners and up-to-date training to teachers and staff on an on-going basis. 2. Multi-sensory Reading training will be provided to teachers to assist struggling readers. 3. Teachers will be provided professional development training on the instructional use of technology. 4. CCRS training will be provided for teachers in the area of science. 5. Reading specialist will attend state quarterly reading professional development.  180	Professional Learning	08/09/2017	05/25/2018	\$2500	Principal, Reading Specialist, Lead Teachers, Contracted Personnel
Total					\$96763	

# **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 2016-2017

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

## **Areas of Notable Achievement**

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

Parents reported the highest level of satisfaction on the following questions:

Do you feel welcome in your child's school? 99% yes

Does your school encourage you to be involved in your child's education? 96% yes

Do you understand your child's report card? 99% yes

Can you reach your child's classroom teachers to discuss your child? 94% yes

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

Parents feeling welcome in school, understanding report cards, and being able to contact teachers all show a trend toward increasing satisfaction.

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

These results are consistent with parent survey results from previous years.

## **Areas in Need of Improvement**

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

The question with the lowest overall level of satisfaction and approval was:

Do you know how additional help in reading and math is given to students through the Title I Program? 79%

Do you know about how you can be involved in school planning/review committees? 73%

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

The area that shows a trend toward decreasing stakeholder satisfaction or approval is the question:

Do you know about how you can be involved in school planning/review committees? 73%

### **What are the implications for these stakeholder perceptions?**

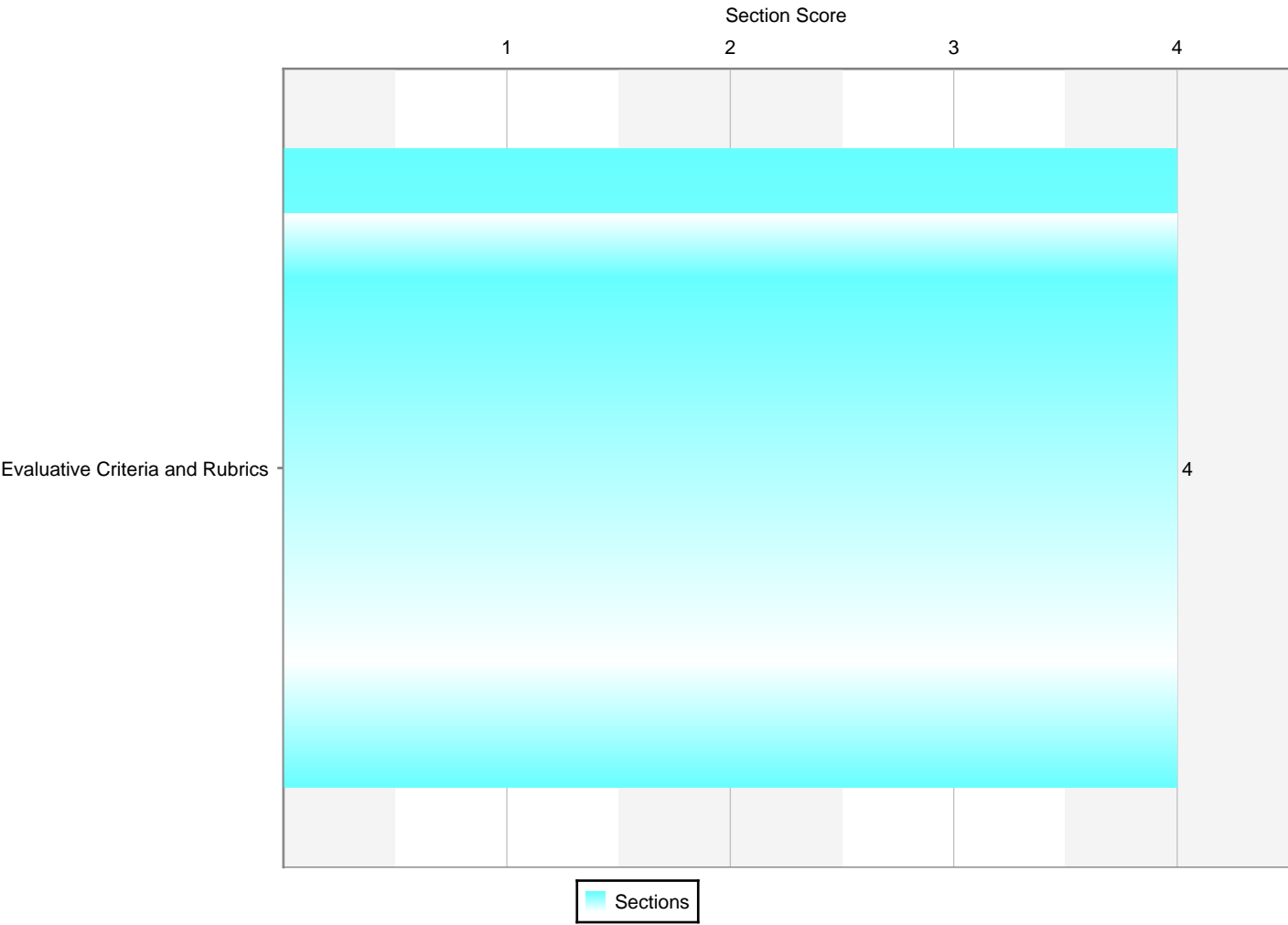
The implications are that we need to continue to foster communication between schools and parents.

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

Parent surveys in the past have indicated the same need.

Report Summary

Scores By Section



# **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 needs assessment was conducted by reviewing test data from STAR Reading, STAR Math, DIBELS, Aspire, Alabama Science Assessment, and the Alabama Alternative Assessment. Other data was also reviewed such as parent surveys, local needs assessments, attendance data, and discipline data. Results were compared to those from previous years to determine effectiveness of previous strategies and to assist with planning for the current school year. Flomaton Elementary School's Instructional Leadership Team is responsible for developing the ACIP plan. This team is composed of teachers from various grade levels, the school's administration, the Instructional Coach, the Counselor, Parent Representatives, and a Community Representative. The team meets regularly to review and discuss the Continuous Improvement Plan and various issues. These members are responsible for providing information to other grade level teachers. During the months of August and September 2017, the committee worked to gather and to assess the 2016-2017 school year's data to produce the current revision. Input is received from parents who serve on the Instructional Leadership Team, as well as from parents at the annual meeting, the Parent Advisory Committee Meetings, parent/teacher conferences, and individual conferences.

### What were the results of the comprehensive needs assessment?

Our reading scores overall were improved this year. 3rd grade increased from 40% to 54% which indicates that our strategies were effective. 4th and 5th grade reading scores were 56% and 30% respectively, indicating that there is a continued need for improvement in 5th grade. Data clearly shows that reading should continue to be our focus area for the year.

### What conclusions were drawn from the results?

We will continue and adjust strategies to increase reading proficiency in all grades. One new action step that we will implement is teacher developed lesson plans that will target specific skills for specific students. ACT Aspire Interim and Classroom Assessments were purchased by our school and were given 3 times this year and used to progress monitor our students in grades 3-6 and to provide practice taking standardized tests in this format. We feel that the overall improvement of our ACT Aspire Test results can be attributed in part to the Aspire Interim test, especially our 3rd grade scores. This year we will use Scantron Performance Series in the fall, winter, and spring and results will be discussed at data meetings and used to target instruction for students to meet individual and group needs. We will continue to strive to increase instructional rigor in all grade levels in order to increase student achievement.

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

The following was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data:

According to results from our annual parent survey, 99% of parents that responded feel welcome at our school. 96% feel that the school encourages them to be involved in their child's education. 90% of parents also indicated that they understand their school's academic goals.

84% of parents indicated that they know how to volunteer at school and 86% indicated that they know about the school's extra services such as counseling and speech therapy. The parental involvement needs and goals for this year address the importance of communication between school and parents on an on-going basis. Flomaton Elementary experiences relatively few discipline problems due to the implementation of Positive Behavior Strategies (PBS). There were 173 discipline referrals for the 2015-2016 school year which was up from the 121 the year before. SIR data indicates that there were 29 short-term suspensions. Office referrals increased slightly last year. We plan to continue to implement PBS and teachers are using other classroom management reward systems such as DOJO in an attempt to decrease office referrals.

All teachers at Flomaton Elementary are highly qualified and are teaching in the fields in which they are certified. Professional Development is an on-going process with staff needs being determined by several sources of data including test data, Comprehensive Needs Assessment, professional learning plans, parent surveys, teacher surveys, and student performance. Training is provided for teachers in any area that are targeted as weak or in need of improvement. Training is also provided on the latest and most up-to-date research based instructional strategies, programs, and techniques when available and appropriate.

Strengths include Accelerated Reader use for all students as well as small group instruction for readers using TIER II and TIER III intervention for intensive readers. The computer lab has software for the reading and math programs such as Accelerated Reader and Math Facts in a Flash. DIBELS was administered to all students in grades K-3 to determine areas in which additional assistance was needed. STAR Reading was used to help determine the instructional level for reading. STAR Math was also used to help determine the instructional needs of each student for math. STAR Reading and Math are given a minimum of 3 times per year. The new Global Scholar program will be used to determine the academic strengths and weaknesses of individual students, as well as provide teachers with intervention strategies specific to individual students to ensure success.

Progress Reports are sent home mid-nine weeks during each grading period for all students in order to inform parents of their child's work at this point. This allows the child and the parent to work towards improving an unsatisfactory grade. Parent contact is made for any child who is not making satisfactory progress.

PST implementation is used to document intervention strategies before referrals for Special Education Evaluation are made. Special Education Services are provided for students meeting state criteria.

The School Counselor provides individual and group counseling sessions.

The School Nurse provides medical screening/referrals.

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

School goals are tied directly to the priority needs that were made evident by our needs assessment. Based on review data, it was determined that our goals would be in reading with target groups being this year's 5th and 6th grades, and math with target groups being this year's 5th and 6th grades.

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

State Assessments, local assessments, parent surveys, discipline data, attendance data, and school needs surveys were all used by the school's Instructional Leadership Team in the development of the goals for the 2017-2018 school year.

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

he Board of Education has put into place a policy that will remove all barriers for enrollment to students that are English Learners, immigrant, migratory, homeless, and or neglected delinquent. Procedures and guidelines are in place to address the needs of these special student populations. Students from any of these special populations are to be enrolled in schools even if they do have the necessary paperwork in place. It would be the responsibility of the enrolling school to assist the parents/guardians of these students to acquire all pertinent documentation, i.e. records of immunization, social security number, etc. Students cannot be denied enrollment in Escambia County School system because they cannot establish residential status as required for other students. The Escambia County School System has an EL plan that may be referred to concerning any issues pertaining to English Language Learners. Migrant, immigrant, neglected/delinquent, and homeless students will have access to the education and other services that all students have in the school that these students are enrolled. This includes appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all students are expected to meet. It will also be the responsibility of the enrolling school to ensure that these students are provided with appropriate services that address their special needs. Escambia County Schools Liaison for these special student populations is: Sarah Watkins, Federal Programs/Curriculum and Instruction Director Atmore Central Office 251-368-0308.

## 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:

Develop Proficient Reading Students

### Measurable Objective 1:

63% of All Students will demonstrate a proficiency as indicated on performance bands on the Scantron Assessment in Reading by 05/25/2018 as measured by the spring assessment results. in Reading by 05/25/2018 as measured by the reported results.

### Strategy1:

Improve Fluency and Comprehension - Teachers will target fluency and comprehension with all students during Core Reading and with at-risk students during tiered instruction.

Research Cited: National Institute for Literacy at ED pubs. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read. Jessup, MD

Activity - Constructed Response and Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate constructed response questions and close reading strategies into class discussions and assignments. Teachers will incorporate advanced level depth of knowledge questioning in daily instruction.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom teacher

Activity - Incorporate ELA Reading/Literacy Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate ELA Reading/Literacy Standards across all content areas.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, ARI Reading Specialist, Classroom Teacher

### Strategy2:

Student Engagement - Students' interest and engagement will be increased through the use of technology.

Research Cited: Integrating Web 2.0 Tools into the Classroom: Changing the Culture of Learning (Center for Children and Technology; June 1, 2010)

Activity - Purchase Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chromebooks, iPads, LCD Projectors, Speakers, and/or remotes, smartboards, headphones, and/or computer mice may be purchased to be used in the classroom. 491, 495	Academic Support Program	08/09/2017	05/25/2018	\$16000 - Title I Part A	Administrator, Media Specialist, Teachers, ARI Reading Specialist

**Strategy3:**

Intensive Intervention - Provide systematic, intensive interventions to struggling learners through the use of the RTI (Response to Instruction) process by matching instruction to the needs of the learner and continuously monitoring progress toward the goal.

Research Cited: Alabama State Department of Education (2009). Response to Instruction: Alabama's Core Support for All Students.

Montgomery, AL

Activity - Summer Program/Extended Day Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students requiring additional academic support will be identified and referred to the Summer Tutoring Program and/or Extended Day Services. Jumpstart will be provided for prospective kindergarten students during the month of June. 010, 101, 410	Tutoring	08/09/2017	05/25/2018	\$13900 - Title I Part A	Principal, Teacher, Instructional Aide

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-2 will progress monitor students in FSF, PSF, NWF, and ORF (beginning second semester of 1st grade) according to their instructional level: Intensive-weekly, Benchmark-once a month. Teachers in grades 3-5 will progress monitor students in oral reading fluency (ORF) with curriculum assessments according to their instructional level: Intensive - 4 times per grading period, Strategic - 3 times per grading period, Benchmark - 1 time per six weeks. Teachers in grades 3-6 will monitor student progress 3 times per year in the fall, winter, and spring using the Scantron Performance Series. Grade 2 will use Powerschools Assessment 3 times per year in fall, winter, and spring. 401, 342	Academic Support Program	08/09/2017	05/25/2018	\$14500 - Title I Part A	Principal, Reading Specialist, Classroom Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize additional instructional time in small groups for students not reaching benchmarks through the use of small group instruction during the main reading block as well as Tiers II and III in grades K-6. Lesson plans will target specific skills for specific students.	Academic Support Program	08/09/2017	05/25/2018	\$0 - Title I Part A	Principal, Instructional Coach, Teachers, Instructional aides

**ACIP**

Flomaton Elementary School

Activity - Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students interests and engagement will be increased through the use of technology. Software and licensing agreements may be purchased to use in the classrooms and computer lab, including but not limited to IXL Reading, Renaissance Place, Spelling City, Brain Pop, and Flocabulary  333	Academic Support Program	08/09/2017	05/25/2018	\$10000 - Title I Part A	Administrator, ARI Reading Specialist, Teachers

Activity - Academic Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly-qualified certified individuals will be contracted to provide Tier II and III intervention services to struggling students during the school day. Targeted instruction will be provided to identified students as determined by academic progress and assessments.  199	Tutoring	08/09/2017	05/25/2018	\$20000 - Title I Part A	Principal, contracted personnel, teachers

Activity - Student Motivation to Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use ipads and computers to participate in accelerated reader program, read Scott-Foresman etext, take reading assessments, utilize various websites, and supplemental software to supplement reading instruction. Chromebooks will be purchased and housed on a mobile lab to utilize in upper grades. All additional materials and supplies may be purchased to support student success in reading such as apple ITune cards, iPad cases, and instructional supplies.	Other	08/09/2017	05/25/2018	\$0 - Title I Part A	Principal, teachers, instructional coaches

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. The ARI Reading Specialist will provide to teachers ARI on-going classroom embedded professional development specific to the needs of the learners and up-to-date training to teachers and staff on an on-going basis. 2. Multi-sensory Reading training will be provided to teachers to assist struggling readers. 3. Teachers will be provided professional development training on the instructional use of technology. 4. CCRS training will be provided for teachers in the area of science. 5. Reading specialist will attend state quarterly reading professional development.  180	Professional Learning	08/09/2017	05/25/2018	\$2500 - Title I Part A	Principal, Reading Specialist, Lead Teachers, Contracted Personnel

**Goal 2:**

Develop Proficient Math Students

**Measurable Objective 1:**

SY 2017-2018

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59% of All Students will demonstrate a proficiency on the Scantron Assessment as indicated on performance bands in Math by 05/25/2018 as measured by the spring assessment results. in Mathematics by 05/25/2018 as measured by reported results.

**Strategy1:**

Target Math Problem-Solving Skills - Implement explicit, intensive instruction through the use of small group/cooperative learning in every classroom to focus on higher order thinking as a barrier to problem-solving.

Research Cited: Common Core Standards Writing Team. (2011). Progressions for the Common Core State Standards in Mathematics.

Activity - Use Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use assessment data (ACT Aspire student reports, STAR Math, Chalkable and informal teacher assessments) to establish flexible groups in the classroom.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom teacher

Activity - Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep math journals to facilitate writing and non-linguistic representations as part of the problem -solving support.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom teacher

**Strategy2:**

Differentiated Instruction - Provide opportunity and support through differentiated instruction for at-risk students based on math proficiency needs.

Research Cited: Common Core Standards Writing Team. (2011). Progressions for the Common Core State Standards in Mathematics.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teachers will participate in professional development activities which include the analysis of test scores and the development of goals and strategies to track progress. 2. Teachers will participate in an annual Special Education and 504 Update Training to gain information on how to better serve at-risk students.  180	Professional Learning	08/09/2017	05/25/2018	\$0 - Title I Part A	Principal, ARI Reading Specialist, Lead Teachers, Special Education Teacher, Counselor

Activity - Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students' interests and engagement will be increased through the use of technology. Software and licensing agreements may be purchased to use in the classrooms and computer lab, including but not limited to IXL Math, Math Facts in a Flash, and Brain Pop.	Academic Support Program	08/09/2017	05/25/2018	\$4200 - Title I Part A	Administrator, ARI Reading Specialist, Teachers

**ACIP**

Flomaton Elementary School

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will identify at-risk students based on math proficiency needs. Teachers will keep assessment data to analyze for grouping purposes. Math intervention classes will focus daily instruction on support for individual math weaknesses using small groups and intervention and assessment programs such as STAR Math and/or ACT Aspire Periodic Assessment. Math Facts in a flash and IXL will be used to address fluency and for targeted intervention. Lesson plans will target specific skills for specific students. 401, 342	Academic Support Program	08/09/2017	05/25/2018	\$14500 - Title I Part A	Principal, Instructional Aides, Classroom teacher

**Goal 3:**

Maintain a Positive and Safe Learning Environment

**Measurable Objective 1:**

collaborate to maintain a positive and safe learning environment by 05/25/2018 as measured by discipline reports, PBS reports, parents surveys, needs assessment, and safety inspections.

**Strategy1:**

Teacher Mentoring - Novice teachers will be given support from an assigned master teacher.

Research Cited: Escambia County Mentoring Program Manual

Activity - Assign Master Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice/newly hired teachers are assigned a master teacher. The program begins with a conversation between the teachers concerning the needs of the novice/newly hired teacher and is followed by scheduled conferences and observation. The master teacher then provides support as needed to the novice/newly hired teacher. Teachers new to Flomaton Elementary School will be paired with experienced teachers to assist as needed and provide support.	Policy and Process	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Mentoring Teachers, New Teachers

**Strategy2:**

Managing Student Behavior - Continue to implement Positive Behavior Strategies to manage student behavior.

Research Cited: National PBIS Center. (2000). Alabama Positive Behavior Supports.

Activity - Hurricane Parties	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hurricane Parties will be given each nine weeks as a reward for appropriate behavior. PTO provides funding for the parties.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Counselor, Teachers, Support Staff

Activity - Encourage Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incentive programs will be put into place at each grade level to encourage and maintain student attendance throughout the school year. Schoolcast will be used to call students daily who are absent from school. September will be designated as "Attendance Awareness" month.	Behavioral Support Program	08/09/2017	08/24/2018	\$0 - Title I Part A	Administrator, Teachers

Activity - PBS Tickets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Colored tickets will be used to reinforce appropriate behavior. Tickets will be purchased through local school funds.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Counselor, Teachers, Support Staff

Activity - Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Character education stories that relate to the character trait of the week will be shared over the intercom each morning. Teachers will follow up with classroom discussion.	Behavioral Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Counselor, Classroom teacher, support staff

**Strategy3:**

School Safety - Keep students safe during the school day, especially on the playground is a challenge that has been identified by the faculty and administration through coach and teacher interviews.

Research Cited: Parris, S. (2013). A Manual of State Laws and Regulations, School Safety and Discipline. Montgomery, AL.

Activity - Secure Buildings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outside doors will be monitored by cameras during the day. All visitors will be required to sign in through the front office and get a visitor's pass.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Teachers, Counselor, Support Staff

Activity - Prevention Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Prevention Programs and Plans to help keep students safe from harm.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Counselor, Teachers, Support Staff

Activity - Playground Inspection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Playground will be inspected monthly by coaches to determine safety of equipment.	Policy and Process	08/09/2017	08/24/2018	\$0 - No Funding Required	Principal, PE Coach

**Strategy4:**

Home-School Connection - Provide opportunities for students, parents, teachers, counselors, and administrators to work together to provide the highest quality level of education.

Research Cited: Comer, J. (2000). Building Successful Partnerships. Bloomington, IN.

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Planners and folders will be purchased to foster better communication between home and school. Weekly parent syllabi, monthly newsletters, student handbooks, and other necessary teacher communications will be provided to parents on a regular basis. 413	Parent Involvement	08/09/2017	08/24/2018	\$1173 - Title I Part A	Principal, teachers, Parental Involvement Liaison

**Strategy5:**

Team Building - Teachers will receive professional development focusing on a variety of skills including team building, collaboration, co-planning, and parent conferences.

Research Cited: Research Cited: Portner, Hal. Mentoring New Teachers. 3rd Edition. Corwin Printing, 2008.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team building, planning, conferencing, and leadership workshops including but not limited to Nuts and Bolts, Jack Berckmeyer is a dynamic speaker offering tips and strategies on instruction, behavior management, and student-led conferences. Other conferences or workshops may be attended by faculty and administration such as Mega Conference, Nuts and Bolts Conference, and other related training. Substitutes may be paid for faculty to attend staff development training. 312, 380	Professional Learning	08/09/2017	05/25/2018	\$4190 - Title I Part A	Principal

**Strategy6:**

Transition - Assist students in transitioning from previous school to the current school and/or from the current school to the next school, including preparing preschool children for entry into kindergarten and 6th grade students for entry into middle school.

Research Cited: Easing the Transition from Pre-K to Kindergarten: What School and Families Can Do to Address Child Readiness. 2005. Southwest Educational Development Library. Austin, TX.

Valerie Niesen, EdS. 2004. Transition from Elementary to Middle School: Strategies for Educators. National Association of Psychologists. Bethesda, MD.

Activity - Jumpstart Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prospective students for Kindergarten may attend the Jumpstart Program	Academic Support Program	06/01/2018	06/30/2018	\$0 - No Funding Required	Principal, Teachers

Activity - Tour of High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade students will be provided a guided tour of Flomaton High School	Field Trip	08/12/2015	05/27/2016	\$0 - No Funding Required	Teachers, Counselor

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:**

Develop Proficient Reading Students

**Measurable Objective 1:**

63% of All Students will demonstrate a proficiency as indicated on performance bands on the Scantron Assessment in Reading by 05/25/2018 as measured by the spring assessment results. in Reading by 05/25/2018 as measured by the reported results.

**Strategy1:**

Improve Fluency and Comprehension - Teachers will target fluency and comprehension with all students during Core Reading and with at-risk students during tiered instruction.

Research Cited: National Institute for Literacy at ED pubs. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read. Jessup, MD

Activity - Incorporate ELA Reading/Literacy Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate ELA Reading/Literacy Standards across all content areas.	Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, ARI Reading Specialist, Classroom Teacher

Activity - Constructed Response and Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate constructed response questions and close reading strategies into class discussions and assignments. Teachers will incorporate advanced level depth of knowledge questioning in daily instruction.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom teacher

**Strategy2:**

Student Engagement - Students' interest and engagement will be increased through the use of technology.

Research Cited: Integrating Web 2.0 Tools into the Classroom: Changing the Culture of Learning (Center for Children and Technology; June 1, 2010)

Activity - Purchase Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chromebooks, iPads, LCD Projectors, Speakers, and/or remotes, smartboards, headphones, and/or computer mice may be purchased to be used in the classroom. 491, 495	Academic Support Program	08/09/2017	05/25/2018	\$16000 - Title I Part A	Administrator, Media Specialist, Teachers, ARI Reading Specialist

**Strategy3:**

Intensive Intervention - Provide systematic, intensive interventions to struggling learners through the use of the RTI (Response to Instruction) process by matching instruction to the needs of the learner and continuously monitoring progress toward the goal.

Research Cited: Alabama State Department of Education (2009). Response to Instruction: Alabama's Core Support for All Students.

Montgomery, AL

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-2 will progress monitor students in FSF, PSF, NWF, and ORF (beginning second semester of 1st grade) according to their instructional level: Intensive-weekly, Benchmark-once a month. Teachers in grades 3-5 will progress monitor students in oral reading fluency (ORF) with curriculum assessments according to their instructional level: Intensive - 4 times per grading period, Strategic - 3 times per grading period, Benchmark - 1 time per six weeks. Teachers in grades 3-6 will monitor student progress 3 times per year in the fall, winter, and spring using the Scantron Performance Series. Grade 2 will use Powerschools Assessment 3 times per year in fall, winter, and spring. 401, 342	Academic Support Program	08/09/2017	05/25/2018	\$14500 - Title I Part A	Principal, Reading Specialist, Classroom Teachers

Activity - Student Motivation to Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use ipads and computers to participate in accelerated reader program, read Scott-Foresman etext, take reading assessments, utilize various websites, and supplemental software to supplement reading instruction. Chromebooks will be purchased and housed on a mobile lab to utilize in upper grades. All additional materials and supplies may be purchased to support student success in reading such as apple iTunes cards, iPad cases, and instructional supplies.	Other	08/09/2017	05/25/2018	\$0 - Title I Part A	Principal, teachers, instructional coaches

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. The ARI Reading Specialist will provide to teachers ARI on-going classroom embedded professional development specific to the needs of the learners and up-to-date training to teachers and staff on an on-going basis. 2. Multi-sensory Reading training will be provided to teachers to assist struggling readers. 3. Teachers will be provided professional development training on the instructional use of technology. 4. CCRS training will be provided for teachers in the area of science. 5. Reading specialist will attend state quarterly reading professional development. 180	Professional Learning	08/09/2017	05/25/2018	\$2500 - Title I Part A	Principal, Reading Specialist, Lead Teachers, Contracted Personnel

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize additional instructional time in small groups for students not reaching benchmarks through the use of small group instruction during the main reading block as well as Tiers II and III in grades K-6. Lesson plans will target specific skills for specific students.	Academic Support Program	08/09/2017	05/25/2018	\$0 - Title I Part A	Principal, Instructional Coach, Teachers, Instructional aides

Activity - Data Meetings and Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Meetings will be held on a regular basis to evaluate student data from summative tests and various periodic tests that students take throughout the year including ACT Aspire, STAR Reading and Math, DIBELS, and ACT Aspire Periodic Evaluations. Teachers will keep data notebooks tracking all data for each of their students. Substitutes may be provided for teachers as needed.	Professional Learning	08/12/2015	05/27/2016	\$1100 - Title I Part A	Administrator, Instructional Coach, Teachers, Counselor, Media Specialist

Activity - Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students interests and engagement will be increased through the use of technology. Software and licensing agreements may be purchased to use in the classrooms and computer lab, including but not limited to IXL Reading, Renaissance Place, Spelling City, Brain Pop, and Flocabulary 333	Academic Support Program	08/09/2017	05/25/2018	\$10000 - Title I Part A	Administrator, ARI Reading Specialist, Teachers

Activity - Academic Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly-qualified certified individuals will be contracted to provide Tier II and III intervention services to struggling students during the school day. Targeted instruction will be provided to identified students as determined by academic progress and assessments. 199	Tutoring	08/09/2017	05/25/2018	\$20000 - Title I Part A	Principal, contracted personnel, teachers

Activity - Summer Program/Extended Day Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students requiring additional academic support will be identified and referred to the Summer Tutoring Program and/or Extended Day Services. Jumpstart will be provided for prospective kindergarten students during the month of June. 010, 101, 410	Tutoring	08/09/2017	05/25/2018	\$13900 - Title I Part A	Principal, Teacher, Instructional Aide

**Goal 2:**

Develop Proficient Math Students

**Measurable Objective 1:**

59% of All Students will demonstrate a proficiency on the Scantron Assessment as indicated on performance bands in Math by 05/25/2018 as measured by the spring assessment results. in Mathematics by 05/25/2018 as measured by reported results.

**Strategy1:**

Target Math Problem-Solving Skills - Implement explicit, intensive instruction through the use of small group/cooperative learning in every classroom to focus on higher order thinking as a barrier to problem-solving.

Research Cited: Common Core Standards Writing Team. (2011). Progressions for the Common Core State Standards in Mathematics.

Activity - Math Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep math journals to facilitate writing and non-linguistic representations as part of the problem -solving support.	Direct Instruction	08/15/2016	05/26/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom teacher

Activity - Use Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use assessment data (ACT Aspire student reports, STAR Math, Chalkable and informal teacher assessments) to establish flexible groups in the classroom.	Academic Support Program	08/15/2016	05/26/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom teacher

**Strategy2:**

Differentiated Instruction - Provide opportunity and support through differentiated instruction for at-risk students based on math proficiency needs.

Research Cited: Common Core Standards Writing Team. (2011). Progressions for the Common Core State Standards in Mathematics.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teachers will participate in professional development activities which include the analysis of test scores and the development of goals and strategies to track progress. 2. Teachers will participate in an annual Special Education and 504 Update Training to gain information on how to better serve at-risk students. 180	Professional Learning	08/09/2017	05/25/2018	\$0 - Title I Part A	Principal, ARI Reading Specialist, Lead Teachers, Special Education Teacher, Counselor

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will identify at-risk students based on math proficiency needs. Teachers will keep assessment data to analyze for grouping purposes. Math intervention classes will focus daily instruction on support for individual math weaknesses using small groups and intervention and assessment programs such as STAR Math and/or ACT Aspire Periodic Assessment. Math Facts in a flash and IXL will be used to address fluency and for targeted intervention. Lesson plans will target specific skills for specific students. 401, 342	Academic Support Program	08/09/2017	05/25/2018	\$14500 - Title I Part A	Principal, Instructional Aides, Classroom teacher

Activity - Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students' interests and engagement will be increased through the use of technology. Software and licensing agreements may be purchased to use in the classrooms and computer lab, including but not limited to IXL Math, Math Facts in a Flash, and Brain Pop.	Academic Support Program	08/09/2017	05/25/2018	\$4200 - Title I Part A	Administrator, ARI Reading Specialist, Teachers

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:**

Maintain a Positive and Safe Learning Environment

**Measurable Objective 1:**

collaborate to maintain a positive and safe learning environment by 05/25/2018 as measured by discipline reports, PBS reports, parents surveys, needs assessment, and safety inspections.

**Strategy1:**

Team Building - Teachers will receive professional development focusing on a variety of skills including team building, collaboration, co-planning, and parent conferences.

Research Cited: Research Cited: Portner, Hal. Mentoring New Teachers. 3rd Edition. Corwin Printing, 2008.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team building, planning, conferencing, and leadership workshops including but not limited to Nuts and Bolts, Jack Berckmeyer is a dynamic speaker offering tips and strategies on instruction, behavior management, and student-led conferences. Other conferences or workshops may be attended by faculty and administration such as Mega Conference, Nuts and Bolts Conference, and other related training. Substitutes may be paid for faculty to attend staff development training.  312, 380	Professional Learning	08/09/2017	05/25/2018	\$4190 - Title I Part A	Principal

**Strategy2:**

Managing Student Behavior - Continue to implement Positive Behavior Strategies to manage student behavior.

Research Cited: National PBIS Center. (2000). Alabama Positive Behavior Supports.

Activity - PBS Tickets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Colored tickets will be used to reinforce appropriate behavior. Tickets will be purchased through local school funds.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Counselor, Teachers, Support Staff

Activity - Hurricane Parties	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hurricane Parties will be given each nine weeks as a reward for appropriate behavior. PTO provides funding for the parties.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Counselor, Teachers, Support Staff

Activity - Encourage Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incentive programs will be put into place at each grade level to encourage and maintain student attendance throughout the school year. Schoolcast will be used to call students daily who are absent from school. September will be designated as "Attendance Awareness" month.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - Title I Part A	Administrator, Teachers

Activity - ABE Behavior System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the ABE system when experiencing chronic behavior problems to redirect misbehavior and reinforce appropriate behavior.	Behavioral Support Program	08/18/2014	05/29/2015	\$2700 - Title I Part A	Administrator, Counselor, Staff

Activity - Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Character education stories that relate to the character trait of the week will be shared over the intercom each morning. Teachers will follow up with classroom discussion.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Counselor, Classroom teacher, support staff

**Strategy3:**

Transition - Assist students in transitioning from previous school to the current school and/or from the current school to the next school, including preparing preschool children for entry into kindergarten and 6th grade students for entry into middle school.

Research Cited: Easing the Transition from Pre-K to Kindergarten: What School and Families Can Do to Address Child Readiness. 2005. Southwest Educational Development Library. Austin, TX.

Valerie Niesen, EdS. 2004. Transition from Elementary to Middle School: Strategies for Educators. National Association of Psychologists. Bethesda, MD.

Activity - Tour of High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade students will be provided a guided tour of Flomaton High School	Field Trip	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers, Counselor

Activity - Jumpstart Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prospective students for Kindergarten may attend the Jumpstart Program	Academic Support Program	06/01/2018	06/30/2018	\$0 - No Funding Required	Principal, Teachers

**Strategy4:**

Home-School Connection - Provide opportunities for students, parents, teachers, counselors, and administrators to work together to provide the highest quality level of education.

Research Cited: Comer, J. (2000). Building Successful Partnerships. Bloomington, IN.

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Planners and folders will be purchased to foster better communication between home and school. Weekly parent syllabi, monthly newsletters, student handbooks, and other necessary teacher communications will be provided to parents on a regular basis. 413	Parent Involvement	08/09/2017	05/25/2018	\$1173 - Title I Part A	Principal, teachers, Parental Involvement Liaison

**Strategy5:**

Teacher Mentoring - Novice teachers will be given support from an assigned master teacher.

Research Cited: Escambia County Mentoring Program Manual

Activity - Assign Master Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice/newly hired teachers are assigned a master teacher. The program begins with a conversation between the teachers concerning the needs of the novice/newly hired teacher and is followed by scheduled conferences and observation. The master teacher then provides support as needed to the novice/newly hired teacher. Teachers new to Flomaton Elementary School will be paired with experienced teachers to assist as needed and provide support.	Policy and Process	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Mentoring Teachers, New Teachers

**Strategy6:**

School Safety - Keep students safe during the school day, especially on the playground is a challenge that has been identified by the faculty and administration through coach and teacher interviews.

Research Cited: Parris, S. (2013). A Manual of State Laws and Regulations, School Safety and Discipline. Montgomery, AL.

Activity - Playground Inspection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Playground will be inspected monthly by coaches to determine safety of equipment.	Policy and Process	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, PE Coach

Activity - Secure Buildings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outside doors will be monitored by cameras during the day. All visitors will be required to sign in through the front office and get a visitor's pass.	Other	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Teachers, Counselor, Support Staff

Activity - Prevention Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Prevention Programs and Plans to help keep students safe from harm.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal, Counselor, Teachers, Support Staff

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

Achieving English Language Proficiency

**Measurable Objective 1:**

collaborate to address achievement gaps for EL students in English language proficiency by 05/25/2018 as measured by Access 2.0 scores, achievement on state assessments, and overall classroom performance.

**Strategy1:**

Targeted Instruction and Parental Involvement - Provide targeted instruction for EL students and keep parents informed of student progress.

Research Cited:

Activity - Ensure Academic Success for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Administrators, Teachers, Counselor, Staff

Activity - Providing Information to Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	\$0 - No Funding Required	Administrators, Teachers, Counselor, and Staff

**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.**

The school will provide information to parents in an effort to assist parents in understanding how the various performance/assessment standards impact their children's education. State-wide assessments will be discussed and instruction will be provided to assist parents in interpreting standardized test scores.

### 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.**

All teachers are highly qualified to teach the subjects or grade to which they are assigned. Class schedules are designed in order to maximize instructional time and to provide time for intervention services as needed for struggling learners. Teachers meet together monthly as a grade level to share student data and to discuss the best teaching practices to better meet the needs of their students.

## **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?**

Less than 1%

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

88% of our staff would be considered "experienced" teachers with more than 5 years in their field, while 3 of our teachers have less than 5 years experience in the classroom.

**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).**

Flomaton Elementary School is committed to hiring only certified teachers and placing them in their area of certification. All of our staff are qualified as defined by the State Department of Education. The principal interviews qualified applicants as determined by the human resources department. A teacher incentive program is utilized through our Positive Behavior Support program to encourage and motivate teachers.

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

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

Data is used from academic assessments to help determine where gaps may lie in our daily instruction. The data is analyzed and professional development is scheduled to help address the needs of our teachers and staff to help improve the quality of instruction at Flomaton Elementary School.

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

The Escambia County School System is committed to hiring only certified teachers and placing them in their area of certification. The majority of our staff is qualified and certified as defined by the Alabama State Department of Education. The district assists schools with class size when teacher/student ratio indicates a need. The district pays sign-on bonuses for secondary math and science teachers.

2. Identify the professional development opportunities for teachers, principals,

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

Typically, we experience very little teacher turnover at Flomaton Elementary. This past year we had 1 teacher retire and we added 3 new teachers this year, including a new pre-school teacher.

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

**Reading:** The reading specialist will provide to teachers ARI on-going classroom embedded professional development specific to the needs of the learners and up-to-date training to teachers and staff on an on-going basis. Training will be provided to teachers by the reading specialist, principal, and lead teachers who attend workshops. These workshops focus on formative assessments, critical questioning, and generating student responses via discussion and writing. Teachers will be provided professional development training on the instructional use of technology.

**Math:** Teachers will participate in professional development activities which include the analysis of test scores and the development of goals and strategies to track progress. Teachers will participate in an annual Special Education and 504 Update Training to gain information on how to better serve at-risk students.

## 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:

Maintain a Positive and Safe Learning Environment

### Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/25/2018 as measured by discipline reports, PBS reports, parents surveys, needs assessment, and safety inspections.

### Strategy1:

Transition - Assist students in transitioning from previous school to the current school and/or from the current school to the next school, including preparing preschool children for entry into kindergarten and 6th grade students for entry into middle school.

Research Cited: Easing the Transition from Pre-K to Kindergarten: What School and Families Can Do to Address Child Readiness. 2005. Southwest Educational Development Library. Austin, TX.

Valerie Niesen, EdS. 2004. Transition from Elementary to Middle School: Strategies for Educators. National Association of Psychologists. Bethesda, MD.

Activity - Tour of High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade students will be provided a guided tour of Flomaton High School	Field Trip	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers, Counselor

Activity - Jumpstart Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prospective students for Kindergarten may attend the Jumpstart Program	Academic Support Program	06/01/2018	06/30/2018	\$0 - No Funding Required	Principal, Teachers

## **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?**

Teachers from each grade level are a part of the Instructional Leadership Team that is responsible for developing the Continuous Improvement Plan. This team also makes recommendations to be presented to the entire faculty concerning goals, action steps, academic assessments, and funding

## **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?**

Teachers, administrator, and counselor meet to collaborate regarding the use of academic assessments to provide information on and improve achievement of individual students and the overall instructional program. Students are screened at the beginning of the school year with a universal screener. Students who score below the 40th percentile are placed "on watch", students who score below the 25th percentile will receive intervention in the classroom, and students below the 10th percentile will receive urgent intervention and an intervention plan will be written. The problem-solving team will review all available data on any student referred including High Stakes Testing such as DIBELS, ACT Aspire Math and Reading Unit Tests, etc.); Commercial Screening Tools such as Star Reading, Star Math, Chalkable, etc.; grades, courses failed, attendance, and discipline referrals. Screening process outcomes will be analyzed and decisions will be made as to whether to monitor the student or develop a plan. Students will be matched to the appropriate interventions based on needs and areas of deficiency.

### **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 are experiencing difficulty mastering the State's academic achievement assessment standards at advanced or proficient level receive intervention in the classroom. Instruction/interventions are matched to the student needs and monitoring of progress is continuous. Intervention plans are designed, implemented, and monitored by the problem-solving team. If students do not make adequate progress in Tier I, more intensive services and targeted interventions, usually in small group settings, are provided in addition to the instruction in the general curriculum. For students who do not adequately respond to the targeted instruction and intervention, a referral to special education may be considered.

### **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.**

A summer program is available for students who need additional support and reinforcement of academic skills. The program is staffed certified teachers and helps prepare students for the upcoming school year. This program is available to any student that is interested. The summer program also offers opportunities for struggling students.

### **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.**

**Migrant:** Because consistent, uninterrupted education is vital for academic achievement, migrant students must be enrolled immediately. Enrollment will not be denied or delayed due to lack of any document normally required for enrollment. Transportation will be provided for the entire time the child attends school. Teachers will be trained on recognizing possible indicators of migrant students, sensitivity in identifying migrant families, and procedures for forwarding information indicating migrant status to the local liaison. **English Language Learners:** Each student has a Home Language survey on file; home language surveys that include any language other than English are referred to the EL school contact, Susan Kirk, and to the EL Program Supervisor, Beth Drew within 3 days. The student is assessed to determine if English Language instruction is needed and the school ensures age appropriate grade level placement. The school's regular program teachers modify instruction and testing to accommodate the language ability level of each English Learner. The school attempts to communicate with the parents of ELs about important school information in a language they can understand. **Economically disadvantaged:** All students at Flomaton Elementary are afforded the same opportunities, regardless of economic status. The school's free/reduced lunch program ensures that each student has access to healthy meals each day. Funds are available for students and families who need help with supplies or funding for field trips/special activities. A uniform closet is provided for those in need of uniforms or jackets at no cost.

**Special Education:** Any student that has academic or behavior issues is referred to the school's Problem Solving Team and receives intensive, small group intervention designed to meet their individual needs. If after 10 weeks that student is not making adequate progress, the Problem Solving Team can make a referral for Special Education testing. After testing, if the student qualifies for special education services our school's special education teacher and the IEP Team will work with the student, parents and general education teacher to develop an IEP that will benefit the student. **Neglected and/or Delinquent:** All staff members at Flomaton Elementary are responsible for recognizing and reporting any signs of neglect to the principal or guidance counselor. If necessary, the principal or guidance counselor will contact the Department of Human Resources. Mental health referrals can also be made on behalf of any student. The school based Mental Health Program offered by the county, gives students the opportunity to see a licensed therapist at school. Delinquent students are identified by the school's attendance clerk and those

names are forward to the county's At Risk/Attendance Officer. Parents of delinquent students will be required to attend the Early Warning Prevention program.

**Homeless Students:** Because consistent, uninterrupted education is vital for academic achievement, students in transition must be enrolled immediately. Enrollment will not be denied or delayed due to lack of any document normally required for enrollment. Transportation will be provided for the entire time the child attends school. Teachers will be trained on recognizing possible indicators of homelessness, sensitivity in identifying families in transition, and procedures for forwarding information indicating homelessness to the local liaison.

**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.**

Funds are allocated for programs that will assist teachers, students, and administrator in achieving the schoolwide goals. An Extended Day Tutoring Program will be available to assist targeted students in the achievement of school-wide goals. Contracted services by highly qualified professionals will provide intervention and/or enriching activities for students.

**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 normal school day programs are funded basically from state, local (county and school) and Title I funds. The local PTO conducts a fundraiser each year and provides funding for academic and physical projects for the school, as well as tangible items for Positive Behavior Supports. Title II funds are used to assist in the costs of professional development activities as well as state and local monies Title I funds are basically used for professional development activities, classroom materials and supplies, and parenting activities. Money spent for materials and supplies goes toward the purchase of materials to support our research-based reading and mathematics programs. Title VI funds are used to increase instructional technology use in the classrooms at Flomaton Elementary School through the purchase of computers, ipads, etc.

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

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

The school will encourage community-based organizations and businesses to become involved in the educational activities of the school. Local community resource centers will be encouraged and solicited to provide opportunities for parents to learn about proper child development and family living. The school will provide a parent resource center that will contain various materials that can be used at home to assist parents in tutoring their children. The school will coordinate activities and special events such as visitation from the Flomaton Fire Department, nutrition classes taught through the Escambia County Extension, 4 H Club, Abstinence Education taught through Sav-a-life, etc. In addition we will also coordinate parent education/programs with Hope Place, Turtle Point, Cooperative Extension, and Southwest Mental Health training. The school counselor provides prevention services to students through classroom instruction by herself, the teachers, or outside agency representatives that include violence prevention, bullying prevention, drug awareness, personal safety, goal-setting, and conflict resolution training.

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

Data results are evaluated by the School Leadership Team which includes teachers, counselor, instructional coach, administrator, parents, and community representative. A Projections and Reflections Narrative Evaluation is developed by the team. Major revisions to the schoolwide program are made annually upon the completion of the program evaluation.

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

Data is compiled, summarized, and analyzed from the previous school year. The Instructional Leadership Team determines strengths and weaknesses based on data results from the State's annual assessments and local academic achievement, and goals are set for the following school year.

### **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?**

Individual student progress is monitored from year to year to determine the effectiveness of the schoolwide program in increasing the achievement of students who are furthest from achieving standards. Teachers are given a copy of individual student testing results at the beginning of the school year. At-risk students are identified and provided intervention services as needed. Progress is tracked throughout the school year by implementing assessments such as STAR Reading, STAR Math, DIBELS, Global Scholar, A+, Math Facts in a Flash, and Unit Tests. Results are discussed at Data Meetings to determine the effectiveness of the schoolwide program.



# **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.	23.95

Provide the number of classroom teachers.

23.95

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1144840.0

Total1,144,840.00

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	75708.0

Total 75,708.00

Assistant Principal

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

Provide the number of Assistant Principals.

0.00

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

Total0.00

Counselor

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

Provide the number of Counselors.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	27404.0

Total27,404.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56597.0

Total 56,597.00

**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.**

0.00

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.

0.00

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.	5607.0

Total 5,607.00

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.	2063.0

Total2,063.00

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.	0.0

Total0.00

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.	11162.0

Total 11,162.00

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.	820.0

Total820.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	96763.0

Provide a brief explanation and breakdown of expenses.

Instructional Materials and Supplies   \$ 75,000.00  
Staff Development                         \$   6690.00  
Other Student Support Services         \$   1173.00  
Extended Day/Summer School           \$ 13,900.00

Total : \$96,763.00

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

District Funding

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.

Allocations have not been released.

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.

0.00 - Locally-Funded Units

# **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))**

All parents will be invited to an annual meeting that will be held in the month of September. Parents are notified of the meeting through notices sent home by students, postings on school website, newspaper announcements and/or public postings. The information provided at the meeting will also be available in the parenting room for parents who are unable to attend the annual meeting and the powerpoint will be available on our school website. Topics to be discussed at this year's meeting are:

1. What it means to be a Title I School
2. The 1% Set-Aside
3. The LEA Title I Plan
4. The LEA Parental Involvement Plan
5. The CIP
6. The School Parental Involvement Plan
7. School-Parent Compacts
8. Requesting Qualifications of your Child's Teacher
9. Notifications of teachers who are not Highly Qualified
10. The Annual Evaluation of the Parental Involvement Plan
11. The process for how all Title I parents may have involvement in the 1% Set- Aside, the LEA and school Parental Involvement Plans and the Annual Evaluation of the LEA Parental Involvement Plan.
12. Introduction of Parent Leaders/Contacts
13. Timeline for this years' Parent Involvement Opportunities (including opportunities to share in decision-making)

**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))**

1. The leadership and staff of Flomaton Elementary have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Meetings will be scheduled at various times between the hours of 7:30 a.m. 6:00 p.m. to allow parents the opportunity to attend meetings according to their schedule. These meetings will be announced in the local newspaper, through carry-home notes, invitations, flyers, and telephone calls, and posted on the school website. The Parent Resource Center will be open from 8:00 a.m. until 2:30 p.m., Monday through Friday, for parents to checkout materials to help their students. The Parent Resource Center will also be open during Parent/Teacher conferences, Parent Workshops, and Parent Visitation Day for after school hours.

2. Flomaton Elementary will hold meetings to involve parents in the evaluation of the School Parental Involvement Plan and the School Compact and allow parents the opportunity to participate in decision-making, planning, and improvement of the Parental Involvement program and activities. Two parent representatives will participate on our school-wide advisory committee and there will also be a Parental Involvement Team consisting of at least one parent representative from each classroom or grade. These meetings may be held in conjunction with other school meetings. Meetings will be held with parents in order to receive suggestions, explain planned activities, and allow parents the opportunity to participate in decision making and planning of parental involvement activities and programs. These meetings may be held in conjunction with other school meetings. In addition, parents will be given the opportunity to review the plan and offer input prior to approval. Meetings can be scheduled with teachers, administrators, or the Parental Involvement Committee at any time during the school year, at which time suggestions can be made. All suggestions and/or comments will be responded to in a timely manner. There is also a suggestion box in the parent resource center that will be checked periodically and all suggestions will be considered and responded to in a timely manner. Surveys are sent home to parents in May of each year seeking input about activities, training, and materials that the school should offer to parents next year. The surveys also give parents the opportunity to identify the strengths and weaknesses of our school.

3. Funds allocated for parent involvement are used to provide materials and supplies for our parent resource center. These materials are used to assist parents in helping their children meet the academic standards. Student Planners are purchased for all students in grades 4-6 at to foster communication between school and home and to help parents to stay informed about school activities, take home folders are purchased for students in grades K-3, and transition materials were purchased for pre-k students.

**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))**

1. A newsletter will be sent home each month with pertinent information, including the character traits that will be taught each week. Parents will be given information on how to schedule parent-teacher conferences and how they can participate in the education of their child.

2. Parents will be given a copy of the school handbook, as well as the Escambia County Code of Conduct.

3. The school will provide parents with information about programs and activities through the use of carry-home notes, local newspaper, local school newsletters, telephone calls, press releases, and the school website. Parents will be informed of meetings, workshops, and activities in sufficient enough time to make arrangements to attend. Parent recommendations will be accepted, reviewed, and responded to in a timely manner.

Flomaton Elementary will hold a meeting where information will be presented about the Curriculum and Forms of Academic Assessments used. Parents will be informed about the following subjects taught: reading, math, language, science, social studies, physical education, health, and character education. They will also be informed as to how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Proficiency Levels are: Reading - Proficiency level for Scott-Foresman Assessments is 80%. STAR Reading Proficiency is grade level. DIBELS and teacher made instruments have pre-determined benchmarks for each

assessment. Students are expected to score at ACT set benchmarks for each subject on the ACT Aspire. Language - Students are expected to achieve an 85% accuracy rate on all coursework and assessments. Math - The expectation of teachers is for students to obtain an 85% or better proficiency rate on all coursework. Students are expected to score at ACT set benchmarks for each subject on the ACT Aspire. Social Studies - Students are expected to score 85% or above on all coursework and assessments. Science - Students are expected to score 85% or above on all coursework and assessments. Students are expected to score at ACT set benchmarks for each subject on the ACT Aspire. Information is available in other languages for non-English speaking parents if needed.

**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))**

Flomaton Elementary School revised its School Compact in August 2017. The purpose of this School-Parent Compact is to build and foster the development of a parent-school partnership. This partnership, designed to help students achieve Alabama's high standards of learning, will be between parents, teachers, staff, administrators, and the student. We feel that communication between teachers and parents is of vital importance in the education of every child. It is the responsibility of the school to provide high-quality curriculum and instruction in a supportive and effective environment that enables students to meet the State's student performance standards. It is the parents' responsibility to support their child's learning and support the school's efforts to provide their child with the best quality education possible to ensure that each child becomes a well-rounded, productive citizen. In recognition of parents as their children's first teachers, we are committed to developing a partnership between the home and school, which will enhance student achievement and success.

The School-Parent Compact is a contract between parents, students, teachers, and administrators. Each student will have a compact that outlines the responsibilities that all parties will carry out to enable each student to achieve Alabama's high student performance standards. Compacts will be discussed with teachers at a faculty meeting. During the first regularly scheduled Parent/Teacher Conference night, all teachers will relate to parents of participating students, the curriculum requirements for the appropriate grade level. Teachers will also inform them of classroom rules, homework and classwork requirements, grading systems and methods, and the levels of proficiency that students will be required to maintain. Midterm progress reports will be issued which will keep parents informed of their child's progress.

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

Parents have the right to submit their concerns in writing to the school regarding the Continuous Improvement Plan. A Dissatisfaction of CIP form is available to parents on the school's website and in the Parent Resource Center. If parents find the plan to be unsatisfactory, all concerns will be forwarded to Sarah Watkins, Director of Federal Programs and Curriculum and Instruction, 501 South Pensacola Avenue, Atmore, AL 36502, or she may be reached at 251-368-0307. Once all concerns have been addressed and the plan has been approved, it will be available to parents on the website and in the Parent Center.

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

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

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

The school will provide information to parents in an effort to assist parents in understanding how the various performance/assessment standards impact their children's education. State-wide assessments will be discussed and instruction will be provided to assist parents in interpreting standardized test scores. Suggestions and tutoring materials will be available upon parent request and will be located in the parent resource center. Conferences will be available at any time for parents to obtain more information.

**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)**

The school will provide names of resource agencies that are able to train parents, teachers, pupil service personnel, principals, and staff. The parent resource center will be available for parents to "check out" materials to tutor their child at home. Parents will be able to use various materials to increase their child's mastery of certain skills that the teacher and parents feel the child has not mastered. The parent resource center will be open each day from 8:00 a.m. - 2:30 p.m., Monday-Friday. The center will also be open for after school hours during Parent nights, parent-teacher conferences, and Parent Visitation Day. The school will provide information to parents in an effort to assist parents in understanding how the various performance/assessment standards impact their children's education. State-wide assessments will be discussed and instruction will be provided to assist parents in interpreting standardized test scores, especially in the areas of reading and math. Suggestions and tutoring materials will be available upon parent request and will be located in the parent resource center. Conferences will be available at any time for parents to obtain more information. Throughout the year, parenting workshops will be held and/or newsletters sent home on various topics including, but not limited to, creating a home learning environment, helping your child succeed, and health and safety tips. Workshops will also be provided for parents addressing technology such as the use of educational websites for literacy and utilizing the INOW Parent Portal.

**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)**

The school will provide a meeting for school staff to learn the importance of creating and maintaining a good relationship with parents and working with parents as equal partners. The following groups will be invited to attend: parents, teachers, principals, counselors, and other appropriate staff members. Materials and facilities will be provided for these meetings. Parent Involvement will be discussed at monthly grade-level meetings and Educational Impact will be used throughout the year to provide professional development for teachers and school staff concerning parent involvement. All staff members are expected to welcome parents to the school, as appropriate, and to work with parents in meeting the needs of children. Materials, provided by the LEA Parental Involvement Supervisor, are located in the Parent Resource Center.

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

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

**Shall 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)**

The school will encourage community-based organizations and businesses to become involved in the educational activities of the school. Local community resource centers will be encouraged and solicited to provide opportunities for parents to learn about proper child development and family living. The school will provide a parent resource center that will contain various materials that can be used at home to assist parents in tutoring their children. The school will coordinate parent involvement activities with our Dependent Care and Jump Start Federally Funded Programs by inviting parents to attend special events such as visitation from the Flomaton Fire Department. In addition we will also coordinate parent education/programs with Hope Place, Turtle Point, Cooperative Extension, and Southwest Mental Health.

The Flomaton Elementary After-School Program is a tutoring program for students in grades kindergarten through sixth grade that is funded by the Dependant Care grant. Students are chosen based on a need for extra one-on-one or small group instruction. Students bring work from their class and complete the work with assistance from a teacher and a paraprofessional. Students are also taught good study skills and encouraged to complete homework and study for tests during their two hour tutoring session. Snacks and materials are provided for the students each day, as well.

**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)**

The school shall provide reasonable support for parental involvement activities through telephone contacts (parent contact logs and school cast system), notices sent home, Facebook, and school website. Volunteer activities will be available to parents throughout the year, as well as opportunities to visit the school for such activities as Parenting Day, Field Day, Book Fair, and other special activities.

**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 school will ensure that information that is sent home is written in a language that is appropriate for the parent to have a full understanding of the content of the information. The TransACT compliance and communication center is available on-line for the schools and LEA to access any parent information needed in various languages. Interpreters will be provided when necessary.