



ACIP

Huxford Elementary School

Escambia County Board of Education

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Improvement Plan Stakeholder Involvement

Introduction.....	8
Improvement Planning Process.....	9

Student Performance Diagnostic

Introduction.....	12
Student Performance Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	17
Report Summary.....	18

2017-2018 ACIP Assurances

Introduction 20

ACIP Assurances 21

2017-2018 ACIP Plan

Overview 23

Goals Summary 24

 Goal 1: Develop Proficient Reading Students 25

 Goal 2: Develop proficient Math students 26

 Goal 3: The faculty at Huxford Elementary School will maintain a positive and safe learning environment. 28

 Goal 4: Achieving English Language Proficiency 30

Activity Summary by Funding Source 31

Stakeholder Feedback Diagnostic

Introduction 37

Stakeholder Feedback Data 38

Evaluative Criteria and Rubrics 39

Areas of Notable Achievement 40

Areas in Need of Improvement 41

Report Summary 42

2017-2018 Title I Schoolwide Diagnostic

Introduction 44

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)) 45

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III)) 48

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6)) 67

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 68

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 69

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 71

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 72

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 73

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 76

Component 10: Evaluation (Sec.1114(b)(3))..... 77

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction..... 80

FTE Teacher Units..... 81

Administrator Units..... 82

Assistant Principal..... 83

Counselor..... 84

Librarian..... 85

Career and Technical Education Administrator..... 86

Career and Technical Education Counselor..... 87

Technology..... 88

Professional Development..... 89

EL Teachers..... 90

Instructional Supplies..... 91

Library Enhancement..... 92

Title I..... 93

Title II..... 94

Title III..... 95

Title IV..... 96

Title V..... 97

Career and Technical Education-Perkins IV..... 98

Career and Technical Education-Perkins IV..... 99

Other..... 100

Local Funds..... 101

2017-2018 Parent and Family Engagement

Introduction..... 103

Parent and Family Engagement..... 104

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?

Huxford Elementary School is a rural school located in the community of Huxford, AL. The school was built in 1923 and was originally a junior high school, serving students up to 9th grade. Over the years, population increases led to the school only offering classes in Kindergarten through 6th grade. The building, while reminiscent of old schoolhouses, is well maintained and many improvements and upgrades have been made over the years. We currently have 284 student enrolled. Our population is 46% White, 11% Black, 37% American Indian, 4% Hispanic, and .02% Multi Race. 51% of students are male and 49% are female. 92% of students are free/reduced lunch status and 8% are on paid lunch status. Our school serves students from the nearby Poarch Creek Indian Reservation and we work very closely with the tribe to provide extracurricular and athletic opportunities for our students. The Poarch Band of Creek Indians are also one of our Partners in Education and through various grants have been tremendously generous in helping our school in any way they can. Huxford Elementary is fortunate to have a dedicated faculty who because of very little teacher turn-over have been working together closely for years. Our staff is made up of 16 teachers, 2 special education teachers, 1 speech therapist, 1 media specialist, 1 counselor, 1 administrator, 4 paraprofessionals, 1 nurse, 1 bookkeeper, 1 receptionist, 3 lunchroom workers and 2 custodians.

Huxford Elementary received a new principal during the 2015-16 school year and a new counselor for the 2017-2018 school year. We have also seen a slight decrease in our student population since the previous school year.

Huxford Elementary school has been awarded many honors over the past few years including, 2007 Change Award Nominee, Title I Distinguished School and an Alabama Torchbearer School. Our students are successful, and are often featured in County and State Spelling Bees, Math bowls and Art shows.

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 believe that all children are important individuals, capable of learning and becoming productive citizens. In preparing the students to compete in an ever changing and complex society, the school will develop strong academic achievement, social enhancement, as well as emotional and physical stability. We believe the responsibilities and contributions of the community, staff, faculty, parents, and students are all necessary factors as we work to prepare students for success in society. We will strive to nurture the whole child in a safe, stimulating and progressive learning environment in which responsibility and respect for themselves and others are affirmed. Through our beliefs and dedication to this mission, Huxford Elementary School will direct the student's ability toward achieving their highest potential. It is our goal that all students become College and/or Career Ready.

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 Huxford Elementary are 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 development plans, parent surveys, teacher surveys, and student performance. Training is provided for teachers in any areas 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.

Recently the State of Alabama has chosen to dispense with the ACT ASPIRE Assessment. This year we will use the Global Scholar Scantron Performance Series Assessment tool to track student growth data in grades 3-6, DIBELS Next in grades K-2, and PowerSchools Reading and Math Assessments for 2nd grade. The students will be assessed 3 times during the 2017-2018 school year.

Fall assessment scores for the Global Scholar Scantron Performance Series given in September 2017 show that school-wide Huxford Elementary is 48% proficient in both Reading and Mathematics for grades 3-6. The Performance Series Science Assessment was also given to our 5th grade students and they will be judged on growth versus proficiency.

Fall PowerSchools assessments were given in August for 2nd grade. The second grade as a whole were 35% proficient in Reading, and 37% proficient in Mathematics.

An analysis of the DIBELS School wide End of Year Data indicates the following scores: Kindergarten - 48% Benchmark, 29% Strategic, 24% Intensive; 1st Grade - 47% Benchmark, 20% Strategic, 33% Intensive; 2nd Grade - 32% Benchmark, 29% Strategic, 39% Intensive. The DIBELS Comparison chart shows a slight increase in scores from the 2015 - 2016 school year to the 2016 - 2017 school year. We began testing with DIBELS NEXT, which increased all of the end of the year benchmark goals for each grade. We were unable to meet the goals set by DIBELS NEXT.

Overall Huxford Elementary had an increase in discipline problems during the 2016-2017 school year. There were 114 discipline referrals for the 2016-2017 school year. SIR data indicates that there were 29 suspensions for the 2016-2017 school year. This year the staff at Huxford Elementary will be implementing Positive Behavior Strategies (PBS) from the CHAMPS program along with creating and implementing Behavior Intervention Plans (BIPS) to reduce student referrals and suspensions.

The average student attendance for the 2015-2016 school year was 93.24%. The average student attendance for the 2016 - 2017 school year was 93.74%. This does meet the 90% requirement of the Alabama State Department of Education. We will continue to implement strategies this year to help improve attendance.

Additional Information

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

Huxford Elementary's original Title I School-wide plan was developed in 1996 as part of the regulations under the Improving America's Schools Act of 1994. We now revise and update this plan as necessary in accordance with the No Child Left Behind Act of 2001. New revisions and additions have been made due to the changing of legislation from No Child Left Behind Act to Every Student Succeeds Act (ESSA) of 2015 which has recently begun its required implementation this 2017-2018 school year. The purpose of the plan is to provide a basis for expenditures of funds based upon the instructional needs of students, the needs of the staff, and the needs of the programs within the school.

Huxford Elementary's Instructional Leadership Team was and is still today responsible for developing the ACIP. The team is composed of three teachers, the school's administration, the counselor, parent representatives, and community representatives. These members are responsible for providing information to other grade level teachers. During the months of August and September 2017 the team worked to gather and to assess the 2016-2017 school year's data to produce the current revision. Input is received from parents at the annual meeting, parent/teacher conferences, and individual conferences.

All staff members will be provided professional development upon the presentation of a hard copy and review of its contents. A copy of the plan will be placed in the teacher's workroom, the media center and in the parent resource area. Parents on the committee are provided with a hard copy of the plan and a copy of the plan will be placed upon the school's website. If there is parental dissatisfaction with the plan, they may follow procedures as described in the parental involvement section. Revisions can be made at anytime based upon a needs assessment. Major revisions are made annually upon receipt of achievement results from the state-testing program and local data.

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.

Huxford 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. Five 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. Classroom teachers and non-homeroom teachers were chosen to help in the development of the plan as well.

The Instructional Leadership Team Members are:

Leigh Ann Rowland - Principal

Rebecca Murray - Counselor

Cindy Saucer - Reading Specialist

Cheyenne Ikner - Teacher

Scarlett Strom - Teacher

Buffy Tucker- Teacher

Kelly Garrett- Media Specialist

Marcy Riley - Parent

Angela White - Parent

Carol Dreadin- Parent

Torie Moore- Parent

Shane Spence- Parent

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 the office. The improvement plan was placed on the school website to be viewed, downloaded, or printed. The final improvement plan will also be discussed at our PTO meeting in November. We will periodically discuss the progress of our goals on our improvement plan at our monthly PTO meetings.

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	Fall Assessment Scores for 2017-2018 School Year Fall 2017 Scantron Performance Series Data Grades 3-6 Fall 2017 DIBELS Next Data Grades K-2 Fall 2017 PowerSchools Assessment Data Reading and Math Grade 2	Student Performance Data Documents

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?

After analyzing Fall Scantron Data our 5th and 6th grade classes are both well above 40% proficient in both Reading and Mathematics which shows they are well on track to meet our goal of 50% proficiency on the Scantron Performance Series Assessment for the 2017-2018 school year.

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

This year the State of Alabama decided to terminate the use of ACT Aspire, and we have since adopted the Scantron Performance Series as our assessment tool for the 2017-2018 school year. Due to these being two completely different assessments it is impossible to compare last years Aspire Data to the Scantron Series this year; however, the higher scoring in Mathematics across the 3-6th grade is a positive trend that despite an assessment change the students are still performing on a higher scale in Mathematics.

Which area(s) indicate the overall highest performance?

6th grade is higher performing in Mathematics with 48% proficiency on the Fall 2017 Performance Series Assessment.
5th grade is higher performing in Reading with 62% proficiency on the Fall 2017 Performance Series Assessment.

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

The Scantron Performance Series is designed to determine the performance level of the student and set a growth target for the student to meet by the Spring Assessment Window. This will determine whether the student has achieved learning gains throughout the course of the school year. Upon completion of the Fall 2017 Scantron Performance Series Assessment three subgroups stood out: 3rd grade American Indian students seemed to perform higher in Reading and this performance will further be evaluated upon the Winter and Spring Assessments; 5th grade females averaged higher in Mathematics than 5th grade males during the Fall 2017 Assessments; 6th grade males performed higher in Mathematics during the Fall 2017 Scantron Performance Assessments administration. All achievements and performance will be further evaluated against Fall 2017 Assessment data during the Winter and Spring administrations of the Scantron Performance Series Assessments.

Between which subgroups is the achievement gap closing?

Mathematics for 4th grade females is showing a positive growth when compared to last year's ACT Aspire Data; furthermore, positive trends are seen in Native American growth in Mathematics in all grade levels of Scantron Performance Series data. This positive growth will continue to be monitored throughout the Winter and Spring Scantron Assessment windows.

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

Although other data was reviewed (such as ACT ASPIRE, DIBELS Next, and PowerSchools), those results were not disaggregated.

Areas in Need of Improvement

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

According to DIBELS data for the Fall 2017 school year Kindergarten, 1st, and 2nd grades are below the expected levels of performance in DIBELS testing. The statewide goal for DIBELS is 80% Benchmark, 15% Strategic, and 5% Intensive.

As of the 2017 Fall Scantron Performance Series Administration of Reading Huxford Elementary has a school wide proficiency level of 48%. Our end of the year goal is 50% which shows we are just under the mark, but are on target to reach the goal.

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

According to ACT ASPIRE Reading, Math, and Science scores decreased last year; however, this assessment is no longer being used to determine student growth and achievement by the State of Alabama. Students in 3rd grade were 38% proficient on Scantron Reading, and 30% proficient on Scantron Mathematics which shows they are over half way to the schoolwide proficiency goal. This will be monitored and evaluated using the gains analysis reports from Scantron Winter and Spring Administrations.

Which area(s) indicate the overall lowest performance?

Overall lowest performance would be Kindergarten DIBELS with 55% Intensive, and 3rd grade Reading 38% and 3rd grade Mathematics 30% on Scantron Performance Assessments.

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

3rd grade White students scored lowest in Scantron Reading, and White Students in Kindergarten had lower scores compared to the minority groups in the classroom.

Between which subgroups is the achievement gap becoming greater?

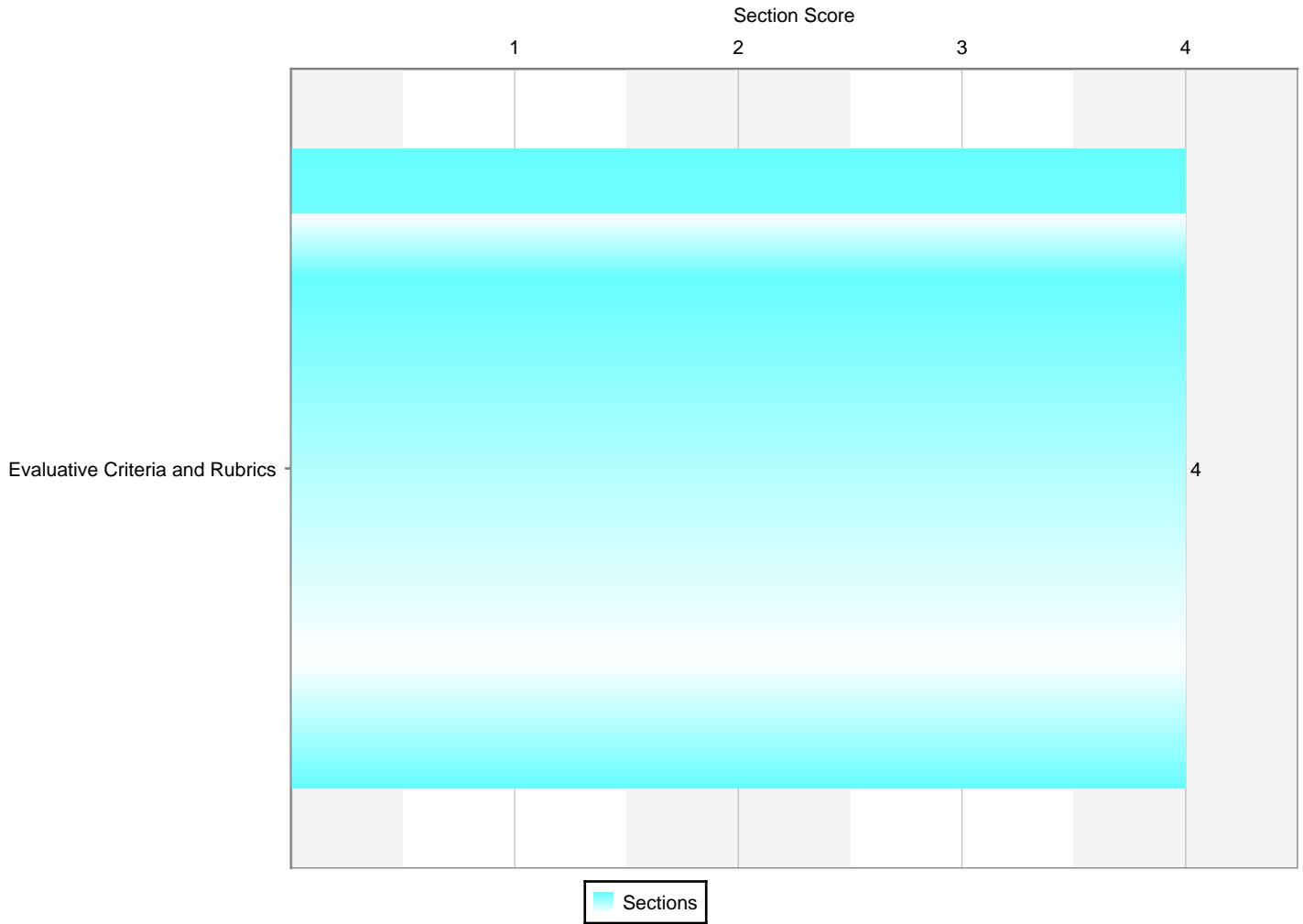
Reading across all grades shows that the Reading achievement Gap is greater for White Students versus minorities in the same grades.

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

Although other data was reviewed (such as DIBELS and ACT ASPIRE) those results were not disaggregated.

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	Leadership Team SignIn Sheet for Meeting.	Leadership SignIn Sheet

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	Our county's compliance policy included in attachments.	Assurance #2

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	Designated employees to uphold compliance policy signature page in attachments.	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	Our PFE Plan is attached.	Parent Involvement 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	2017-2018 SCHOOL PARENT COMPACT in attachments.	SCANNED PARENT COMPACT

2017-2018 ACIP Plan

Overview

Plan Name

2017-2018 ACIP Plan

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: 2 Activities: 5	Academic	\$41095
2	Develop proficient Math students	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$48070
3	The faculty at Huxford Elementary School will maintain a positive and safe learning environment.	Objectives: 2 Strategies: 4 Activities: 8	Organizational	\$14400
4	Achieving English Language Proficiency	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: Develop Proficient Reading Students

Measurable Objective 1:

53% 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. .

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-1 will progress monitor students in FSF, PSF, NWF, and ORF (second semester of 1st grade) according to their instructional level: Intensive-4 times per grading period, Strategic 3 times per grading period, Benchmark-1 time per grading period. These teachers will use DIBELS Next as an evaluation too. Teachers in 2nd grade will progress monitor students in oral reading fluency (ORF) according to their instructional level: Intensive-4 times per grading period, Strategic-3 times per grading period, Benchmark-1 time per grading period. Teachers in grade 2 will also use DIBELS Next as an assessment tool for fluency, while also using PowerSchools Reading Comprehension Assessment. Students in grades 3-6 will be monitored using the Scantron Performance Series Reading Assessment which will be given 3 times per year.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Principal, Reading Specialist, Classroom Teacher
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. Funds are provided that cover the expense of a copier that teachers may use to generate materials and activities.	Academic Support Program	08/09/2017	05/24/2018	\$3500	Title I Part A	Principal, Reading Specialist, Classroom Teacher, Instructional Aides
Activity - Instructional Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Huxford Elementary School

All teachers will be provided classroom instructional supplies and technology to assist in teaching reading. Teachers will have access to Accelerated Reader for all students. All teachers will receive instructional support from instructional aides. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. Each aide will receive training and support from the Reading Specialist to determine their instructional role in the classroom. The instructional aides will support the classroom teacher by working with a group of students that need additional support in reading. The reading level, skills, and group will be determined by the teacher.	Academic Support Program	08/09/2017	05/24/2018	\$37595	Title I Part A, Title I Part A, Title I Part A, Title I Part A	Principal, Reading Specialist, and Instructional Aides
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Strategy 2:

Improve Fluency and Comprehension - Teacher will target fluency and comprehension with all students during the Core Reading block 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	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate constructed response questions into class discussions and assignments.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Principal, Reading Specialist, 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	05/24/2018	\$0	No Funding Required	Principal, Reading Specialist, Classroom Teacher, Instructional Aide

Goal 2: Develop proficient Math students**Measurable Objective 1:**

53% of All Students will demonstrate a proficiency on the Scantron Assessment as indicated on performance bands in Mathematics by 05/25/2018 as measured by the spring assessment results. .

Strategy 1:

Differentiated Instruction - Teachers will 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.

ACIP

Huxford Elementary School

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.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Principal, Classroom Teacher, Instructional Aide

Activity - Instructional Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provided classroom instructional supplies and technology to assist in teaching math. All teachers will receive instructional support from instructional aides on a daily basis. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. The instructional aides will support the classroom teacher by working with a group of students that need additional support in math.	Academic Support Program	08/09/2017	05/24/2018	\$35780	Title I Part A, Title I Part A, Title I Part A	Principal, Classroom Teacher, and Instructional Aides

Activity - Math Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will be hired to tutor after school for students who need additional assistance in Math.	Tutoring	10/02/2017	05/24/2018	\$12290	Title I Part A	Principal, Teachers

Activity - Engage New York	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers, K-6, will implement Engage NY as our math program.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Principal, Teachers, Media Specialist

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 Standards in Mathematics.

Activity - Use Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use assessment data (Scantron Performance Series Math Assessment (grades 3-6), PowerSchools Comprehensive Math Assessment (2nd grade), and Weekly Assessments) to establish flexible groups in the classroom.	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Principal, Classroom Teacher

Activity - Math Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will keep Math Journals to facilitate writing and non-linguistic representations as part of problem solving support.	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Principal, Classroom Teacher
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Goal 3: The faculty at Huxford Elementary School will maintain a positive and safe learning environment.

Measurable Objective 1:

collaborate to increase our daily attendance average from 93% in 2016- 2017 to 94% in 2017-2018 by 05/25/2017 as measured by average daily attendance report from INOW.

Strategy 1:

Attendance - Build a culture of attendance and maintain it throughout the school year.

Activity - Improvement in Student Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Huxford Elementary will provide a variety of events, incentives, and campaigns to improve overall student attendance. We will follow all guidelines on the notification of parents and families of excessive absences.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers, counselor and administration

Measurable Objective 2:

collaborate to maintain a positive and safe learning environment by 05/25/2018 as measured by an improved teacher and student environment, increased parent and family engagement, and a decrease in discipline issues.

Strategy 1:

Teacher and Student Environment - Novice teachers will be given support from an assigned mentor teacher. Student Behavior Plans will be utilized.

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 teachers are assigned a master teacher. The program begins with a needs assessment of the novice teacher followed by scheduled conferences and observation. The master teacher then provides support as needed to the novice teacher. Teachers new to Huxford Elementary School will be paired with experienced teachers to assist as needed and provide support.	Policy and Process	08/09/2017	05/24/2018	\$0	No Funding Required	Principal, Mentoring Teachers, Novice Teachers

Activity - Insights Into Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Huxford Elementary School

Implement the program "Insights to Behavior" for students who constantly exhibit behavior that impede or interfere with academic performance. Behavior plans will be created and implemented.	Behavioral Support Program	09/05/2017	05/25/2018	\$12000	District Funding	Teachers, Counselor, Administration
Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will have a variety of opportunities for professional development throughout the school year and summer months (i.e. Nuts and Bolts, MEGA Conference, etc.).	Academic Support Program	09/06/2017	07/27/2018	\$1000	Title I Part A	All teachers, counselor and administration

Strategy 2:

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 Elementary to Middle School: Strategies for Educators. National Association of Psychologists. Bethesda, MD.

Activity - Tour of Escambia County Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th grade students will be provided a guided tour of Escambia County Middle School.	Field Trip	08/09/2017	05/24/2018	\$0	District Funding	Principal, Teachers, Counselors
Activity - Fred Lee McGhee Early Learning Center Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool students from the Fred Lee McGhee Early Learning Center in Poarch visit Huxford Elementary each year for a guided tour, introduction of staff members, and orientation to our school.	Field Trip	08/09/2017	05/24/2018	\$0	No Funding Required	Principal, Teachers, Counselor, Support Staff
Activity - Jump Start Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming Kindergarten students at Huxford Elementary may attend the Jump Start Program prior to the start of school.	Academic Support Program	06/01/2018	07/01/2018	\$0	No Funding Required	Jump Start Program Staff

Strategy 3:

Home/School Connection - We are going to provide opportunities for students, parents, teachers, counselors, and administrators to work together encouraging students to attend school everyday to attain the highest quality level of education

Research Cited: Comer, Dr. James P. (2000). Building Successful Partnerships. Bloomington, IN.

Activity - Parent Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Flyers about the importance of attendance will be send home with each student. We provide pamphlets for parental involvement in our parent resource center. Our school also provides a newsletter that goes home to the parents.	Parent Involvement	08/09/2017	05/24/2018	\$1400	Title I Part A	Counselor, Principal, and Parental Involvement Liaison
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Goal 4: Achieving English Language Proficiency

Measurable Objective 1:

100% of English Learners students will collaborate to address achievement gaps for EL students in English language proficiency in English Language Arts by 05/24/2018 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 the 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	05/24/2018	\$0	No Funding Required	All teachers.
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 to parents of English Learners in a language they can understand.	Parent Involvement	08/09/2017	05/24/2018	\$0	No Funding Required	All teachers and school administration .

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tour of Escambia County Middle School	6th grade students will be provided a guided tour of Escambia County Middle School.	Field Trip	08/09/2017	05/24/2018	\$0	Principal, Teachers, Counselors
Insights Into Behavior	Implement the program "Insights to Behavior" for students who constantly exhibit behavior that impede or interfere with academic performance. Behavior plans will be created and implemented.	Behavioral Support Program	09/05/2017	05/25/2018	\$12000	Teachers, Counselor, Administration
Total					\$12000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Professional Development	Teachers and staff will have a variety of opportunities for professional development throughout the school year and summer months (i.e. Nuts and Bolts, MEGA Conference, etc.).	Academic Support Program	09/06/2017	07/27/2018	\$1000	All teachers, counselor and administration
Math Tutoring	A teacher will be hired to tutor after school for students who need additional assistance in Math.	Tutoring	10/02/2017	05/24/2018	\$12290	Principal, Teachers
Instructional Assistance	All teachers will be provided classroom instructional supplies and technology to assist in teaching reading. Teachers will have access to Accelerated Reader for all students. All teachers will receive instructional support from instructional aides. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. Each aide will receive training and support from the Reading Specialist to determine their instructional role in the classroom. The instructional aides will support the classroom teacher by working with a group of students that need additional support in reading. The reading level, skills, and group will be determined by the teacher.	Academic Support Program	08/09/2017	05/24/2018	\$23788	Principal, Reading Specialist, and Instructional Aides

Instructional Assistance	All teachers will be provided classroom instructional supplies and technology to assist in teaching reading. Teachers will have access to Accelerated Reader for all students. All teachers will receive instructional support from instructional aides. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. Each aide will receive training and support from the Reading Specialist to determine their instructional role in the classroom. The instructional aides will support the classroom teacher by working with a group of students that need additional support in reading. The reading level, skills, and group will be determined by the teacher.	Academic Support Program	08/09/2017	05/24/2018	\$1815	Principal, Reading Specialist, and Instructional Aides
Instructional Assistance	All teachers will be provided classroom instructional supplies and technology to assist in teaching reading. Teachers will have access to Accelerated Reader for all students. All teachers will receive instructional support from instructional aides. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. Each aide will receive training and support from the Reading Specialist to determine their instructional role in the classroom. The instructional aides will support the classroom teacher by working with a group of students that need additional support in reading. The reading level, skills, and group will be determined by the teacher.	Academic Support Program	08/09/2017	05/24/2018	\$7500	Principal, Reading Specialist, and Instructional Aides
Instructional Assistance	All teachers will be provided classroom instructional supplies and technology to assist in teaching math. All teachers will receive instructional support from instructional aides on a daily basis. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. The instructional aides will support the classroom teacher by working with a group of students that need additional support in math.	Academic Support Program	08/09/2017	05/24/2018	\$4491	Principal, Classroom Teacher, and Instructional Aides
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. Funds are provided that cover the expense of a copier that teachers may use to generate materials and activities.	Academic Support Program	08/09/2017	05/24/2018	\$3500	Principal, Reading Specialist, Classroom Teacher, Instructional Aides
Instructional Assistance	All teachers will be provided classroom instructional supplies and technology to assist in teaching math. All teachers will receive instructional support from instructional aides on a daily basis. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. The instructional aides will support the classroom teacher by working with a group of students that need additional support in math.	Academic Support Program	08/09/2017	05/24/2018	\$23789	Principal, Classroom Teacher, and Instructional Aides

ACIP

Huxford Elementary School

Instructional Assistance	All teachers will be provided classroom instructional supplies and technology to assist in teaching math. All teachers will receive instructional support from instructional aides on a daily basis. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. The instructional aides will support the classroom teacher by working with a group of students that need additional support in math.	Academic Support Program	08/09/2017	05/24/2018	\$7500	Principal, Classroom Teacher, and Instructional Aides
Parent Resource Center	Flyers about the importance of attendance will be send home with each student. We provide pamphlets for parental involvement in our parent resource center. Our school also provides a newsletter that goes home to the parents.	Parent Involvement	08/09/2017	05/24/2018	\$1400	Counselor, Principal, and Parental Involvement Liaison
Instructional Assistance	All teachers will be provided classroom instructional supplies and technology to assist in teaching reading. Teachers will have access to Accelerated Reader for all students. All teachers will receive instructional support from instructional aides. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. Each aide will receive training and support from the Reading Specialist to determine their instructional role in the classroom. The instructional aides will support the classroom teacher by working with a group of students that need additional support in reading. The reading level, skills, and group will be determined by the teacher.	Academic Support Program	08/09/2017	05/24/2018	\$4492	Principal, Reading Specialist, and Instructional Aides
Total					\$91565	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Jump Start Program	Incoming Kindergarten students at Huxford Elementary may attend the Jump Start Program prior to the start of school.	Academic Support Program	06/01/2018	07/01/2018	\$0	Jump Start Program Staff
Improvement in Student Attendance	Huxford Elementary will provide a variety of events, incentives, and campaigns to improve overall student attendance. We will follow all guidelines on the notification of parents and families of excessive absences.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	Teachers, counselor and administration

ACIP

Huxford Elementary School

Progress Monitoring	Teachers in grades K-1 will progress monitor students in FSF, PSF, NWF, and ORF (second semester of 1st grade) according to their instructional level: Intensive-4 times per grading period, Strategic 3 times per grading period, Benchmark-1 time per grading period. These teachers will use DIBELS Next as an evaluation too. Teachers in 2nd grade will progress monitor students in oral reading fluency (ORF) according to their instructional level: Intensive-4 times per grading period, Strategic-3 times per grading period, Benchmark-1 time per grading period. Teachers in grade 2 will also use DIBELS Next as an assessment tool for fluency, while also using PowerSchools Reading Comprehension Assessment. Students in grades 3-6 will be monitored using the Scantron Performance Series Reading Assessment which will be given 3 times per year.	Academic Support Program	08/09/2017	05/24/2018	\$0	Principal, Reading Specialist, Classroom Teacher
Constructed Response	Teachers will incorporate constructed response questions into class discussions and assignments.	Direct Instruction	08/09/2017	05/24/2018	\$0	Principal, Reading Specialist, Classroom Teacher
Use Assessment Data	Use assessment data (Scantron Performance Series Math Assessment (grades 3-6), PowerSchools Comprehensive Math Assessment (2nd grade), and Weekly Assessments) to establish flexible groups in the classroom.	Academic Support Program	08/09/2017	05/24/2018	\$0	Principal, Classroom Teacher
Providing Information to Parents	The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/09/2017	05/24/2018	\$0	All teachers and school administration
Assign Master Teacher	Novice teachers are assigned a master teacher. The program begins with a needs assessment of the novice teacher followed by scheduled conferences and observation. The master teacher then provides support as needed to the novice teacher. Teachers new to Huxford Elementary School will be paired with experienced teachers to assist as needed and provide support.	Policy and Process	08/09/2017	05/24/2018	\$0	Principal, Mentoring Teachers, Novice Teachers
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.	Academic Support Program	08/09/2017	05/24/2018	\$0	Principal, Classroom Teacher, Instructional Aide
Fred Lee McGhee Early Learning Center Orientation	Preschool students from the Fred Lee McGhee Early Learning Center in Poarch visit Huxford Elementary each year for a guided tour, introduction of staff members, and orientation to our school.	Field Trip	08/09/2017	05/24/2018	\$0	Principal, Teachers, Counselor, Support Staff
Math Journals	Students will keep Math Journals to facilitate writing and non-linguistic representations as part of problem solving support.	Direct Instruction	08/09/2017	05/24/2018	\$0	Principal, Classroom Teacher

ACIP

Huxford Elementary School

Incorporate ELA Reading/Literacy Standards	Teachers will incorporate ELA Reading/Literacy standards across all content areas.	Direct Instruction	08/09/2017	05/24/2018	\$0	Principal, Reading Specialist, Classroom Teacher, Instructional Aide
Ensure Academic Success for EL Students	Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the 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	05/24/2018	\$0	All teachers.
Engage New York	All teachers, K-6, will implement Engage NY as our math program.	Academic Support Program	08/09/2017	05/24/2018	\$0	Principal, Teachers, Media Specialist
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	Advanced Ed Surveys were used. Students in grades 3-6 were given an opportunity to respond to grade level surveys, teachers were given staff surveys, and parents completed the parent survey. The data documents are attached.	Stakeholder Feedback Data

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?

Unanimously teachers, parents, and students feel welcome in the school, and feel the environment is safe and conducive for learning. Parents, teachers, and students feel the teachers and staff are putting the education of the students first. Parents feel they are given great opportunities to be involved in the education of the student, and feel welcome to participate in events at the school. Parents feel informed of new assessments and events that are occurring during the school year, and understand that our school is a Title I school and the rights and benefits that come from federal funds associated with Title I. Parents and teachers both agree to the curriculum being taught that it is extensive and challenging for the students to promote higher learning and career readiness. Overall, parents, students, and teachers agree that Huxford is providing a high level education to our students, and an open welcoming atmosphere for parents and families to be involved.

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

There is still an ongoing positive trend that parents and families feel more welcome in our school from 2016-2017 to the 2017-2018 survey results. There is also a positive trend in the fact that parents and families feel knowledgeable about school events, and how to become a more integral part of their child's education.

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

Parent Surveys, Staff Surveys, Student Surveys

Areas in Need of Improvement

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

There is still a negative trend for after school and extracurricular activities for the students. Parent want to see more arts and music incorporated into the curriculum. Parents also feel the need for the school to have a gym built, they feel negatively about the fact that there is such a small auditorium for school events and no where for students to have physical activity during inclement weather. Parents are also dissatisfied that Huxford is one of the only schools in the county without a pre-k program for those children who are unable to qualify for Fred McGhee early learning center due to not being Native American. Also from previous years data the parents are wanting to have more information about counseling, speech, and special education programs for those students who are in need of services. We plan to work on this over the course of 2017-2018 school year to improve parental support and gain valuable feedback to improve these areas of our educational programs.

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

Parents are still asking for a gymnasium and more elective courses for the older grades. Parents are also still concerned with sending their 6th graders on into a new environment, and many are asking for adding 7th and 8th grade to Huxford. Parents are also concerned with being given more information for community referral programs, and also have to become more involved in planning and program review committees.

What are the implications for these stakeholder perceptions?

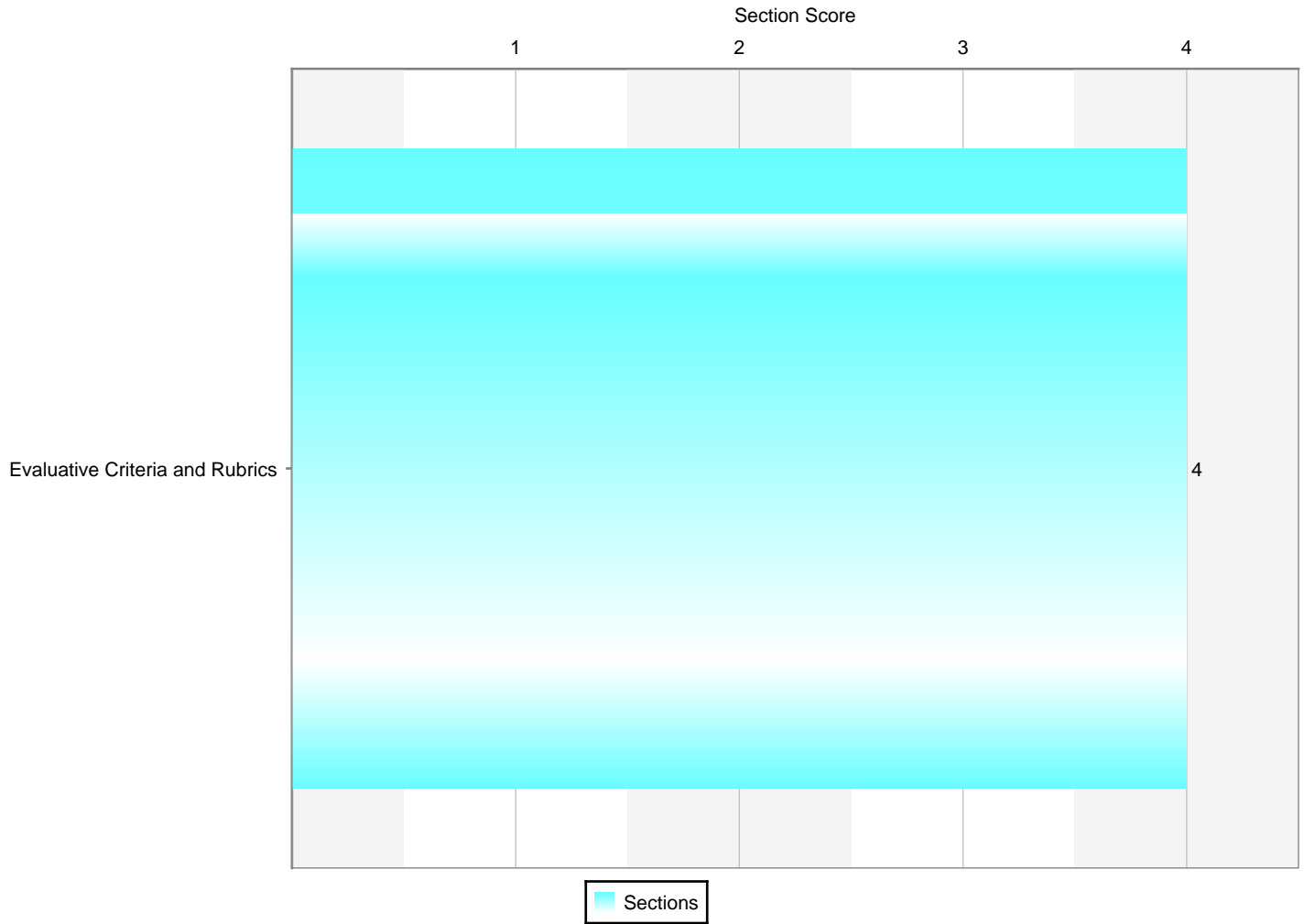
Huxford will continue to find ways to foster parent approval by looking into the arts, facilities, and curriculum suggestions. Also the faculty at Huxford will work harder to give information to stakeholders regarding outside services, referral processes, and foster a better line of communication with parents to continue the positive trends of welcoming environment and communication.

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

Previous surveys in past school years have indicated many of the same needs.

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 fall administrations of DIBELS, Scantron Reading, Scantron Math, PowerSchools Reading, PowerSchools Math, ACCESS and the Alabama Alternative Assessment given in September 2017. 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 the effectiveness of previous strategies and to assist with planning for the current school year; however, the assessment data could not be compared due to a change in state assessments from ACT ASPIRE to Scantron Performance Series.

What were the results of the comprehensive needs assessment?

Scantron (3-6)

Huxford's school wide proficiency for both Reading and Math on the performance series assessment was 48% during the Fall 2017 administration. The end of the year proficiency goal is 53% so this shows that our students are already very close to meeting their goals for the 2018 Spring administration of the Scantron Performance Series Assessment. Student growth and proficiency will continue to be monitored throughout the year using the Winter and Spring administrations where gains and target scores will be evaluated.

PowerSchools

Huxford's 2nd grade had 37% proficiency in Reading and 38% proficiency in Math. The Spring benchmark proficiency score for 2nd grade is 75% so our students are on track to meet this goal. The students will continue to be monitored through the Winter and Spring PowerSchools administrations in order to track growth and evaluate performance.

DIBELS

Huxford's Kindergarten through 2nd grade were administered the DIBELS assessment this Fall. The bulk of students tested into the Intensive and Strategic range for the assessment. These students will continue to be monitored throughout the year during the Winter and Spring administrations of DIBELS where growth and data can be evaluated for proficiency.

Alabama Alternative Assessment:

No students took the AAA during the 2015 - 2016 school year.

ACCESS

No students took the ACCESS test during the 2015 - 2016 school year.

What conclusions were drawn from the results?

From the data results, it was concluded that the improvement plan that we have in place is effective and our students are making adequate progress.

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

According to the results from our annual parent survey, 100% of parents reported that they feel welcome at the school, understand their child's test scores and report cards, are able to reach their child's teacher and feel that teachers in the school are interested and cooperative when you discuss your child's academic progress. 75% of parents reported that they did not know how to get additional help with reading and/or math. The parental involvement needs and goals for this year address the importance of communication between school and parents on an on-going basis.

Huxford Elementary School had 24 certified teachers during the 2017-2018 school year. We experienced very little teacher turnover, however HES did get 2 new teachers and a new counselor to begin the 2017-2018 school year.

The computer lab has software for the reading and math programs such as Accelerated Reader and GO Math. The computer lab is also used for students to do research for classroom projects. DIBELS was administered to all students in grades K - 2 to determine areas in which additional assistance was needed. 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. Response to Intervention (RtI) is used to document intervention strategies before referrals for Special Education Evaluations 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 screenings and 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.

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?

Students from any of these special populations are to be enrolled in school, even if they do not have the necessary paper work in place. It will be the responsibility of the enrolling school to help the parents/guardians of these students to acquire all the pertinent documentation, ex. records of immunizations, social security number, etc. If a student does not have a social security number, the Business Operations Office at Brewton Central Office will be contacted. They will assign the student a number for registration purposes. We cannot deny these students

enrollment in our 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 as a Second Language students. 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 Liaison for these special student population is

Sarah Watkins

Federal Programs Director

Atmore Central Office

251-368-8979

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:

53% 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. .

Strategy1:

Improve Fluency and Comprehension - Teacher will target fluency and comprehension with all students during the Core Reading block 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	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate constructed response questions into class discussions and assignments.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Reading Specialist, 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	05/24/2018	\$0 - No Funding Required	Principal, Reading Specialist, Classroom Teacher, Instructional Aide

Strategy2:

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.

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Huxford Elementary School

Activity - Instructional Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided classroom instructional supplies and technology to assist in teaching reading. Teachers will have access to Accelerated Reader for all students. All teachers will receive instructional support from instructional aides. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. Each aide will receive training and support from the Reading Specialist to determine their instructional role in the classroom. The instructional aides will support the classroom teacher by working with a group of students that need additional support in reading. The reading level, skills, and group will be determined by the teacher.	Academic Support Program	08/09/2017	05/24/2018	\$23788 - Title I Part A \$4492 - Title I Part A \$7500 - Title I Part A \$1815 - Title I Part A	Principal, Reading Specialist, and Instructional Aides

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-1 will progress monitor students in FSF, PSF, NWF, and ORF (second semester of 1st grade) according to their instructional level: Intensive-4 times per grading period, Strategic 3 times per grading period, Benchmark-1 time per grading period. These teachers will use DIBELS Next as an evaluation too. Teachers in 2nd grade will progress monitor students in oral reading fluency (ORF) according to their instructional level: Intensive-4 times per grading period, Strategic-3 times per grading period, Benchmark-1 time per grading period. Teachers in grade 2 will also use DIBELS Next as an assessment tool for fluency, while also using PowerSchools Reading Comprehension Assessment. Students in grades 3-6 will be monitored using the Scantron Performance Series Reading Assessment which will be given 3 times per year.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Reading Specialist, Classroom Teacher

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. Funds are provided that cover the expense of a copier that teachers may use to generate materials and activities.	Academic Support Program	08/09/2017	05/24/2018	\$3500 - Title I Part A	Principal, Reading Specialist, Classroom Teacher, Instructional Aides

Goal 2:

Develop proficient Math students

Measurable Objective 1:

53% of All Students will demonstrate a proficiency on the Scantron Assessment as indicated on performance bands in Mathematics by 05/25/2018 as measured by the spring assessment 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 Standards in Mathematics.

Activity - Use Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use assessment data (Scantron Performance Series Math Assessment (grades 3-6), PowerSchools Comprehensive Math Assessment (2nd grade), and Weekly Assessments) to establish flexible groups in the classroom.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, 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 problem solving support.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Classroom Teacher

Strategy2:

Differentiated Instruction - Teachers will 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 - Math Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher will be hired to tutor after school for students who need additional assistance in Math.	Tutoring	10/02/2017	05/24/2018	\$12290 - Title I Part A	Principal, Teachers

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.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Classroom Teacher, Instructional Aide

Activity - Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, K-6, will implement Engage NY as our math program.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Teachers, Media Specialist

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Huxford Elementary School

Activity - Instructional Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided classroom instructional supplies and technology to assist in teaching math. All teachers will receive instructional support from instructional aides on a daily basis. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. The instructional aides will support the classroom teacher by working with a group of students that need additional support in math.	Academic Support Program	08/09/2017	05/24/2018	\$4491 - Title I Part A \$23789 - Title I Part A \$7500 - Title I Part A	Principal, Classroom Teacher, and Instructional Aides

Goal 3:

The faculty at Huxford Elementary School will maintain a positive and safe learning environment.

Measurable Objective 1:

collaborate to increase our daily attendance average from 93% in 2016- 2017 to 94% in 2017-2018 by 05/25/2017 as measured by average daily attendance report from INOW.

Strategy1:

Attendance - Build a culture of attendance and maintain it throughout the school year.

Research Cited:

Activity - Improvement in Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Huxford Elementary will provide a variety of events, incentives, and campaigns to improve overall student attendance. We will follow all guidelines on the notification of parents and families of excessive absences.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers, counselor and administration

Measurable Objective 2:

collaborate to maintain a positive and safe learning environment by 05/25/2018 as measured by an improved teacher and student environment, increased parent and family engagement, and a decrease in discipline issues.

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 Elementary to Middle School: Strategies for Educators. National Association of Psychologists. Bethesda, MD.

Activity - Jump Start Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students at Huxford Elementary may attend the Jump Start Program prior to the start of school.	Academic Support Program	06/01/2018	07/01/2018	\$0 - No Funding Required	Jump Start Program Staff

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Huxford Elementary School

Activity - Fred Lee McGhee Early Learning Center Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students from the Fred Lee McGhee Early Learning Center in Poarch visit Huxford Elementary each year for a guided tour, introduction of staff members, and orientation to our school.	Field Trip	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Teachers, Counselor, Support Staff

Activity - Tour of Escambia County Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade students will be provided a guided tour of Escambia County Middle School.	Field Trip	08/09/2017	05/24/2018	\$0 - District Funding	Principal, Teachers, Counselors

Strategy2:

Home/School Connection - We are going to provide opportunities for students, parents, teachers, counselors, and administrators to work together encouraging students to attend school everyday to attain the highest quality level of education

Research Cited: Comer, Dr. James P. (2000). Building Successful Partnerships. Bloomington, IN.

Activity - Parent Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flyers about the importance of attendance will be send home with each student. We provide pamphlets for parental involvement in our parent resource center. Our school also provides a newsletter that goes home to the parents.	Parent Involvement	08/09/2017	05/24/2018	\$1400 - Title I Part A	Counselor, Principal, and Parental Involvement Liaison

Strategy3:

Teacher and Student Environment - Novice teachers will be given support from an assigned mentor teacher. Student Behavior Plans will be utilized.

Research Cited: Escambia County Mentoring Program Manual.

Activity - Assign Master Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice teachers are assigned a master teacher. The program begins with a needs assessment of the novice teacher followed by scheduled conferences and observation. The master teacher then provides support as needed to the novice teacher. Teachers new to Huxford Elementary School will be paired with experienced teachers to assist as needed and provide support.	Policy and Process	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Mentoring Teachers, Novice Teachers

Activity - Insights Into Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the program "Insights to Behavior" for students who constantly exhibit behavior that impede or interfere with academic performance. Behavior plans will be created and implemented.	Behavioral Support Program	09/05/2017	05/25/2018	\$12000 - District Funding	Teachers, Counselor, Administration

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will have a variety of opportunities for professional development throughout the school year and summer months (i.e. Nuts and Bolts, MEGA Conference, etc.).	Academic Support Program	09/06/2017	07/27/2018	\$1000 - Title I Part A	All teachers, counselor and administration.

Goal 4:

Achieving English Language Proficiency

Measurable Objective 1:

100% of English Learners students will collaborate to address achievement gaps for EL students in English language proficiency in English Language Arts by 05/24/2018 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 - 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 to parents of English Learners in a language they can understand.	Parent Involvement	08/09/2017	05/24/2018	\$0 - No Funding Required	All teachers and school administration.

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 the 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	05/24/2018	\$0 - No Funding Required	All teachers.

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:

53% 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. .

Strategy1:

Improve Fluency and Comprehension - Teacher will target fluency and comprehension with all students during the Core Reading block 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	05/24/2018	\$0 - No Funding Required	Principal, Reading Specialist, Classroom Teacher, Instructional Aide

Activity - Constructed Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate constructed response questions into class discussions and assignments.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Reading Specialist, Classroom Teacher

Strategy2:

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 - Instructional Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided classroom instructional supplies and technology to assist in teaching reading. Teachers will have access to Accelerated Reader for all students. All teachers will receive instructional support from instructional aides. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. Each aide will receive training and support from the Reading Specialist to determine their instructional role in the classroom. The instructional aides will support the classroom teacher by working with a group of students that need additional support in reading. The reading level, skills, and group will be determined by the teacher.	Academic Support Program	08/09/2017	05/24/2018	\$4492 - Title I Part A \$23788 - Title I Part A \$7500 - Title I Part A \$1815 - Title I Part A	Principal, Reading Specialist, and Instructional Aides

ACIP

Huxford Elementary School

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. Funds are provided that cover the expense of a copier that teachers may use to generate materials and activities.	Academic Support Program	08/09/2017	05/24/2018	\$3500 - Title I Part A	Principal, Reading Specialist, Classroom Teacher, Instructional Aides

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-1 will progress monitor students in FSF, PSF, NWF, and ORF (second semester of 1st grade) according to their instructional level: Intensive-4 times per grading period, Strategic 3 times per grading period, Benchmark-1 time per grading period. These teachers will use DIBELS Next as an evaluation too. Teachers in 2nd grade will progress monitor students in oral reading fluency (ORF) according to their instructional level: Intensive-4 times per grading period, Strategic-3 times per grading period, Benchmark-1 time per grading period. Teachers in grade 2 will also use DIBELS Next as an assessment tool for fluency, while also using PowerSchools Reading Comprehension Assessment. Students in grades 3-6 will be monitored using the Scantron Performance Series Reading Assessment which will be given 3 times per year.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Reading Specialist, Classroom Teacher

Goal 2:

Develop proficient Math students

Measurable Objective 1:

53% of All Students will demonstrate a proficiency on the Scantron Assessment as indicated on performance bands in Mathematics by 05/25/2018 as measured by the spring assessment 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 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 problem solving support.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Classroom Teacher

ACIP

Huxford Elementary School

Activity - Use Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use assessment data (Scantron Performance Series Math Assessment (grades 3-6), PowerSchools Comprehensive Math Assessment (2nd grade), and Weekly Assessments) to establish flexible groups in the classroom.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Classroom Teacher

Strategy2:

Differentiated Instruction - Teachers will 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 - Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, K-6, will implement Engage NY as our math program.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Teachers, Media Specialist

Activity - Math Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher will be hired to tutor after school for students who need additional assistance in Math.	Tutoring	10/02/2017	05/24/2018	\$12290 - Title I Part A	Principal, Teachers

Activity - Instructional Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided classroom instructional supplies and technology to assist in teaching math. All teachers will receive instructional support from instructional aides on a daily basis. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. The instructional aides will support the classroom teacher by working with a group of students that need additional support in math.	Academic Support Program	08/09/2017	05/24/2018	\$7500 - Title I Part A \$4491 - Title I Part A \$23789 - Title I Part A	Principal, Classroom Teacher, and Instructional Aides

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.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Classroom Teacher, Instructional Aide

Goal 3:

The faculty at Huxford Elementary School will 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 an improved teacher and student environment, increased parent and family engagement, and a decrease in discipline issues.

Strategy1:

Teacher and Student Environment - Novice teachers will be given support from an assigned mentor teacher. Student Behavior Plans will be utilized.

Research Cited: Escambia County Mentoring Program Manual.

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will have a variety of opportunities for professional development throughout the school year and summer months (i.e. Nuts and Bolts, MEGA Conference, etc.).	Academic Support Program	09/06/2017	07/27/2018	\$1000 - Title I Part A	All teachers, counselor and administration.

Activity - Assign Master Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice teachers are assigned a master teacher. The program begins with a needs assessment of the novice teacher followed by scheduled conferences and observation. The master teacher then provides support as needed to the novice teacher. Teachers new to Huxford Elementary School will be paired with experienced teachers to assist as needed and provide support.	Policy and Process	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Mentoring Teachers, Novice Teachers

Activity - Insights Into Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the program "Insights to Behavior" for students who constantly exhibit behavior that impede or interfere with academic performance. Behavior plans will be created and implemented.	Behavioral Support Program	09/05/2017	05/25/2018	\$12000 - District Funding	Teachers, Counselor, Administration

Strategy2:

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 Elementary to Middle School: Strategies for Educators. National Association of Psychologists. Bethesda, MD.

Activity - Tour of Escambia County Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade students will be provided a guided tour of Escambia County Middle School.	Field Trip	08/09/2017	05/24/2018	\$0 - District Funding	Principal, Teachers, Counselors

ACIP

Huxford Elementary School

Activity - Jump Start Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students at Huxford Elementary may attend the Jump Start Program prior to the start of school.	Academic Support Program	06/01/2018	07/01/2018	\$0 - No Funding Required	Jump Start Program Staff

Activity - Fred Lee McGhee Early Learning Center Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students from the Fred Lee McGhee Early Learning Center in Poarch visit Huxford Elementary each year for a guided tour, introduction of staff members, and orientation to our school.	Field Trip	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Teachers, Counselor, Support Staff

Strategy3:

Home/School Connection - We are going to provide opportunities for students, parents, teachers, counselors, and administrators to work together encouraging students to attend school everyday to attain the highest quality level of education

Research Cited: Comer, Dr. James P. (2000). Building Successful Partnerships. Bloomington, IN.

Activity - Parent Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flyers about the importance of attendance will be send home with each student. We provide pamphlets for parental involvement in our parent resource center. Our school also provides a newsletter that goes home to the parents.	Parent Involvement	08/09/2017	05/24/2018	\$1400 - Title I Part A	Counselor, Principal, and Parental Involvement Liaison

Measurable Objective 2:

collaborate to increase our daily attendance average from 93% in 2016- 2017 to 94% in 2017-2018 by 05/25/2017 as measured by average daily attendance report from INOW.

Strategy1:

Attendance - Build a culture of attendance and maintain it throughout the school year.

Research Cited:

Activity - Improvement in Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Huxford Elementary will provide a variety of events, incentives, and campaigns to improve overall student attendance. We will follow all guidelines on the notification of parents and families of excessive absences.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers, counselor and administration

Goal 4:

Achieving English Language Proficiency

Measurable Objective 1:

100% of English Learners students will collaborate to address achievement gaps for EL students in English language proficiency in English Language Arts by 05/24/2018 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 - 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 to parents of English Learners in a language they can understand.	Parent Involvement	08/09/2017	05/24/2018	\$0 - No Funding Required	All teachers and school administration.

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 the 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	05/24/2018	\$0 - No Funding Required	All 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:

Develop Proficient Reading Students

Measurable Objective 1:

53% 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. .

Strategy1:

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 - 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. Funds are provided that cover the expense of a copier that teachers may use to generate materials and activities.	Academic Support Program	08/09/2017	05/24/2018	\$3500 - Title I Part A	Principal, Reading Specialist, Classroom Teacher, Instructional Aides

Activity - Instructional Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided classroom instructional supplies and technology to assist in teaching reading. Teachers will have access to Accelerated Reader for all students. All teachers will receive instructional support from instructional aides. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. Each aide will receive training and support from the Reading Specialist to determine their instructional role in the classroom. The instructional aides will support the classroom teacher by working with a group of students that need additional support in reading. The reading level, skills, and group will be determined by the teacher.	Academic Support Program	08/09/2017	05/24/2018	\$1815 - Title I Part A \$7500 - Title I Part A \$23788 - Title I Part A \$4492 - Title I Part A	Principal, Reading Specialist, and Instructional Aides

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-1 will progress monitor students in FSF, PSF, NWF, and ORF (second semester of 1st grade) according to their instructional level: Intensive-4 times per grading period, Strategic 3 times per grading period, Benchmark-1 time per grading period. These teachers will use DIBELS Next as an evaluation too. Teachers in 2nd grade will progress monitor students in oral reading fluency (ORF) according to their instructional level: Intensive-4 times per grading period, Strategic-3 times per grading period, Benchmark-1 time per grading period. Teachers in grade 2 will also use DIBELS Next as an assessment tool for fluency, while also using PowerSchools Reading Comprehension Assessment. Students in grades 3-6 will be monitored using the Scantron Performance Series Reading Assessment which will be given 3 times per year.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Reading Specialist, Classroom Teacher

Strategy2:

Improve Fluency and Comprehension - Teacher will target fluency and comprehension with all students during the Core Reading block 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	05/24/2018	\$0 - No Funding Required	Principal, Reading Specialist, Classroom Teacher, Instructional Aide

Activity - Constructed Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate constructed response questions into class discussions and assignments.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Reading Specialist, Classroom Teacher

Goal 2:

Develop proficient Math students

Measurable Objective 1:

53% of All Students will demonstrate a proficiency on the Scantron Assessment as indicated on performance bands in Mathematics by 05/25/2018 as measured by the spring assessment 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 Standards in Mathematics.

Activity - Use Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use assessment data (Scantron Performance Series Math Assessment (grades 3-6), PowerSchools Comprehensive Math Assessment (2nd grade), and Weekly Assessments) to establish flexible groups in the classroom.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, 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 problem solving support.	Direct Instruction	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Classroom Teacher

Strategy2:

Differentiated Instruction - Teachers will 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 - Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, K-6, will implement Engage NY as our math program.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Teachers, Media Specialist

Activity - Instructional Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided classroom instructional supplies and technology to assist in teaching math. All teachers will receive instructional support from instructional aides on a daily basis. The instructional aides will provide teachers with an extra person to assist with instructional groups during tiered instruction. The instructional aides will support the classroom teacher by working with a group of students that need additional support in math.	Academic Support Program	08/09/2017	05/24/2018	\$4491 - Title I Part A \$23789 - Title I Part A \$7500 - Title I Part A	Principal, Classroom Teacher, and Instructional Aides

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.	Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Classroom Teacher, Instructional Aide

ACIP

Huxford Elementary School

Activity - Math Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher will be hired to tutor after school for students who need additional assistance in Math.	Tutoring	10/02/2017	05/24/2018	\$12290 - Title I Part A	Principal, Teachers

Goal 3:

The faculty at Huxford Elementary School will maintain a positive and safe learning environment.

Measurable Objective 1:

collaborate to increase our daily attendance average from 93% in 2016- 2017 to 94% in 2017-2018 by 05/25/2017 as measured by average daily attendance report from INOW.

Strategy1:

Attendance - Build a culture of attendance and maintain it throughout the school year.

Research Cited:

Activity - Improvement in Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Huxford Elementary will provide a variety of events, incentives, and campaigns to improve overall student attendance. We will follow all guidelines on the notification of parents and families of excessive absences.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers, counselor and administration

Measurable Objective 2:

collaborate to maintain a positive and safe learning environment by 05/25/2018 as measured by an improved teacher and student environment, increased parent and family engagement, and a decrease in discipline issues.

Strategy1:

Home/School Connection - We are going to provide opportunities for students, parents, teachers, counselors, and administrators to work together encouraging students to attend school everyday to attain the highest quality level of education

Research Cited: Comer, Dr. James P. (2000). Building Successful Partnerships. Bloomington, IN.

Activity - Parent Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flyers about the importance of attendance will be send home with each student. We provide pamphlets for parental involvement in our parent resource center. Our school also provides a newsletter that goes home to the parents.	Parent Involvement	08/09/2017	05/24/2018	\$1400 - Title I Part A	Counselor, Principal, and Parental Involvement Liaison

Strategy2:

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.

ACIP

Huxford Elementary School

Research Cited: Easing the Transition from Elementary to Middle School: Strategies for Educators. National Association of Psychologists. Bethesda, MD.

Activity - Jump Start Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students at Huxford Elementary may attend the Jump Start Program prior to the start of school.	Academic Support Program	06/01/2018	07/01/2018	\$0 - No Funding Required	Jump Start Program Staff

Activity - Fred Lee McGhee Early Learning Center Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students from the Fred Lee McGhee Early Learning Center in Poarch visit Huxford Elementary each year for a guided tour, introduction of staff members, and orientation to our school.	Field Trip	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Teachers, Counselor, Support Staff

Activity - Tour of Escambia County Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade students will be provided a guided tour of Escambia County Middle School.	Field Trip	08/09/2017	05/24/2018	\$0 - District Funding	Principal, Teachers, Counselors

Strategy3:

Teacher and Student Environment - Novice teachers will be given support from an assigned mentor teacher. Student Behavior Plans will be utilized.

Research Cited: Escambia County Mentoring Program Manual.

Activity - Insights Into Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the program "Insights to Behavior" for students who constantly exhibit behavior that impede or interfere with academic performance. Behavior plans will be created and implemented.	Behavioral Support Program	09/05/2017	05/25/2018	\$12000 - District Funding	Teachers, Counselor, Administration

Activity - Assign Master Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice teachers are assigned a master teacher. The program begins with a needs assessment of the novice teacher followed by scheduled conferences and observation. The master teacher then provides support as needed to the novice teacher. Teachers new to Huxford Elementary School will be paired with experienced teachers to assist as needed and provide support.	Policy and Process	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Mentoring Teachers, Novice Teachers

ACIP

Huxford Elementary School

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will have a variety of opportunities for professional development throughout the school year and summer months (i.e. Nuts and Bolts, MEGA Conference, etc.).	Academic Support Program	09/06/2017	07/27/2018	\$1000 - Title I Part A	All teachers, counselor and administration.

Goal 4:

Achieving English Language Proficiency

Measurable Objective 1:

100% of English Learners students will collaborate to address achievement gaps for EL students in English language proficiency in English Language Arts by 05/24/2018 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 - 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 to parents of English Learners in a language they can understand.	Parent Involvement	08/09/2017	05/24/2018	\$0 - No Funding Required	All teachers and school administration.

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 the 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	05/24/2018	\$0 - No Funding Required	All teachers.

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

Achieving English Language Proficiency

Measurable Objective 1:

100% of English Learners students will collaborate to address achievement gaps for EL students in English language proficiency in English Language Arts by 05/24/2018 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 - 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 to parents of English Learners in a language they can understand.	Parent Involvement	08/09/2017	05/24/2018	\$0 - No Funding Required	All teachers and school administration.

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 the 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	05/24/2018	\$0 - No Funding Required	All teachers.

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 in the event of hosting a student with parents of second language has tools to interpret information in translated form for the parents in a language they can understand. TranACT allows documents to be translated for the parents; furthermore, Spanish-speaking staff are employed within the county who can serve as interpreters, and other language interpreters can be contracted for languages that cannot be translated within the county.

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 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?

There are two new classroom teachers and 1 counselor for the 2017-2018 school year so the turnover rate is 13%.

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

90% of our staff would be considered "experienced" teachers with more than 5 years in the field, while 10% of our classroom teachers have less than 5 years experience.

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).

The turnover was due to retirement, and the job openings were replaced with teachers who were housed in our county school which closed this year and was integrated into the other locations. There is no need for recruitment strategies as Huxford is a great place to work and the staff are loyal and stay long-term.

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.

Reading

1. 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.
2. English Language Arts (ELA) College and Career Ready Standards (CCRS) training will be provided to teachers by the 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 also attend workshops at Mega Conference during the summer of 2018.

Math

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 annual Special Education and 504 Update Training to gain information on how to better serve at-risk students.
3. Teacher will attend these workshops during Mega Conference during the Summer of 2018.
4. Math College and Career Ready Standards (CRS) training will be provided to teachers by the principal and lead teachers who attend workshops.

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

All staff have a multitude of professional development opportunities available to them throughout the school year. Within the plan, specifically, are ARI embedded professional development, ELA and Math CCRS training, test score analysis, Special Education/504 Training, and Mega Conference.

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

Novice teachers are assigned a master teacher. The program begins with a needs assessment of the novice teacher followed by scheduled conferences and observation. The master teacher then provides support as needed to the novice teacher. Teachers new to Huxford Elementary School will be paired with experienced teachers to assist as needed and provide support.

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

Professional development is sustained and ongoing in that lead teachers, administrators, and other faculty will attend professional development throughout the school year and provide turn around training for faculty and staff.

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:

The faculty at Huxford Elementary School will 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 an improved teacher and student environment, increased parent and family engagement, and a decrease in discipline issues.

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 Elementary to Middle School: Strategies for Educators. National Association of Psychologists. Bethesda, MD.

Activity - Jump Start Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Kindergarten students at Huxford Elementary may attend the Jump Start Program prior to the start of school.	Academic Support Program	06/01/2018	07/01/2018	\$0 - No Funding Required	Jump Start Program Staff

Activity - Tour of Escambia County Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade students will be provided a guided tour of Escambia County Middle School.	Field Trip	08/09/2017	05/24/2018	\$0 - District Funding	Principal, Teachers, Counselors

Activity - Fred Lee McGhee Early Learning Center Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students from the Fred Lee McGhee Early Learning Center in Poarch visit Huxford Elementary each year for a guided tour, introduction of staff members, and orientation to our school.	Field Trip	08/09/2017	05/24/2018	\$0 - No Funding Required	Principal, Teachers, Counselor, Support Staff

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, Scantron Performance Series, PowerSchools/Chalkable, and Math and Reading Unit Test. Math, 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 an 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 1, 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 will 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.

An afterschool program and summer program is available for students who need additional support and reinforcement of academic skills. The afterschool program is staffed by certified teachers and has a built-in homework/tutoring time each day. This program is available to any student that is interested. The summer program also offers opportunities for struggling students. Title I funds will be used again this year to hire a math tutor for the afterschool program.

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, Rebecca Murray, and to the EL Program Supervisor in the office of Federal Programs, 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 information in a language they can understand.

Economically Disadvantaged

All students at Huxford 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 and/or 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 Response to Intervention 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 Response to Intervention 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 Huxford Elementary are first responders and are responsible for recognizing and reporting any signs of neglect to the principal and guidance counselor and contacting and filling out a report with the Department of Human Resources. Mental health referrals can also be made on behalf of any student. The school based Metal 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 forwarded to the county's At Risk/Attendance Officer, Donna Revel. 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 documentation 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.

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. 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 instruction programs. Title VI funds are used to increase instructional technology used in the classroom at Huxford Elementary School through the purchase of computers, Chrome books, iPads, etc.

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 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 Poarch 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. The Huxford after-school program is a tutoring program for students in grades kindergarten through sixth grade. Snacks and materials are provided for the students each day. The school counselor provides prevention services to students through classroom instruction by herself, the teacher, or outside agency representatives that include violence prevention, bullying prevention, drug awareness, personal safety, goal-setting, and conflict resolution training.

Component 10: Evaluation (Sec.1114(b)(3)):**How does the school evaluate the implementation of the schoolwide program?**

Data results are evaluated by the Instructional Leadership Team which includes teachers, counselor, administrator, and parents. A Projections and Reflections Narrative Evaluation is developed by the team. Major revisions to the school-wide program are made annually upon the completion of the program evaluation.

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 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.

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?

Individual student progress is monitored from year to year to determine the effectiveness of the school wide 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 Scantron Performance Series, PowerSchools/Chalkable, DIBELS, and Unit Tests. Results are discussed at Data Meetings to determine the effectiveness of the school wide program.

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?

Huxford Elementary School's Instructional Leadership Team is responsible for developing the CIP plan. This team is composed of teachers from various grade levels, the school's administration, the counselor, and parent representatives. 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, parent/teacher conferences, and individual conferences. All staff members will be provided professional development upon the presentation of a hard cop and review of its contents. A copy of the plan will be placed on the teacher's resource shelf of both the media center and in the parent resource center. Parents on the committee are provided with a hard copy of the plan and a copy of the plan will be placed on the school's website. If there is a parental dissatisfaction with the plan, they may follow procedures as described in the parental involvement section. Revisions can be made at anytime based upon a needs assessment. Major revisions are made annually upon

receipt of achievement results from the state testing 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.	20.06

Provide the number of classroom teachers.

20.06

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	977808.0

Total

977,808.00

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.	74399.0

Total

74,399.00

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

Total

0.00

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.	24251.0

Total

24,251.00

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.	52234.0

Total

52,234.00

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 Administrators.

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.	4783.0

Total

4,783.00

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.	1760.0

Total

1,760.00

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

Total

0.00

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.	9520.0

Total

9,520.00

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.	699.0

Total

699.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	91565.0

Provide a brief explanation and breakdown of expenses.

Classroom Instructional Supplies \$15000
Instructional Equipment \$8983
Instructional Aides \$47577
Software Maintenance Agreement \$1815
Equipment Maintenance Agreement \$3500
Travel and Training \$1000
Parent Instruction Supplies \$1400
AfterSchool Teacher \$12090
AfterSchool Supplies \$200

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	21462.0

Provide a brief explanation and breakdown of expenses.

.44 - Locally-Funded Units: \$21,462.

Counselor - .44 - \$21,340.

Instructional Supplies - \$122.

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))

Huxford Elementary School will hold an Annual Meeting of Title I Parents. Parents will be notified of the meeting through a flier sent home, the school's Facebook page and phone calls through the SchoolCast system. Any parents unable to attend the annual meeting will have the option of obtaining information in the HES Parent Resource Center located in our Library.

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 at Huxford Elementary have a strong belief in the importance of parental involvement and will hold flexible meetings regarding Title I functions for parents throughout the year. These meetings will be announced through fliers, the HES Facebook page, and by phone using the SchoolCast system. The Parent Resource Center will be open daily from 7:45 a.m. until 3:15 p.m. providing helpful information, important school documentation, and Title I information.

2. Huxford Elementary School will involve parents in the revision and evaluation of the School Parental Involvement Plan, the Title I Program, the aCIP and the School-Parent Compacts. In addition to invitation letters sent to all parents to participate and the Annual Title I meeting, specific parent representatives will be recruited to be on the Parental Involvement Committee and will be directly involved in the planning. Meetings will be scheduled with teachers, administrators, and the Parental Involvement Committee at designated times during the school year to review implementation of program goals. These meetings may be held in conjunction with other school meetings.

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 required by ESSA. Other funds will be used to provide parent/teacher communication folders, parent engagement items to promote involvement, and computer and printer supplies for the computers used in the parent resource center.

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 first-day letter home, the Annual Meeting of Title I Parents, Facebook, and Parent/Teacher conferences will allow parents the opportunity to hear important information pertaining to Title I programs and their child's education. All of the information is also available at any time on the school's website and in the Parent Resource Center. Furthermore, weekly newsletters will be distributed to inform parents of what their child will be learning in all core subjects throughout the school year. These newsletters will also contain information such as important testing dates, field trips, fundraisers, conferences, etc.

2. Huxford Elementary will hold an annual parenting workshop in October. This workshop will provide information about the academic and guidance curriculum, along with pertinent information about the assessments their children will be participating in throughout the year (DIBELS Next (K-2), Performance Series (3-6)). Information regarding scheduling conferences, as well as information to aid their child in having a successful school year will be presented throughout the day. All assessment information can be located under the assessments tab posted on our district website.

3. The child's progress will be made known to parents periodically through one of the following ways: report cards, progress reports, parent-teacher conferences, and phone calls from the teachers and administrators. State assessment information is sent home to parents after each testing. Parents are encouraged to contact the school whenever they feel inclined to discuss whatever subject they feel important. Conferences with teachers or administrators can be scheduled quickly and easily where both parties may meet at a reasonable time that will work for both parents and school officials. All of the information sent out by Huxford Elementary School is provided to parents in a timely manner and is presented in a way easily understood by all.

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

The School Compacts are revised in the beginning of each year, along with the aCIP and Parental Involvement Plan. Parents are always given an opportunity to provide input on the Compacts (as well as the other documents). All parents are encouraged to provide comments and feedback at any time through the school year either on-line or through the Parent Resource Center. Parent Compacts are sent home on the first day of school in the Parent/Student Handbook and returned by students with parent signatures. This document outlines the responsibilities that all parties will carry out to enable each student to achieve. Each teacher at Huxford Elementary School has a copy of the Compact for every student in their class or classes. The school has two regularly scheduled parent-teacher conferences, one in the fall and the other in the spring. Compacts are discussed with parents at these meetings and at appointed parent-teacher conferences if the need arises. The compacts will be initialed and dated in accordance with each conference to document that the compact was discussed and used as a reference when discussing the educational plan of the child.

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

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 unsatisfactory, all concerns will be forwarded to Sarah Watkins, Director of Federal Programs, 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 Parent Resource Center (PRC) will be open every school day from 7:45am to 3:15pm. During parent meetings, parent teacher conferences and workshops the PRC will be open before, during and after meeting times to accommodate parents. The PRC will provide materials for parents regarding a wide variety of issues, from literacy to state assessment requirements. Parents and students will have access to resource center at the Atmore Central Office from 8 a.m. to 4:00 p.m. daily (after school and Saturdays as requested).

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)

During the school year all staff members will be given opportunities to attend workshops on a variety of parental involvement topics. These opportunities will be at various times throughout the year, including faculty meetings, professional development days, and at times deemed necessary by the administration. Additional professional development will also be provided through the LEA if needed.

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)

Parents are informed of all existing school programs through the school website, the SchoolCast system, Facebook and notices sent home. The Parent Resource Center (PRC), which provides important parent information regarding the education of their children, also provides information regarding all other programs offered at Huxford Elementary School. The PRC is open and available during regular school hours.

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)

English is the primary language of all students served by this school; the school will make every effort to ensure that, to the extent possible, all information sent home will be in a language and form understandable to parents. The Trans ACT compliance and communication center is available on-line for the school to access any parent information needed in different languages. The ECTACO Any Language Translator will also be available by request for all schools to assist with parents who speak a language other than English

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 schoolcast system), notices sent home, Facebook and the school's website. Opportunities for students to perform in a variety of ways to encourage parental participation will also be used.

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))

Huxford Elementary School will use any and all available resources to ensure that information and school reports that are sent home are

written in a language that is appropriate for each parent to have a full understanding of its content. Parents with disabilities will be accommodated in every manner reasonable, and HES is a handicap-accessible building. Questions and concerns about students and parents with limited English proficiency and/or migratory children and parents will be directed to Sarah Watkins, Director of Federal Programs. The Trans ACT compliance and communication center is available on-line for the school to access any parent information needed in different languages. The ECTACO Any Language Translator will also be available by request for all schools to assist with parents who speak a language other than English. Every effort will be made to communicate with parents in their primary language. The LEA has an EL plan in place for students and parents.