ACIP

James A. Mulkey Elementary School

Geneva City Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

James A. Mulkey Elementary School, located in Geneva, Alabama, serves 591 students in grades Kindergarten through fifth. These students, living in a town of 4,452 residents (2010 Census), reflect the composition of the community. We are physically located in the Southeastern part of the state. The city of Geneva serves as the county seat for Geneva County.

Population growth for the city of Geneva has increased by 114 residents as compared from the 2000 Census to the 2010 Census. The city of Geneva population is composed of 83.2% white, 14% black, and 1.8% Hispanic. Geneva is a small rural town that is included within Geneva County whose population is 26,790, has had a 4% increase in population determined by Census comparisons.

Geneva's population is 52.4% female and 47.6% male. The age distribution is 21.4% under the age of 18, 58.3% between the ages of 18 and 65, and 20.3% over the age of 65. The home ownership rate is 70% with the median household income as $31,853. The Geneva community consists of 72.4% high school graduates and 8.4% of the population have a bachelor's degrees or higher. Grocery distribution, metal fabrication, agribusiness, health care, education, government, professional services, and various retail enterprises contribute to the economy.

James A. Mulkey Elementary School is part of the Geneva City School System and educates a population of kindergarten through fifth grade students consisting of a homogeneous student population of 591 students: 293 males and 298 females. There are no private schools located within Geneva. Community involvement and participation in various activities include fine arts, Boy Scouts, Girl Scouts, dance and music lessons, and multiple recreational sports for both girls and boys. The schools are supportive of most activities with the use of its facilities. The population of economically disadvantaged students in our school receiving free/reduced lunch priced meals is 57%. James A. Mulkey Elementary School is designated as a Title I school.

The faculty and staff at James A. Mulkey Elementary School consists of one principal, one assistant principal, one school counselor, one librarian, two full time physical education teachers, one LPN nurse, one full time speech/language pathologist, one full time pre-kindergarten speech teacher and thirty-three classroom teachers. All teaching and administrative personnel are fully certified and teaching within their field in their assigned teaching disciplines. Twenty of our certified staff have earned a Bachelor's degree and thirty-one have earned a master's degree. The staff of James A. Mulkey Elementary School also includes qualified paraprofessionals serving special education and the library, one kindergarten aide, one office aide, one physical education aide, one enrichment teacher, four resource teachers, one instructional coach, two contract employees serving the reading department, one custodian, and one maintenance employee. The office staff consists of one secretary/attendance clerk.

In the past few years, a concern has been that a number of students were transferring out of our school due to a depressed economy within the county. The majority of economic concerns were due to the closing of three textile industries. However, newly established businesses have created improved economic conditions, which in turn have brought new families into our community. Even though the student enrollment has begun to stabilize, an area of concern is the high percentage of students qualifying for free and reduced lunches.

Parental support for the school is high. Activities such as Open House, Kindergarten Start First, academic recognition events, 5th grade graduation, 5th grade talent show, Fall Festival, Field Day and athletic events are well attended by parents. Grandparents are also invited to

an annual Grandparent's breakfast. Community support is also high, with businesses donating supplies and members of the community serving as guest speakers. The city schools of Geneva are rich in tradition, especially homecoming. Different organizations of the school help with the Chamber of Commerce's annual Festival on the Rivers. The Festival on the Rivers brings in a number of people from outside of Geneva County.

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.

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SLOGAN

Geneva City Schools: A Tradition of Excellence

MISSION

The mission of Geneva City Schools is to educate every student and produce graduates prepared for success.

To accomplish our mission, we are committed to:

- Safe, positive, technology-rich school environments.

- Student-centered learning, challenging academic curricula, and effective, engaging instruction.

- Collaborating with families, community members, alumni, and post-secondary partners to support student success.

- Increasing students' ability in problem solving, creative thinking, and application of learning.

- Continuous improvement and on-going professional development for faculty and staff.

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.

James A. Mulkey faculty and staff are very proud of the increased achievement levels attained by our students and the additional technological improvements that allow us to teach in many varied ways, monitor student progress, and communicate with parents. Mulkey Elementary has several areas of improvement that we will be focusing in the next three years, including continuing to improve academic performance, making technology even more accessible to all our students, increasing student attendance, and improving communication with our parents.

Mulkey Elementary school strives to maintain classroom technology with current trends. Every classroom is equipped with a SMART Board and LCD projector because of Title I funds and funds raised through our Student Government Association. Teachers have participated in SMART Board training. Teachers continue to collaborate during weekly grade level meetings on implementing this technology in the classroom. Our school has two computer labs with twenty-six computers and digital cameras available in each one. Five portable laptop carts and one IPad cart have also been purchased. Teachers have access to IPads in the classroom as well. Ongoing teacher training will also be made available.

Several teachers have applied for and been awarded needed supplies, such as books and Bouncy Bands, through donorschoose.org. These items are used in the classrooms to increase student achievement.

Our school also implements the web-based Accelerated Reader program through Renaissance Place, which allows great access to tests for our students. Reading comprehension percentages and the number of passing scores have increased since the purchase of the online program. We also have ongoing Accelerated Reader competitions for students to encourage reading comprehension. Math Facts in a Flash software is purchased to help increase math computation for students. Parents can be informed of their child's progress through Home Connect with Renaissance Place. Through this program, parents can view reading tests the child has taken and the child can practice math facts at home.

Teachers at Mulkey also realize the importance of having students present at school in order to learn. Our school's assistant principal works diligently to promote attendance. He often has class competitions as well as school-wide competitions to help promote school attendance. Both the school counselor and the assistant principal work with classroom teachers to call and check on students who are absent. This system has proven effective as shown by our attendance rate of 94.5% for the 2017-2018 school year.

Communication with parents is an ongoing opportunity and challenge. We utilize technology by allowing parents to access student grades through the INOW home portal. Teachers are encouraged to keep grades up to date weekly so parents can monitor their child's progress. Students without internet access are updated through weekly graded papers and print versions of progress reports and report cards. Many teachers also utilize the Remind application, which is both a texting and online app. This app helps teachers keep parents informed of upcoming events and assignments. Parents have the opportunity to schedule conferences with their child's teachers throughout the year. Parents also receive STAR Reading and Math reports throughout the year. Our principal sends home a monthly newsletter with important school activity dates; our counselor also sends home a character education newsletter with home activities to promote good citizenship. We have an active PTO organization that conducts fundraisers, provides classroom volunteers, organizes our Fall Festival, and arranges monthly communication meetings. Mulkey hosts an annual Grandparents' Day celebration which includes breakfast, a photo booth, and a

book fair.

Student success both inside and outside the classroom is important at Mulkey. Our Physical Education Department organizes and sponsors Field Day annually. Good sportsmanship spells success at Mulkey. All students participate, and many parents attend. Our youth are also given the opportunity to participate Alabama Farm-City events such as the poster contest. Those students wanting to explore their leadership abilities have ample opportunity within our Student Government Association; organizing food drives is one such example. Opportunities through Artful Wonders and the Wiregrass Boys and Girls Club are also made available to our students. Fourth graders at Mulkey also attend a yearly Groundwater Festival in the spring. This hands-on experience helps to teach the importance of groundwater to Geneva County as well ways to help maintain a healthy environment for the future. Mulkey also has an honor society through grades 4-5 to help promote academic achievement. Mulkey Elementary has a school choir called the Mulkey Melodies, which is made up of approximately forty students in grades 3-5. Our school also has school news broadcasting group called Mulkey Mornings. Mulkey Mornings consists of a group of twenty 5th grade students who prepare a monthly morning newscast, which is shown in all of the classrooms. In preparation for the newscasts, students conduct interviews and complete research on various topics, including politics, fashion, school news, and sports. Students are in charge of creating the set and recording the newscast as well. Second and fifth graders participate in the Lady Liberty program which teaches and promotes citizenship. The culminating event includes a program that recognizes local heroes in our community. Fifth grade students created art projects to auction off in a school-wide fundraiser in order to purchase replica Statue of Liberties to present to the student-selected community heroes at the ending event.

The success of our students is important to all of us at Mulkey; we are always striving to improve upon what we do. One area we focus on is class size. It is important to keep class size as small as possible, and, for that reason, our system uses Title I money to pay for two special education teachers as well as a kindergarten teacher. By reducing class size, we are able to more effectively teach students and maintain a high quality of learning and engagement. Another way to ensure success of our students is through the Start First program for new kindergarten students. Prior to school beginning, a half-day kindergarten program is held for one week in order to help orient new kindergarten students to our school and to their teachers. Teachers tell routine and help students become more at ease with the transition to school.

Additional Information

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

James A. Mulkey Elementary School is proud of the opportunities provided to our students and the Geneva community. We, as a faculty and staff, work together to do whatever must be done to help all of our students achieve success. Several programs are available to help our "at-risk" students. Students identified as having difficulties in reading are provided additional help by our Instructional Coach and two Instructional Aides. Students who qualify use Mindplay as an intervention tool. In order to provide additional support and supplemental instruction in reading and math for struggling students not qualifying for resource services, an after-school tutoring program is offered two afternoons per week to students who are currently referred to the problem solving team (PST). These students have low or failing grades or have been recommended by their teacher. For those not qualifying through the previous two programs, an after-school homework program is available for a nominal fee. This program assures that a student's homework is completed correctly.

The Geneva City Schools gifted program serves the identified gifted in grades 3-5 in a pullout program and grade 6 with a subject area taught by the gifted specialist. These students are served in grades 7-12 with opportunities in advanced and AP classes. Second grade child find is conducted by the gifted specialist according to procedures set forth by the ALSDE. Consultative services are provided by the gifted specialist to any teacher making requests. The elementary gifted students provide and maintain the outdoor classroom as part of a school and community service project. The outdoor classroom was made possible through grants from Lowe's, the Geneva Rotary Club, area businesses, and supportive parents.

Through STI Home Portal, parents are able to view their child's grades, discipline, and attendance and are better informed about their child's progress. Our school's website also provides parents with school information and upcoming events. Through Renaissance Learning, parents may log-on to Home Connect to check on their child's progress in the Accelerated Reading program. Students may also access Math Facts in a Flash and practice their math skills at home.

The high school agricultural department sponsors Farm Day to expose children to how Alabama feeds the state. Through funding from a federal grant, our school has received $36,000 per year for four years to provide fresh fruits and vegetables to be served to each child. Fourth graders participate in Ground Water Festival sponsored by the Alabama Extension Office to promote water conservation. Students participate in poster contests for Farm/City Week and Water Festival.

James A. Mulkey Elementary School strives to stay abreast of current technological trends. All of our academic classrooms are equipped with projectors, a SMART board, and at least three computers. Each classroom also has one to three IPads for student use. Five portable laptop carts and one portable IPad cart are also available to classrooms. Our library software provides a centralized educational resource management system connecting students with content-- anytime, anywhere. It also connects the library to the classroom and supports collaboration between teachers and the librarian. The library also has a yearly Book Fair attended by students, parents, and the community. A smaller version of the Book Fair is also held in conjunction with Grandparent's Day.

The school counselor schedules monthly classroom guidance and character classes. Classes focus on topics such as bullying, career exploration, study skills, being a good friend, and other topics. Teachers may also sign up drop-in lessons on topics that they feel would be beneficial to their classrooms. The school counselor also conducts small groups as well as individual counseling sessions and drop-in classroom guidance lessons.

All of the faculty at Mulkey Elementary are certified and teaching in field. Our faculty and staff understand the best ways to teach and discipline the students. Our guidance program has large group instruction to promote character education and individual and group counseling to meet social and emotional needs. This program teaches these students to be respectful and well-behaved. The student's willingness to learn has led to success as evidenced through the students on A/AB Honor Roll as well as students meeting or exceeding state levels on state assessments.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The improvement committee consists of representatives of all grade levels as well as administrative and support faculty, parent and community representatives. The committee met at regular intervals throughout the school year conducting needs assessments of the students, school, and community, and developing strategies to ensure that students meet the expectations of state and national academic achievement levels.

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

CIP Team:
Jami Seay, Principal
Diane Hornsby, Co-Chair/Instructional Coach
Jenny Bynum, Co-Chair/Counselor
Patty Adams, K Teacher
Tanya Smith, 1st Grade Teacher
Melissa Casey, 2nd Grade Teacher
Elizabeth Fain, 3rd Grade Teacher
Teresa Stinson, 4th Grade Teacher
Michelle Revels, 5th Grade Teacher
Janet Pray, Paraprofessional
Kacie Johnson, Parent
Sara Dyess, Community member

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

Mulkey Elementary's Improvement Plan is posted on school's website and located in the library and office. The Building Leadership Team, which composes the Improvement Plan, meets monthly.

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		2018 Scantron scores DIBELS 2017/2018

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

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

Areas of Notable Achievement

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

Scantron: In reading, nine 3rd graders, nine 4th graders, and 7 5th graders scored at the Level 4 Distinguished Learner level.
In math, eighteen 3rd graders, one 4th grader, and one 5th grader scored at the Level 4 Distinguished Learner level. In 3rd grade, 74% of students are proficient in math and 55% are proficient in reading. In 4th grade, 42% of students are proficient in math and 51% are proficient in reading. In 5th grade, 40% of students are proficient in math and 39% are proficient in reading.

DIBELS: In kindergarten, nonsense word fluency and first sound fluency are above 80% benchmark at the end of the year. In second grade, oral reading retell is above 80% benchmark at the end of the year with a retell quality at 92%.

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

In 2017-2018, students in grades 3-5 were assessed using the Scantron assessment. This assessment was used as the baseline data. However, all grades levels in showed student growth from the beginning of the year assessment to the end of year assessment in reading and math for grades 3-5 and science for grade 5. ACT and Scantron are not comparable assessments, one being summative and the other formative; therefore, no trends are noted.

DIBELS:
Kindergarten and 1st grade scores show growth in benchmarked students from the beginning of the year to the end of the year.

2016-2017 ACT Aspire:
The following areas showed improvement from 2015-2016 ACT Aspire scores:
ACT Aspire Grade 3 Reading
ACT Aspire Grade 4 Math, Reading, and Science
ACT Aspire Grade 5 Science
2017-2018 DIBELS:
Kindergarten and 1st grade show growth in benchmarked students from the beginning of the year to the end of the year.

Which area(s) indicate the overall highest performance?

Scantron results: Third grade math shows the highest performance with eighteen students in Level 4 and forty-four in Level 3. In the 3rd grade, 74% of the students are proficient in math. Fourth grade reading also shows high performance with nine students in Level 4 and forty-six in Level 3.

DIBELS:
Kindergarten showed an increase of benchmarked students from 55% at the beginning of the year to 77% at the end of the year.

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

For grades 3-5, no trends are available due to 2017-2018 school year being the baseline data for a new state assessment, Scantron.

However, all grades and subject areas showed growth from the beginning of the year to the end of the year.

DIBELS:
Kindergarten

2016-2017 ACT Aspire:
Grade 3 and Grade 4 ACT Reading
Grade 4 ACT Math
Grade 4 and 5 ACT Science

2016-2017 DIBELS:
Kindergarten and 1st grade

Between which subgroups is the achievement gap closing?

There is a large amount of growth in the DIBELS composite score from the beginning of kindergarten to the end of kindergarten.

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

STAR data showed a growth from the beginning of the year until the end. DIBELS progress monitoring indicated that initial sound fluency was an area of strength.

Areas in Need of Improvement

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

Scantron: In reading scoring in Level 1 - Emerging Learner, there were fifteen students (18%) in grade 3, nineteen students (18%) in grade 4, and 23 students (21%) in grade 5, In math scoring in Level 1 - Emerging Learner, there were six students (8%) in grade 3, eight students (8%) in grade 4, and 10 students (9%) in grade 5.

DIBELS: Grade 2 showed a decline in benchmarked students from 81% at the beginning of the year to 80% at the end of the year with regards to DIBELS; however, grade 2 students still achieved the grade level benchmark with 80% proficient.

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

For grades 3-5, no trend data is available due to 2017-2018 serving as the baseline data for the new state assessment, Scantron. However, on both ACT Aspire and Scantron, reading scores are lower than math scores in all grade levels as a whole.

Grade 2 has a decline in benchmarked students on DIBELS from 81% at the beginning of the year to 80% at the end of the year. However, they are still at the goal level of at least 80% benchmarked at the end of the year.

2016-2017 Data: While when compared to previous years 4th grade reading and math ACT Aspire scores are improving, we do see a reduced rate of growth from 3rd grade to 4th grade with regards to reading and math. Grade 5 Reading and Math ACT Aspire scores show a decline from the previous year. Grade 2 has a decline in benchmarked students on DIBELS from 89% at the beginning of the year to 80% at the end of the year. However, they are still at the goal level of at least 80% benchmarked at the end of the year.

Which area(s) indicate the overall lowest performance?

Scantron: In reading, scoring a Level 1 - Emerging Learner, 5th grade had 23 students (22%) and 4th grade had 19 students (18%).

DIBELS: In Kindergarten and first grade, while growth was shown from the beginning of the year to the end of the year, they are below the 80% goal. Second grade, while they decreased from 81% to 80%, are at the grade level goal of 80%.

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

No trend data is available due to 2017-2018 being a year for baseline data and not being comparable to ACT Aspire.

For the past two years, second grade students have decreased from the beginning of the year to the end of the year but sill remain at the grade level goal.

The largest achievement gap based upon the 2016 and 2017 ACT Aspire data exists between white and black students in grades 3-5.

Between which subgroups is the achievement gap becoming greater?

No trend data is available due to 2017-2018 being a baseline year for Scantron and not being comparable with ACT Aspire. However, in the past, the largest achievement gap was seen between whites and blacks in grades 3-5.

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

Scantron: STAR assessments showed similar scores and growth when compared to Scantron data.

DIBELS: Progress monitoring showed similar scores when compared to the DIBELS assessment.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3
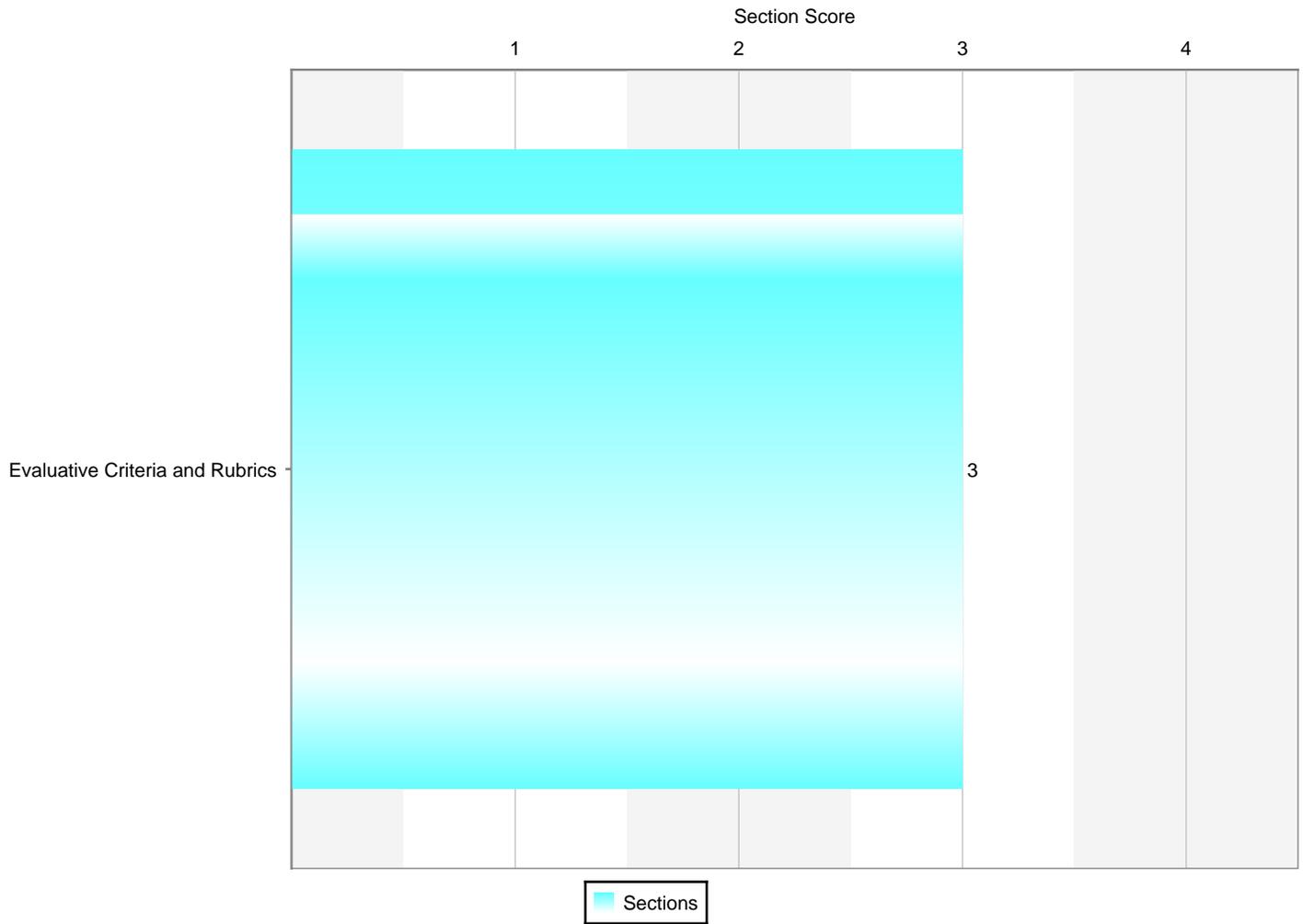
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, 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		2018 AICP approval

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Paul Curtis, Interim Superintendent, 511 Panther Drive, Geneva, AL 36340, 334-684-1090	

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		Consolidated Plan 2018-2019

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		2018-2019 Parent-Student-School compact

Plan for ACIP 2018-2019

Overview

Plan Name

Plan for ACIP 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner Through Technology.	Objectives: 3 Strategies: 3 Activities: 3	Academic	$29797
2	Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Objectives: 2 Strategies: 1 Activities: 4	Academic	$0
3	All students at Mulkey Elementary School will increase Scantron Reading scores by two percent from Fall to Spring.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$28483
4	All students at Mulkey Elementary School will increase Scantron Math scores by two percent.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$26833
5	Mulkey Elementary School anticipates that 75% of students and parent/guardians will attend an orientation prior to the beginning of the school year.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0

Goal 1: Engage and Empower the Learner Through Technology.

Measurable Objective 1:

49% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron in Reading by 05/23/2019 as measured by Scantron results.

Strategy 1:

Digital Tools - Students will actively engage in the use of digital tools.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U.S. Dept. of Education, 2013. Retrieved from

http://www.alsde.edu/home/general/plan_2020_esea.aspx

Activity - Renaissance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Renaissance to monitor students strengths and weaknesses in the areas of language arts and reading. Students will take STAR Reading and Accelerated Reader Test on a regular basis	Academic Support Program	08/03/2018	05/23/2019	$10350	Title I Schoolwide	Media Specialist, Administration, classroom teachers, Instructional Coach

Measurable Objective 2:

49% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron in Mathematics by 05/23/2019 as measured by Scantron results.

Strategy 1:

Digital Tools Math - Students will actively engage in the use of digital technology.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Plan 2020 ESEA Flexibility Request (May 3, 2013). Approved by the U. S. Dept. of Education, 2013. Retrieved from

http://www.alsde.edu/home/general/plan_2020_esea.aspx

Activity - Renaissance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Renaissance to monitor students' strengths and weaknesses in the areas of mathematics. Students will take STAR Math Test on a regular basis.	Academic Support Program	08/03/2018	05/23/2019	$10350	Title I Schoolwide	Media Specialist, Administration, classroom teachers, Instructional Coach

Measurable Objective 3:

100% of All Students will demonstrate a behavior of active learning through the use of technology in Career & Technical by 05/23/2019 as measured by observations and interviews with teachers and administrators..

Strategy 1:

Smartboard Lessons - Teachers will use newly purchased as well as past purchased Smartboards to actively engage students in the learning process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Edelson, D. C., Gordin, D. N., & Pea, R. D. (1999). Addressing the challenges of inquiry-based learning through technology and curriculum design.

Journal of the learning sciences, 8(3-4), 391-450.

Activity - Technical Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State allocated technology funds will be contributed to a technology pool to provide each classroom teacher with $300 for the 2018-2019 school year to be utilized for the following: upgrades and maintenance to computer hardware and/or software, including subscriptions to online resources or other technological components to enhance student learning. Excess funds will be spent to enhance variations of technology.	Technology	08/03/2018	05/23/2019	$9097	State Funds	Principal and technology committee.

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

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to acheive an increase in proficiency in technology integration into the classrooms in English Language Arts by 05/23/2019 as measured by lesson plans, peer observations, and administrative observations as measure by EducateAlabama.

(shared) Strategy 1:

Professional Development - Professional development opportunities will be give to develop innovative products and processes using technology.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://technologyinmotion.alsde.edu/ and http://elearning.atim.cc/

Activity - e-Learning Courses and Technology in Motion PD Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
E-learning courses are offered throughout the year. Teachers can complete these courses free of charge and earn thirty CEUs. PLUs are also available for those with administrative certification.	Professional Learning	08/03/2018	05/23/2019	$0	No Funding Required	All faculty members have access to these opportunities.

Activity - Mobile Laptop Lab Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The technology coordinator will provide professional development for faculty and staff regarding the policies and procedures of using the mobile laptop lab as needed.	Professional Learning	08/03/2018	05/23/2019	$0	No Funding Required	System Technology Coordinator.

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive instruction on various strategies to increase digital citizenship for both teachers and students.	Professional Learning	08/03/2018	05/23/2019	$0	No Funding Required	School administrators.

Activity - Digital Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive instruction on ways to increase digital collaboration for both teachers and students.	Professional Learning	08/03/2018	05/23/2019	$0	No Funding Required	School principals.

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to achieve a proficiency in technology integration into the classrooms in in Mathematics by 05/23/2019 as measured by lesson plans, peer observations, and administrative observations as measured by EducateAlabama.

(shared) Strategy 1:

Professional Development - Professional development opportunities will be give to develop innovative products and processes using technology.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://technologyinmotion.alsde.edu/ and http://elearning.atim.cc/

Activity - e-Learning Courses and Technology in Motion PD Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
E-learning courses are offered throughout the year. Teachers can complete these courses free of charge and earn thirty CEUs. PLUs are also available for those with administrative certification.	Professional Learning	08/03/2018	05/23/2019	$0	No Funding Required	All faculty members have access to these opportunities.

Activity - Mobile Laptop Lab Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The technology coordinator will provide professional development for faculty and staff regarding the policies and procedures of using the mobile laptop lab as needed.	Professional Learning	08/03/2018	05/23/2019	$0	No Funding Required	System Technology Coordinator.

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive instruction on various strategies to increase digital citizenship for both teachers and students.	Professional Learning	08/03/2018	05/23/2019	$0	No Funding Required	School administrators.

Activity - Digital Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive instruction on ways to increase digital collaboration for both teachers and students.	Professional Learning	08/03/2018	05/23/2019	$0	No Funding Required	School principals.

Goal 3: All students at Mulkey Elementary School will increase Scantron Reading scores by two percent from Fall to Spring.

Measurable Objective 1:
A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency Reading skills in Reading by 05/23/2019 as measured by Scantron.

Strategy 1:
Reading Proficiency - Help students to become proficent in the area of Reading.
Category: Develop/Implement College and Career Ready Standards
Research Cited: Renaissance STAR Reading, Accelerated Reader, Triumph's COACH College & Career Materials, Pearson Reading Street.

Activity - After-School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk small-group tutoring	Academic Support Program	08/03/2018	05/23/2019	$26833	Title I Schoolwide	After-School Tutoring Teachers.

Activity - MIndplay	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualifying students will receive support intervention using Mindplay.	Academic Support Program	08/03/2018	05/23/2019	$1650	Title I Schoolwide	Intervention teachers and instructional coach

Goal 4: All students at Mulkey Elementary School will increase Scantron Math scores by two percent.

Measurable Objective 1:
A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency Math Skills in Mathematics by 05/23/2019 as measured by Scantron.

Strategy 1:

Math Proficiency - Students will increase math proficency skills by two percent.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Envision Materials by Scott Foresman, STAR Math, Math Facts in a Flash

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technological programs and apps to enhance math instruction	Academic Support Program	08/03/2018	05/23/2019	$0	No Funding Required	Mulkey Elementary School Teachers.

Activity - After-School Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group after-school program to enhance math skills.	Academic Support Program	08/03/2018	05/23/2019	$26833	Title I Schoolwide	After-School Tutoring Teachers.

Goal 5: Mulkey Elementary School anticipates that 75% of students and parent/guardians will attend an orientation prior to the beginning of the school year.

Measurable Objective 1:

collaborate to increase student and parent/guardian engagement by 08/21/2018 as measured by the percent of student and parent/guardians who attend the orientation.

Strategy 1:

Notification - Parents/Guardians and students will be notified of the orientation by the use of media outlets as well as a phone call through the telephone communications system inviting them to attend.

Category: Develop/Implement Learning Supports

Research Cited: NEA Education Policy and Practice Department | Center for Great Public Schools | 1201 16th St., NW, Washington, D.C. 20036

An NEA policy brief 42008 (PB11)

Activity - Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A survey will be conducted in order to get stakeholder input with regards to the upcoming school year.	Parent Involvement	08/21/2018	08/31/2018	$0	No Funding Required	School Administration

Activity - Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A start-of-school orientation will be held during the hours of 2:00 pm through 7:00 pm in order to accommodate as many parents/guardians and students as possible.	Parent Involvement	08/02/2018	08/02/2018	$0	No Funding Required	District and school administration, faculty, and staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Renaissance	Teachers will use Renaissance to monitor students' strengths and weaknesses in the areas of mathematics. Students will take STAR Math Test on a regular basis.	Academic Support Program	08/03/2018	05/23/2019	$10350	Media Specialist, Administration, classroom teachers, Instructional Coach
After-School Tutoring Program	Small group after-school program to enhance math skills.	Academic Support Program	08/03/2018	05/23/2019	$26833	After-School Tutoring Teachers.
After-School Program	At-risk small-group tutoring	Academic Support Program	08/03/2018	05/23/2019	$26833	After-School Tutoring Teachers.
MIndplay	Qualifying students will receive support intervention using Mindplay.	Academic Support Program	08/03/2018	05/23/2019	$1650	Intervention teachers and instructional coach
Renaissance	Teachers will use Renaissance to monitor students strengths and weaknesses in the areas of language arts and reading. Students will take STAR Reading and Accelerated Reader Test on a regular basis	Academic Support Program	08/03/2018	05/23/2019	$10350	Media Specialist, Administration, classroom teachers, Instructional Coach
				Total	$76016	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Technical Support	State allocated technology funds will be contributed to a technology pool to provide each classroom teacher with $300 for the 2018-2019 school year to be utilized for the following: upgrades and maintenance to computer hardware and/or software, including subscriptions to online resources or other technological components to enhance student learning. Excess funds will be spent to enhance variations of technology.	Technology	08/03/2018	05/23/2019	$9097	Principal and technology committee.
				Total	$9097	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Technological programs and apps to enhance math instruction	Academic Support Program	08/03/2018	05/23/2019	$0	Mulkey Elementary School Teachers.
Digital Collaboration	Teachers will receive instruction on ways to increase digital collaboration for both teachers and students.	Professional Learning	08/03/2018	05/23/2019	$0	School principals.
Mobile Laptop Lab Training	The technology coordinator will provide professional development for faculty and staff regarding the policies and procedures of using the mobile laptop lab as needed.	Professional Learning	08/03/2018	05/23/2019	$0	System Technology Coordinator.
Orientation	A start-of-school orientation will be held during the hours of 2:00 pm through 7:00 pm in order to accommodate as many parents/guardians and students as possible.	Parent Involvement	08/02/2018	08/02/2018	$0	District and school administration, faculty, and staff
Survey	A survey will be conducted in order to get stakeholder input with regards to the upcoming school year.	Parent Involvement	08/21/2018	08/31/2018	$0	School Administration
e-Learning Courses and Technology in Motion PD Opportunities	E-learning courses are offered throughout the year. Teachers can complete these courses free of charge and earn thirty CEUs. PLUs are also available for those with administrative certification.	Professional Learning	08/03/2018	05/23/2019	$0	All faculty members have access to these opportunities.
Digital Citizenship	Teachers will receive instruction on various strategies to increase digital citizenship for both teachers and students.	Professional Learning	08/03/2018	05/23/2019	$0	School administrators.
				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	We completed the Stakeholder Feedback (parent, student, faculty/staff) online during the 2018-19 school year.	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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?

The areas that indicate the overall highest level of satisfaction or approval, according to stakeholder feedback provided through online survey process, are as follows:

Parent Survey: Reports home are easy to understand, the mission statement is clear and centered on student success, and teachers/school have high expectations for students.

Staff Survey: The purpose statement is focused on student success, the continuous improvement of the school is based upon data, and leaders monitor student data.

K-2 Students: All areas but one are rated a 3, which is the highest score possible.

3-5 Students: Teachers want and expect students to do their best and teachers teach them skills they will need in the future.

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

All areas of stakeholder surveys increased from 2017-2018 to 2018-2019 results with the exception of the the early elementary survey results which went from a 2.94 to a 2.81.

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

Standard 1: Purpose and Direction is most consistent with findings from other stakeholder feedback sources. The school's leadership team works hard to implement a continuous improvement process that provides clear direction for improving conditions that support all students' learning.

Areas in Need of Improvement

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

Survey results show the area of safety concerning the school campus as the lowest level of satisfaction.

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

No decrease of trends were noted within the survey results.

What are the implications for these stakeholder perceptions?

According to the survey results, stakeholder perceptions are increasing and/or staying consistent within the school.

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

The Alabama Teacher School Summary Reports for the 2018-2019 school year reveal the following area as strengths: The purpose and direction of the school are consistent.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

3.5
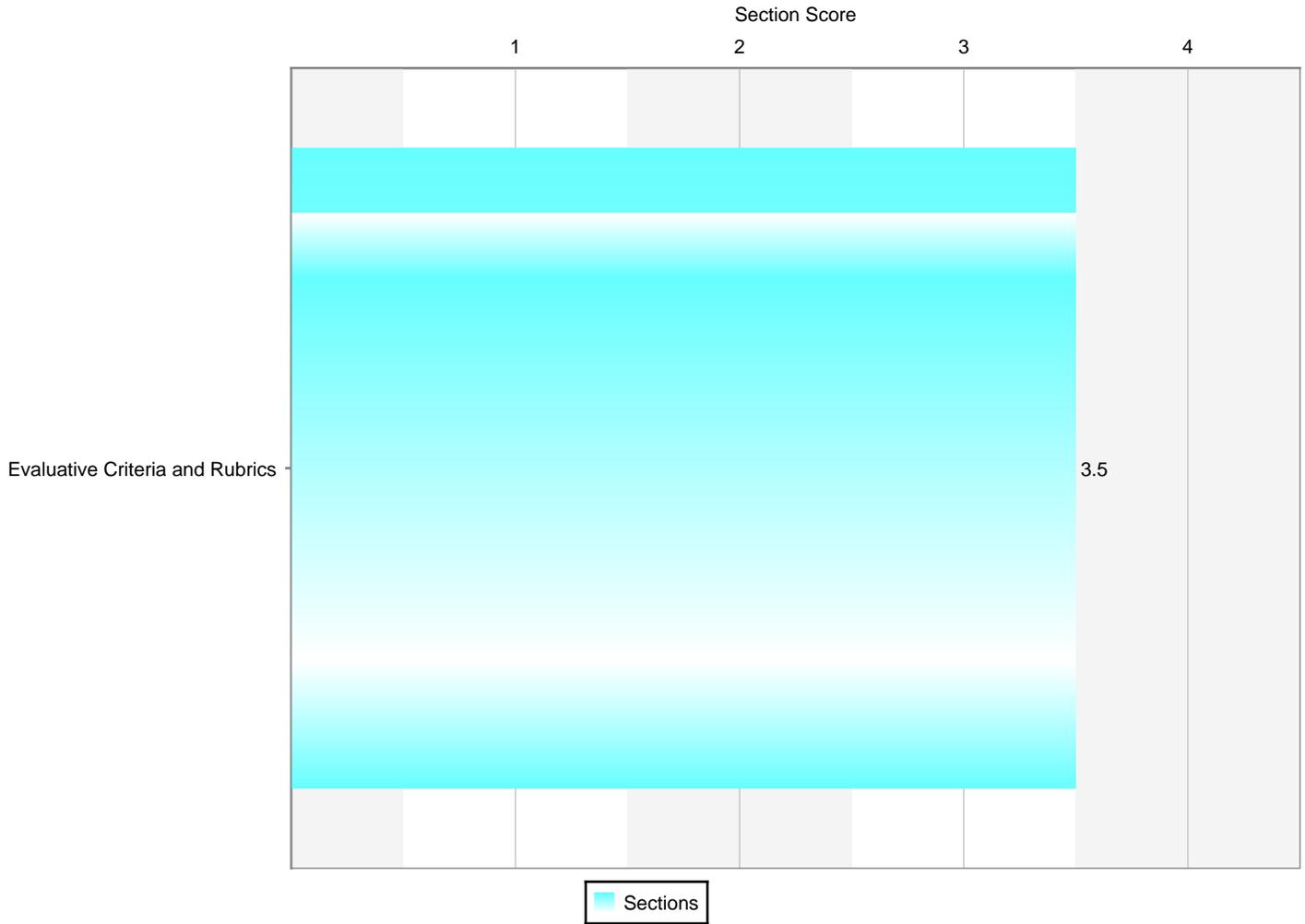
Sections

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 improvement committee consists of representatives of all grade levels as well as administrative and support faculty, parent and community representatives. The committee met at regular intervals throughout the school year conducting needs assessments of the students, school, and community; and developing strategies to ensure that students meet the expectations of state and national academic achievement levels.

What were the results of the comprehensive needs assessment?

The assessments from the school year 2017-2018 have been analyzed as part of Mulkey Elementary School's needs assessment. These assessments include: Scantron, STAR Reading & Math, STAR Early Literacy, AAA, & DIBELS. Additionally, data from the following sources for school year 2017-18 have been utilized: School Incident Report and Educate Alabama.

What conclusions were drawn from the results?

On Scantron, 3rd, 4th, and 5th grade students showed growth from the beginning of the year to the end of the school year in 2017-2018; however, the amount of students in Level 3 and 4 were not as great as they could be with reading being the area of most concern. Also, with regards to DIBELS, 2nd grade is an area of concern because, although the score of 80% benchmarked by the end of the year is met, it is a decline from the beginning of the school year.

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

The strengths and weaknesses were identified as they relate to student assessment data. The Educate Alabama Evaluation System is used to identify strengths and weaknesses within the classrooms. We also identified strengths and weaknesses using student discipline, student attendance, teacher attendance, and teacher retention. We analyzed the alignment of the curriculum, instructional materials, instructional strategies, and or extended learning opportunities.

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

The school goals are created based upon school data, including student assessments, parent, faculty, and student surveys, Educate Alabama evaluations, and needs to ensure that funds are spent appropriately.

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

Mulkey Elementary uses various assessments, including DIBELS, STAR reading and math assessments, STAR Early Literacy, and Scantron Reading and Math, Reading Street and Envision Math assessments, to collect data in order to review student progress during grade level data meetings.

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

The goals are created to ensure that all students are successful, with a special emphasis on reading and math. Technology is also addressed in the goals to ensure that students have adequate access to the technological tools needed in today's world.

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:

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

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to acheive an increase in proficiency in technology integration into the classrooms in English Language Arts by 05/23/2019 as measured by lesson plans, peer observations, and administrative observations as measure by EducateAlabama.

Strategy1:

Professional Development - Professional development opportunities will be give to develop innovative products and processes using technology.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://technologyinmotion.alsde.edu/ and http://elearning.atim.cc/

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive instruction on various strategies to increase digital citizenship for both teachers and students.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	School administrators.

Activity - Digital Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive instruction on ways to increase digital collaboration for both teachers and students.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	School principals.

Activity - Mobile Laptop Lab Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology coordinator will provide professional development for faculty and staff regarding the policies and procedures of using the mobile laptop lab as needed.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	System Technology Coordinator.

Activity - e-Learning Courses and Technology in Motion PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
E-learning courses are offered throughout the year. Teachers can complete these courses free of charge and earn thirty CEUs. PLUs are also available for those with administrative certification.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	All faculty members have access to these opportunities.

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to achieve a proficiency in technology integration into the classrooms in in Mathematics by 05/23/2019 as measured by lesson plans, peer observations, and administrative observations as measured by EducateAlabama.

Strategy1:

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E-learning courses are offered throughout the year. Teachers can complete these courses free of charge and earn thirty CEUs. PLUs are also available for those with administrative certification.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	All faculty members have access to these opportunities.

Activity - Mobile Laptop Lab Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology coordinator will provide professional development for faculty and staff regarding the policies and procedures of using the mobile laptop lab as needed.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	System Technology Coordinator.

Goal 2:

All students at Mulkey Elementary School will increase Scantron Reading scores by two percent from Fall to Spring.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency Reading skills in Reading by 05/23/2019 as measured by Scantron.

Strategy1:

Reading Proficiency - Help students to become proficent in the area of Reading.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Renaissance STAR Reading, Accelerated Reader, Triumph's COACH College & Career Materials, Pearson Reading Street.

Activity - MIndplay	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students will receive support intervention using Mindplay.	Academic Support Program	08/03/2018	05/23/2019	$1650 - Title I Schoolwide	Intervention teachers and instructional coach

Activity - After-School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk small-group tutoring	Academic Support Program	08/03/2018	05/23/2019	$26833 - Title I Schoolwide	After-School Tutoring Teachers.

Goal 3:

All students at Mulkey Elementary School will increase Scantron Math scores by two percent.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency Math Skills in Mathematics by 05/23/2019 as measured by Scantron.

Strategy1:

Math Proficiency - Students will increase math proficency skills by two percent.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Envision Materials by Scott Foresman, STAR Math, Math Facts in a Flash

Activity - After-School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group after-school program to enhance math skills.	Academic Support Program	08/03/2018	05/23/2019	$26833 - Title I Schoolwide	After-School Tutoring Teachers.

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technological programs and apps to enhance math instruction	Academic Support Program	08/03/2018	05/23/2019	$0 - No Funding Required	Mulkey Elementary School 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:

Engage and Empower the Learner Through Technology.

Measurable Objective 1:

49% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Scantron in Mathematics by 05/23/2019 as measured by Scantron results.

Strategy1:

Digital Tools Math - Students will actively engage in the use of digital technology.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Plan 2020 ESEA Flexibility Request (May 3, 2013). Approved by the U. S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Activity - Renaissance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Renaissance to monitor students' strengths and weaknesses in the areas of mathematics. Students will take STAR Math Test on a regular basis.	Academic Support Program	08/03/2018	05/23/2019	$10350 - Title I Schoolwide	Media Specialist, Administration, classroom teachers, Instructional Coach

Goal 2:

All students at Mulkey Elementary School will increase Scantron Reading scores by two percent from Fall to Spring.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency Reading skills in Reading by 05/23/2019 as measured by Scantron.

Strategy1:

Reading Proficiency - Help students to become proficent in the area of Reading.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Renaissance STAR Reading, Accelerated Reader, Triumph's COACH College & Career Materials, Pearson Reading Street.

Activity - MIndplay	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Qualifying students will receive support intervention using Mindplay.	Academic Support Program	08/03/2018	05/23/2019	$1650 - Title I Schoolwide	Intervention teachers and instructional coach

Activity - After-School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk small-group tutoring	Academic Support Program	08/03/2018	05/23/2019	$26833 - Title I Schoolwide	After-School Tutoring Teachers.

Goal 3:

All students at Mulkey Elementary School will increase Scantron Math scores by two percent.

Measurable Objective 1:

A 2% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency Math Skills in Mathematics by 05/23/2019 as measured by Scantron.

Strategy1:

Math Proficiency - Students will increase math proficency skills by two percent.

Category: Develop/Implement College and Career Ready Standards

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Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technological programs and apps to enhance math instruction	Academic Support Program	08/03/2018	05/23/2019	$0 - No Funding Required	Mulkey Elementary School Teachers.

Activity - After-School Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group after-school program to enhance math skills.	Academic Support Program	08/03/2018	05/23/2019	$26833 - Title I Schoolwide	After-School Tutoring 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:

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

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to acheive an increase in proficiency in technology integration into the classrooms in English Language Arts by 05/23/2019 as measured by lesson plans, peer observations, and administrative observations as measure by EducateAlabama.

Strategy1:

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Category: Develop/Implement College and Career Ready Standards

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Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive instruction on various strategies to increase digital citizenship for both teachers and students.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	School administrators.

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to achieve a proficiency in technology integration into the classrooms in in Mathematics by 05/23/2019 as measured by lesson plans, peer observations, and administrative observations as measured by EducateAlabama.

Strategy1:

Professional Development - Professional development opportunities will be give to develop innovative products and processes using technology.

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Activity - Digital Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive instruction on ways to increase digital collaboration for both teachers and students.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	School principals.

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

Goal 1:

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

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to acheive an increase in proficiency in technology integration into the classrooms in English Language Arts by 05/23/2019 as measured by lesson plans, peer observations, and administrative observations as measure by EducateAlabama.

Strategy1:

Professional Development - Professional development opportunities will be give to develop innovative products and processes using technology.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://technologyinmotion.alsde.edu/ and http://elearning.atim.cc/

Activity - Mobile Laptop Lab Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology coordinator will provide professional development for faculty and staff regarding the policies and procedures of using the mobile laptop lab as needed.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	System Technology Coordinator.

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive instruction on various strategies to increase digital citizenship for both teachers and students.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	School administrators.

Activity - e-Learning Courses and Technology in Motion PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
E-learning courses are offered throughout the year. Teachers can complete these courses free of charge and earn thirty CEUs. PLUs are also available for those with administrative certification.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	All faculty members have access to these opportunities.

Activity - Digital Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive instruction on ways to increase digital collaboration for both teachers and students.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	School principals.

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to achieve a proficiency in technology integration into the classrooms in in Mathematics by 05/23/2019 as measured by lesson plans, peer observations, and administrative observations as measured by EducateAlabama.

Strategy1:

Professional Development - Professional development opportunities will be give to develop innovative products and processes using technology.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://technologyinmotion.alsde.edu/ and http://elearning.atim.cc/

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive instruction on various strategies to increase digital citizenship for both teachers and students.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	School administrators.

Activity - Mobile Laptop Lab Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The technology coordinator will provide professional development for faculty and staff regarding the policies and procedures of using the mobile laptop lab as needed.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	System Technology Coordinator.

Activity - Digital Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive instruction on ways to increase digital collaboration for both teachers and students.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	School principals.

Activity - e-Learning Courses and Technology in Motion PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
E-learning courses are offered throughout the year. Teachers can complete these courses free of charge and earn thirty CEUs. PLUs are also available for those with administrative certification.	Professional Learning	08/03/2018	05/23/2019	$0 - No Funding Required	All faculty members have access to these opportunities.

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.

At this time, there are no English Learners at Mulkey Elementary. However, in the past, all results and any other items being sent home were translated in the language needed.

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.

Administration, instructional coach, and counselor ensure that all teachers are certified and teaching in field.

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?

Mulkey Elementary School had a turnover rate of 7%, which is equivalent to 3 employees. One of the employees retired and the other two employees moved from the area. Certified candidates were hired for these vacancies.

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

While Mulkey Elementary does have a relatively young staff, all teachers, with the exception of one, have previous teaching experience either at our school or at another school. Over half of the faculty have at least ten years teaching 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).

N/A

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.

Administration from each school and the central office as well as counselors and teachers look at areas of need. Faculty/Staff, parent, and students surveys are also taken into consideration as well. The coordinator then searches for professional development opportunities that would help in the needed areas as identified in assessment scores and surveys.

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

Professional development opportunities are offered throughout the school year.

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

Teachers new to the school system are assigned a mentor teacher. This teacher offers support to the new teacher and helps them become acclimated to the school.

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

Once professional development has been presented, administration then monitors using Educate Alabama to ensure that best practices as presented in professional development are being implemented. Meetings are held with administrators from each school and the central office as well as counselors and teachers to ensure that needs are met and to help plan needed professional develop opportunities. Teachers, counselors, and administrators are also able to request professional development opportunities that they feel will be beneficial to their classroom and to the school.

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:

Mulkey Elementary School anticipates that 75% of students and parent/guardians will attend an orientation prior to the beginning of the school year.

Measurable Objective 1:

collaborate to increase student and parent/guardian engagement by 08/21/2018 as measured by the percent of student and parent/guardians who attend the orientation.

Strategy1:

Notification - Parents/Guardians and students will be notified of the orientation by the use of media outlets as well as a phone call through the telephone communications system inviting them to attend.

Category: Develop/Implement Learning Supports

Research Cited: NEA Education Policy and Practice Department | Center for Great Public Schools | 1201 16th St., NW, Washington, D.C. 20036

An NEA policy brief 42008 (PB11)

Activity - Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A survey will be conducted in order to get stakeholder input with regards to the upcoming school year.	Parent Involvement	08/21/2018	08/31/2018	$0 - No Funding Required	School Administration

Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A start-of-school orientation will be held during the hours of 2:00 pm through 7:00 pm in order to accommodate as many parents/guardians and students as possible.	Parent Involvement	08/02/2018	08/02/2018	$0 - No Funding Required	District and school administration, faculty, and staff

Narrative:

Students entering kindergarten are offered the Start First program. The Start First program is an orientation program that is held for half days for one week prior to the first day of school. Parents attend a meeting with various staff members, including the superintendent, the lunchroom coordinator, school administration, kindergarten teachers, the school nurse, and the counselor. This program allows the students to be more acclimated to the school once school starts.Fifth grade students spend one day prior to fifth grade graduation at the middle school. While there, they get to meet many of the teachers, take a tour of the campus, listen to speeches given by Student Council

candidates, and are served lunch. Prior to leaving fifth grade, students are given locks to work with to help ensure that the students will have an easier time transitioning between classes at the middle school. The middle school counselor also comes over the the elementary school to help fifth grade students make decisions regarding their sixth grade schedules.

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?

Each grade level discusses instruction throughout the week and during grade level meetings. Data meetings are conducted to review student's reading and math performance. The faculty collaboratively studies the disaggregated data and results of Scantron, STAR, DIBELS, and AAA during faculty meetings. The Problem Solving Team (PST) members evaluate data collected on referred students to evaluate indicators that would warrant the application of interventions or referral for special services.

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?

STAR Reading and Math data is used to identify students who experience difficulty mastering standards at an advanced or proficient level. DIBELS is also used to identify students scoring in intensive and strategic ranges. Retell is used to measure comprehension levels. Scantron data is also used to identify the different ranges of learning. Each teacher is provided with a data binder which includes all Scantron data for his/her current class as well data from the class he/she taught the previous year.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective and additional instructional assistance. This will be accomplished by: DIBELS, Baseline, Benchmark, and Post tests and any other pertinent information which would help the teacher to determine student strengths and weaknesses. Classroom teachers use of the core reading program that is embedded with intervention strategies that are aligned with the Alabama Reading Initiative intervention guidelines. Daily small group instruction and intervention for students experiencing difficulty is provided. The Instructional Coach is utilized to provide additional assistance and intervention for the teachers. Progress monitoring of students is completed in a timely manner based upon DIBELS benchmark assessments and STAR Enterprises Assessment. Monthly data meetings are conducted to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed.

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.

Mulkey Elementary has an after-school tutoring program. Students are identified using various assessments, such as STAR, DIBELS, Scantron, and grades. Teachers are also able to refer students to the after-school tutoring program. Mulkey Elementary also uses MindPlay for students who struggle in reading and were identified during a screening process. This program can also be accessed from home.

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.

Students at Mulkey Elementary School, including English Learners, economically disadvantaged students, and special education have access to appropriate programs and services. These programs focus on meeting the needs of each student. English Learners (EL) are identified through a home language survey. Surveys indicating a non-English language are screened with the W-APT ACCESS test for English language proficiency. The EL committee, which includes the EL teacher, an administrator, counselor, general education teacher, and

parent/guardian, determines eligibility, placement services and develops Individual-ELP plans. Mulkey Elementary utilizes special education resource teachers, reading resource teachers, paraprofessionals, and the school nurse to help meet the needs of special education students and academically disadvantaged students. Services are provided in self-contained classrooms, through "pull-out" services, and in-class support. Mulkey Elementary has a full-time school counselor who works closely with school administration to ensure student success. The needs of all students, to include migrant, neglected/delinquent, and homeless, are evaluated on an individual basis. The school counselor uses school, system, community, and state resources in an effort to assist children. One of the resources utilized is the Department of Human Resources.

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.

State programs include foundation units. Federal programs includes funding for the following: Kindergarten Start First Transitional Program, After-school program, STAR/Renaissance program, supplies, technology, and teacher units (salaries and benefits). Local programs include the Geneva County Extension Office-Auburn University, Geneva High School FFA and various guest speakers from the community. After we complete the needs assessment, we begin planning our goals and working on strategies to reach these goals.

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)?

N/A

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

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

The school evaluates the implementation of the school wide plan. The CIP team meets to review, monitor, and adjust the plan as needed. Perception surveys from all stakeholders, assessment results including both state and formative assessments, promotion/retention list and other pertinent information are all used by the CIP team including the Federal Progams Coordinator to monitor the plan.

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

The school evaluates the implementation of the school wide plan. The CIP team meets to review, monitor, and adjust the plan as needed. Perception surveys from all stakeholders, assessment results (including both state and formative assessments), promotion/retention list and other pertinent information are all used by the CIP team including the Federal Progams Coordinator to monitor the plan.

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?

This current year we are using formative assessments from STAR reading and math. We will also utilize DIBELS, Scantron,and AAA data to help steer decisions for the schoolwide 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?

All assessments given at Mulkey Elementary School are utilized to help determine if achievement is occurring, especially with struggling students. Both formative and summative results are a resource to determine if achievement is occurring. Students that are identified as struggling will be strongly encouraged to take advantage of the after school program. Students are tracked with the progress monitoring tool that is available through STAR math and reading.

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.	37.79

Provide the number of classroom teachers.

43.83

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1919525.5

Total   1,919,525.50

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	106639.7

Total   106,639.70

Assistant Principal

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

Provide the number of Assistant Principals.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	46264.52

Total   46,264.52

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	80752.36

Total   80,752.36

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	78446.01

Total　　　　　　　　　　　　　　　　　　78,446.01

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0.0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

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

Total   0.00

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	12387.0

Total   12,387.00

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3716.0

Total   3,716.00

EL Teachers

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

Provide the number of EL Teachers.

0.0

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

Total   0.00

Instructional Supplies

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	22134.0

Total   22,134.00

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3970.0

Total   3,970.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	254459.8

Provide a brief explanation and breakdown of expenses.

$56,368.18 = S. Wallace - Salary/Benefits - 100%

$56,368.18 = A. Williams - Salary/Benefits - 100%

$68,756.09 = M. Childs - Salary/Benefits - 100%

$75.00 = Postage for Start First

$26,833.42 = After School Program

$2,200.00 = Substitutes

$4,000.00 = Professional Development

$5,854.43 = Classroom Instructional Supplies

$12,000.00 = Software

$13,000.00 = Computer (hardware)

$9,004.50 = Start First

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.	24926.0

Provide a brief explanation and a breakdown of expenses.

This funding will be used system-wide to implement digital signage.

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	42839.82

Provide a brief explanation and breakdown of expenses.

A portion (0.76 FTE) of one teacher is paid out of local funds (salary/benefits).

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))

The Title I meeting was be held on August 28, 2018. To help ensure maximum participation, parents can choose to attend a morning or afternoon session. Information regarding the meeting was posted at the school and on the website. Due to receiving less than $500,000.00 there is no 1% set-aside required.

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

The Title I meeting was held on August 28, 2018. To help ensure maximum participation, parents can choose to attend a morning or afternoon session. Information regarding the meeting was posted at the school as well as the school website. Since this is a day in which school is in session, child care will not be a factor. The Title I Advisory Committee, as well as the ACIP committee, is made up of a variety of people, including parents and community stakeholders. There are no parental involvement funds allocated since the amount is less than $500,000.00.

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))

Parents are provided information regarding their children. This includes STAR, Scantron, and DIBELS home reports as well as report cards and progress reports. Parents can also gain information regarding their child's participation in Accelerated Reader by access the AR Home Connect. Parents can sign up to receive a username and password in order to access the INow Parent Home Portal where they can view grades, attendance, and discipline. IEP goal reports as well as EL and 504 reports and plans are also made available and sent home to parents. Parent-teacher conferences can be and are scheduled by teachers and parents as well.

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

The School-Parent compact, which can be located in the System-wide Handbook, was developed by a team of educators, parents, administrators, and community stakeholders. It is often used and reviewed at parent-teacher conferences and meets federal guidelines. A

signed copy is kept at school in order to be easily accessed for conferences.

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

The Continuous Improvement Plan is available on the school website. A hard copy is also kept on file in the school office. Parents may make any comments in writing to the principal. The parties will then meet to address the parental concern(s).

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)

Our school hosts many different events in which parents are invited to attend. Events include a Parent Night at the Book Fair during Read Across America week, Grandparents Day celebrations, Honor Society induction ceremony, Field Day, and Awards Day. Parents are encouraged to contact teachers in order to schedule parent-teacher conferences as needed. Open House is held during extended hours in order to help more parents be able to attend so that they may meet the teacher at the start of the school year. Parents serve on several different committees, including the ACIP committee, the Title I Advisory committee, and the Guidance committee, to ensure that input is received from parents to best meet the needs of the students. Parents are encouraged to schedule teacher-parent conferences when needs arise. The counselor is available with resources during the school year as well as several weeks during summer break. During Open House, the counselor is available with resources, such as study skills, etc., as well as available for parents to sign up for INow Parent Portal passwords so that they may view their child's grades, attendance, and discipline.

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)

Parents are encouraged to meet with teachers during parent-teacher conferences, open house, and other activities. Many teachers utilize the Remind application, which keeps parents up-to-date with upcoming events and school happenings as well as homework, projects, and

assignments.

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)

Mulkey has a variety of programs and activities for parents to participate in at school. These programs include Grandparents Day in conjunction with a Book Fair, Honors Programs, Honor Society Inductions, Field Day, 5th grade Graduation, and 5th Grade Talent Show. During Read Across America Week, the library department hosts a Book Fair Family Night. PTO meetings are also scheduled after school hours so that as many parents as possible can attend.

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)

Any documents being sent home to non-English speaking parents and/or students are translated into their primary language.

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)

Any other support needed can be requested by parents to the principal.

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

Any information being sent home to non-English speaking parents and/or students is translated into their primary language.