



ACIP

Robertsdale Elementary School

Baldwin County Board of Education

Mrs. Rhonda Faye Sheppard, Principal
1 Cub Drive
Robertsdale, AL 36567

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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?

The Southern Plantation Corporation of Chicago, Illinois founded Robertsdale in 1905. They chose the city's present location largely because of the fertile farmland and the fact that the Louisville and Nashville Railroad line had just recently made extensions to Foley, Alabama. The town was named after one of the officials of the Corporation, Dr. B.F. Roberts, and was incorporated in 1921. Nestled in the middle of Baldwin County, Robertsdale is a quickly growing city with a small town atmosphere.

Robertsdale is called the Hub of Baldwin County. The city's central location provides quick and easy access to the beautiful white sandy beaches of Gulf Shores, Alabama and the historic ports of Mobile, Alabama and Pensacola, Florida. Included within the city are numerous parks, churches, shops and restaurants. Robertsdale is home to Robertsdale Elementary School, Central Baldwin Middle School and Robertsdale High School.

Robertsdale Elementary is one of the largest elementary schools in Baldwin County, AL. We serve approximately 1082 students in grades Pre-K through 6th Grade. We have a very large Special Education population. Our school houses a Pathways unit, Multi-Handicapped unit, several Special Education Pre-K and Preschool units and 2 Project Reach units where students are transported in from other schools in the county.

Robertsdale, AL is a small town with many agricultural businesses, farms and small businesses but no large industries. Therefore, many of our students come from low- income families. (Currently, over 61% of our students are on free or reduced lunch.) Over the last three to four years, several low income housing complexes have been built in Robertsdale. We have noticed a trend of transiency in many of our students who live in these complexes. We do our best to help these families by hosting events such as food drives, the backpack program (food and school supplies), clothing collections and working with charities such as Catholic Social Services and local churches to fill basic living needs. We know that our students must have their basic needs met before they can learn.

The faculty and staff at Robertsdale Elementary work hard to provide the best education possible for our students. We have 76 teachers, 49 support personnel, 2 counselors, 2 full-time Assistant Principals, and one Principal. Our faculty and staff are working together to implement "The Leader in Me" in our school. Our hope is to build up leaders in our students and bring out great leadership qualities in our faculty and staff as well.

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.

Motto- Robertsdale Elementary School: "Where Every Bear Roars!"

Mission Statement-The mission of Robertsdale Elementary School is to be a caring community school staffed with sincere, dedicated professionals who provide every child with every chance for success every day.

Belief Statements-

- 1. Students will be provided with an educationally and sound environment that is disciplined and nurturing.
- 2. Students will be engaged in discovery activities that promote their individual learning styles.
- 3. Students will be encouraged to set high expectations and make decisions for themselves.
- 4. Our school will teach students to respect themselves, others, and the environment in which they live.

Robertsdale Elementary School is a "Leader in Me" school. Our faculty has been trained in "The 7 Habits of Highly Effective People". We are empowering our students with those traits through "The Leader in Me" program. Our goal is to be one of a limited number of "Leader in Me" schools in the world to attain Lighthouse status by 2017.

We strive to keep our students physically fit as well as academically fit. Students may participate in clubs such as the Archery Club, and the Running Club. We also have a National Junior Honor Society at the elementary level as well as chances for students to apply for student leadership positions at our school.

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.

Robertsdale Elementary School's most noticeable achievement is our improvement in our Scantron benchmark data. We attribute the success to implementing Scholastic's Guided Reading Program, Alabama Reading Initiative Reading First Best Practices, and utilizing Response to Instruction frame work in our school.

We also incorporate "The Leader in Me" program by having inspirational quotes posted around the school and by recognizing improvement in school data such as tardies, absences, and standardized assessment data. We have an active, visible Lighthouse Team that meets regularly to train staff and make strategic plans for area of need in our school.

Robertsdale Elementary's Faculty is working hard to improve student learning, especially in the areas of Reading, Math and Science. We are continuing to utilize our Math PLT, as well as adding an ELA PLT this year. Our Science PLT will work with AMSTI to implement the second year of their training.

All of our students are benefitting from our desire to improve learning in reading and math. In 2014-2015, we completed year three of our Math PLT where a team of teachers in grades K-6 met, studied research on math talk, analyzed videos of their own instruction and fully implemented appropriate math discourse in their classrooms. This year, we will continue with the Math PLT, as well as having those members engage in Peer to Peer coaching with their own grade levels. This ensures that all of our students will receive instruction that utilizes CCRS Math Practice Standards. This will empower students to talk out their thinking in mathematics, learn from others, justify their thinking and use multiple strategies to solve problems by working together with other students. Our staff is in year two of Scholastic's Guided Reading program. We have members in year one and two as participating district cadre' members. The cadre members participate in differentiated levels of training in reading and assessment.

In order to coordinate these learning initiatives, our school is participating in the third year of the Instructional Partner Pilot through the Alabama Best Practices Institute. Our administrators and Instructional Partner will help guide teachers in working cohesively to solve their own problems, enhancing understanding of the new math and language arts standards and improving student learning across the curriculum. Currently our school is leading the district in reading gains on our Scantron Winter (2017) Benchmark in reading. We will continue over the course of the next two years to provide deep professional learning opportunities for our teachers in reading best practices.

Additional Information

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

Robertsdale Elementary School also hosts a fall festival that includes a haunted house and a hayride. In the spring we host a spring musical and an art show. We welcome our community in to the school as much as possible.

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.

Robertsdale Elementary seeks to engage a variety of stakeholders in our Continuous Improvement Plan each year. Members of this team include a representative each grade level, special education resource teacher representatives from grades K-2 and 3-6, a school counselor, ELL Specialist, Reading Specialist/Instructional Partner, administrators, a parent and a community representative.

We chose parent, Chalse Causey, due to her volunteer work at our school for over many years. Mrs. Causey is familiar with the way our school operates. Mr. Greg Smith, our community representative, is an engineer with the City of Robertsdale and a prominent member of the Robertsdale community.

Members of the CIP Committee asked the stakeholders to serve on this team and they agreed. Administrators then informed them of their roles. Meetings were scheduled immediately after school to allow faculty members to be involved. Mr. Smith and Mrs. Kroll agreed that the time would be convenient for them as well.

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

Grade level representatives were chosen due to their leadership ability. They were charged with helping analyze data used in the plan. They were also consulted in creating the goals and activities for their grade levels.

Special Education representatives were a great help in determining goals and activities for the weaknesses noted in those students' scores.

The Reading Specialist/Instructional Partner was selected to assist in explaining past and present data and creating SMART goals.

Administrators were selected to advise and guide participants in organizing and completing the plan.

Parent, Chelse Causey, was selected as a parent representative and gave information from a parent's point of view. Community Representative, Greg Smith, was selected to garner a perspective from the community at large.

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

The final improvement plan for Robertsdale Elementary will be made available for all stakeholders to view. The plan will be placed on the Google Drive of our school network and teachers may access it at their convenience. The plan will also be added to our school website for parent and community access. Hard copies of the plan are in the front office for anyone who requests a copy.

The CIP Committee will be updated regularly. They are asked to take the information back to the teachers of their respective grade levels.

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	Due to the shift from ACT Aspire to Scantron, included are mid-year reports of Scantron and end-of-year ACT Aspire.	Aspire Longitudinal Report Aspire Proficiency Demo 5 Aspire Proficiency Demo 6 Aspire All Subject Scantron Math Gains

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Math gains on ACT Aspire are higher than expected in all grade levels. Reading gains on ACT Aspire in grade 6 is higher than expected.

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

Both reading and math subject areas as assessed in the ACT Aspire show marked improvement. Improvement in reading is noted on the Mid-year Scantron Gains Report in all grade levels.

Which area(s) indicate the overall highest performance?

ACT Aspire Math showed the highest performance. In Scantron, our reading showed the highest gains.

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

Our ELL students continue to close the gap in both reading and math.

Between which subgroups is the achievement gap closing?

The Multi-raced and poverty students continue to post gains in closing the gap in both reading and math in Scantron. The reliable data is the Mid-year Report as we didn't have a spring assessment in Scantron.

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

The ACT Aspire shows an increase in proficiency amongst students in the poverty sub-group as well as ELL students.

Areas in Need of Improvement

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

Science and writing for all students are performing below expectations.

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

No area shows a negative trend.

Which area(s) indicate the overall lowest performance?

2017 ACT Aspire:

Writing 29.7% met benchmark

Science 37.3% met benchmark

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

White male students show a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

White males and all students scores are showing a slight increase in the achievement gap.

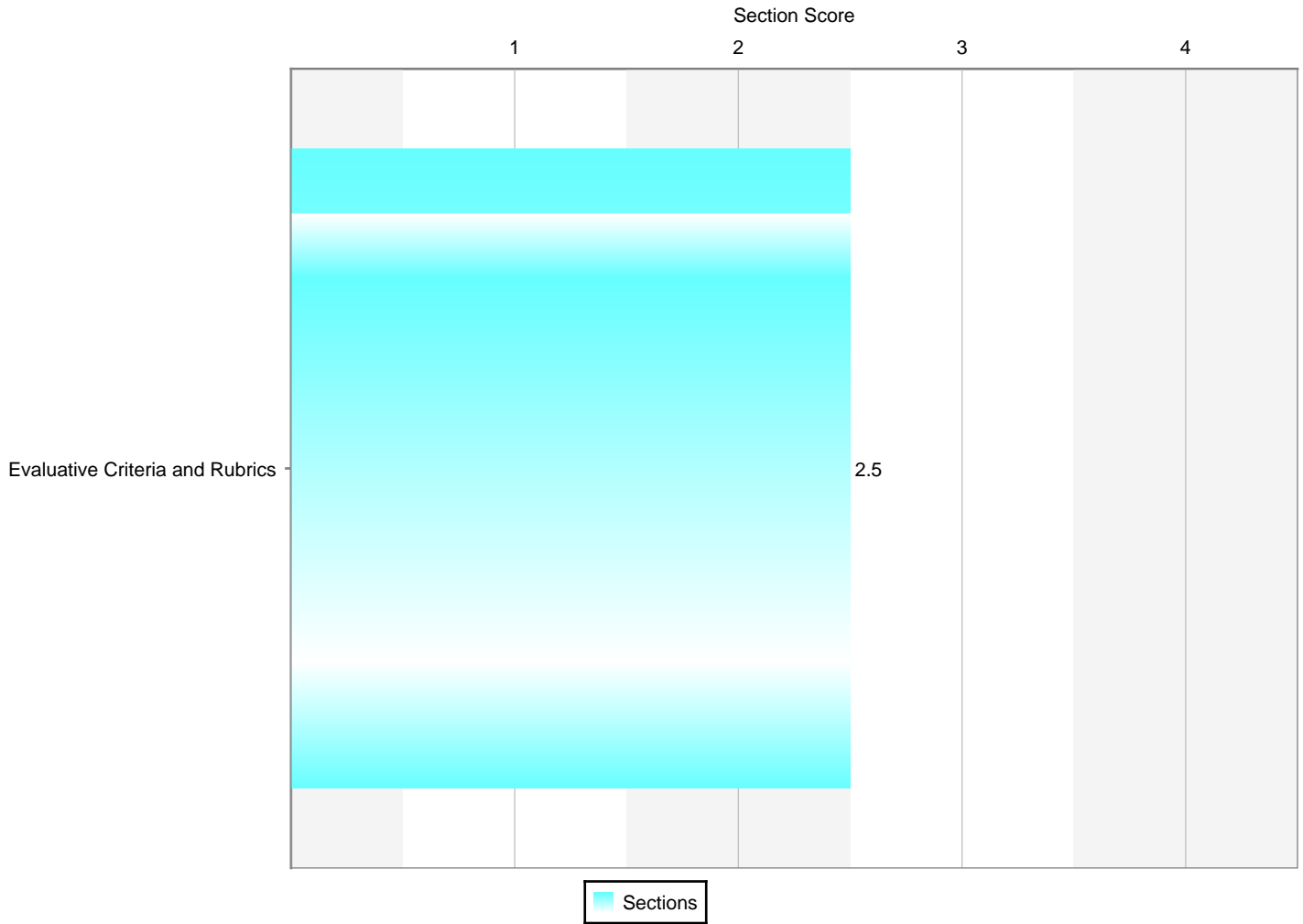
On the ACT Aspire males are underperforming in every subject area.

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

Scantron's disaggregated data reflects the negative trend of male students underperforming their female counterparts.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		ACIP Minutes Reading Indicator Committee Math Committee Meet Science Meet

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		Principal Signature-Shepard

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		Principal Signature-Shepard

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		Principal Signature-Shepard Parent Involvement Plan

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

Goals & Plan for ACIP 2017-18

Overview

Plan Name

Goals & Plan for ACIP 2017-18

Plan Description

These goals are designed to increase the achievement of our students in core subject areas.

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	Robertsdale Elementary School will increase parent involvement by creating and providing captured pertinent meetings on social media.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in mathematics. We will increase our mathematics total proficiency score from 48.5 % to 51.5%.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$0
3	Improve students' chances for school success by addressing chronic absences and employing a variety of strategies to reduce absences by 1% .	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500
4	We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in ELA. We will increase our reading total proficiency score from 49.8 % (start) to 52.8 % (achieve) this year.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$0
5	ELL students at Robertsdale Elementary will increase their proficiency levels as indicated on ACCESS for ELLs.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Robertsdale Elementary School will increase parent involvement by creating and providing captured pertinent meetings on social media.

Measurable Objective 1:

collaborate to have the same opportunity to view archived PTA meetings and other parent specific occasions. by 05/09/2017 as measured by number of visits on the link(s) provided. .

Strategy 1:

You Tube Viewing - Parents will be provided a link(s) to archived meetings that will enhance their experience with Robertsdale Elementary while providing opportunities to stay in touch with the school, programs, and their teachers.

Category: Other - Social Media Development

Research Cited: "Learning, Teaching, and Scholarship in a Digital Age." Educational Researcher. Sage Learner, 1 May 2009. Web. 09 May 2017.

Activity - Parent Find	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided a portal on our web site that will house important archived, important meetings and information to assist in connecting and knowing about our school and its programs. A link will also be provided on Facebook and Twitter.	Community Engagement	08/15/2017	05/16/2018	\$0	No Funding Required	Faye Sheppard, Principal Terry Janes, Reading Specialist Janice Simon, Reading Specialist

Goal 2: We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in mathematics. We will increase our mathematics total proficiency score from 48.5 % to 51.5%.

Measurable Objective 1:

A 3% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in mathematics as measured by Scantron Performance Series results in Mathematics by 05/18/2018 as measured by We will increase our mathematics total proficiency score from ____48.5__% (start) to ____51.5____% (achieve) this year in Scantron. .

Strategy 1:

Instructional Materials In The Student Workplace - Using guidance/pacing documents, each grade level will un-wrap their standards to determine the learning target (then the depth) that each standard should be taught and assessed and plan instruction (whole group, small group, and independent tasks) accordingly.

Category: Develop/Implement Learning Supports

Research Cited: Improving mathematics teaching by using manipulatives.

Kent State University, accessed at www.fed.cubk.edu.hk.

Heuser, D.

Activity - Using Guidance /Pacing Documents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment.	Direct Instruction	09/11/2017	05/18/2018	\$0	No Funding Required	Grade level professional development-Reading Specialists, Administrators

Strategy 2:

Learning Targets - Identify and utilize purposeful learning targets based on guidance/pacing documents and the unwrapped standards and plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Moss, Connie. "Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success." Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, ASCD, www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx.

Activity - Post Daily Learning Target	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson.	Direct Instruction	09/11/2017	05/18/2018	\$0	No Funding Required	All faculty members

Activity - Revisit Learning Target	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it.	Direct Instruction, Academic Support Program	09/08/2017	05/18/2018	\$0	No Funding Required	All faculty with students assigned to them. (Math)

Strategy 3:

Formative Assessment - Create and utilize formative assessments that require students to formulate responses to questions that have more than one possible answer and require students to justify, written or orally, the response they give.

Category: Develop/Implement Turnaround Principles

Research Cited: Popham, James. "Chapter 1. Formative Assessment: Why, What, and Whether." Transformative Assessment, doi:10.1107/s0108768104025947/bm5015sup1.cif.

Activity - Exit Slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets.	Direct Instruction, Academic Support Program	09/11/2017	05/18/2018	\$0	No Funding Required	All faculty members

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Robertsdale Elementary School

Activity - Teacher Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s).	Academic Support Program	11/06/2017	05/18/2018	\$0	No Funding Required	Faculty with students assigned to them. (Math)

Strategy 4:

Differentiation - Teachers will provide differentiated instruction and plan purposeful lessons, which are differentiated by content, process, or product. These lessons will be planned thoughtfully around the needs of all students.

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know.

Category: Implement Community Based Support and Intervention System

Research Cited: Huebner, Tracy. "What Research Says About . . . / Differentiated Learning." Educational Leadership:Meeting Students Where They Are:Differentiated Learning, ASCD, www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx.

Activity - Real-World Problem Solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use real-world problem-solving tasks that encourage students to apply their mathematical knowledge in a deep manner. Students will defend their thinking during mathematical discourse as a way to share their mathematical reasoning.	Academic Support Program	09/08/2017	05/18/2018	\$0	No Funding Required	All faculty members.

Goal 3: Improve students' chances for school success by addressing chronic absences and employing a variety of strategies to reduce absences by 1% .

Measurable Objective 1:

A 1% decrease of All Students will demonstrate a behavior improving absenteeism. in Practical Living by 05/31/2018 as measured by total number of student absences (excused and/or unexcused) by 1% from 2016-2017. .

Strategy 1:

Parent Awareness -

- Increase parental awareness about the importance of school attendance and arriving on time. This will be done through messages on school Facebook page and school website. (messages will be provided in English and Spanish)
- Provide incentives for students who achieve perfect attendance each month
- School counselors will incorporate classroom lessons on the importance of school attendance into their yearly plan.
- School counselors will work with school registrar to begin contacting parents when their student reaches three (3) unexcused absences.
- School counselors will partner with the school nurses to address the importance of handwashing and other preventative techniques during cold and flu season.

Category: Implement Guidance and Counseling Plan

Research Cited: “New Research Shows Nearly Half of American Parents Underestimate the Harm of School Absences.” Home U.S. Department of Education, 23, Aug. 2016, www.ed.gov/news/press-releases/new-research-shows-nearly-half-american-parents-underestimate-harm-school-absences.

Activity - Attendance Works	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> • Use social media messages that are provided by Attendance Works to update our social media on a weekly basis (school website and Facebook) • Send home information provided by Attendance Works that seeks to raise parental awareness about the importance of daily school attendance. • Work attendance messages into everyday conversations and lessons with students. • Hang posters regarding hand washing strategically around campus. • Recently installed twelve (12) non-touch, waterless, hand sanitizing stations. 	Academic Support Program, Behavioral Support Program, Parent Involvement	09/01/2017	05/31/2018	\$500	Other	Sara P Parker(Counselor) Serena Forrest (Counselor) Chase Cawley (parent)

Goal 4: We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in ELA. We will increase our reading total proficiency score from 49.8 % (start) to 52.8 % (achieve) this year.

Measurable Objective 1:

52% of Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency a proficiency overall in Reading as measured by Scantron Performance Series results. in English Language Arts by 05/18/2018 as measured by A 3% increase of all students will demonstrate a proficiency overall as measured by Scantron Performance Series results. .

Strategy 1:

Questioning Deeply - Each grade level will un-wrap their standards to determine the depth of knowledge that each standard should be taught and assessed then plan instruction (whole group, small group and independent tasks) accordingly on a weekly basis.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Klapinsky, Robert. "Is Depth of Knowledge Complex or Complicated?" Robert Kaplinsky, Klapinsky, 3 Apr. 2017, robertkaplinsky.com/is-depth-of-knowledge-complex-or-complicated/.

Activity - Questioning Deeply	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards	Direct Instruction	09/15/2017	05/18/2018	\$0	No Funding Required	All faculty members.

Activity - Model Thinking Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Model Thinking Process Explicitly (Learning what is required will remain a mystery for some students unless taught explicitly.)	Direct Instruction	09/08/2017	05/18/2018	\$0	No Funding Required	All faculty members.

Activity - Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Advance Organizers such as note-taking and graphic organizers BEFORE the lesson to cue students to learning targets. Questions and agendas can also be used to help students anticipate what to look for in the coming lesson	Direct Instruction	09/08/2017	05/18/2018	\$0	No Funding Required	All faculty members.

Activity - Assessment Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exit slips or similar assessment tool after the lesson. Example: Anecdotal notes, formative assessment tools, Exit Slip	Direct Instruction, Academic Support Program	09/08/2017	05/18/2018	\$0	No Funding Required	Faculty with assigned students.

Activity - Using Appropriate Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.	Direct Instruction, Academic Support Program	09/08/2017	05/18/2018	\$0	No Funding Required	All faculty with assigned students.

Strategy 2:

Learning Targets - Using pacing/guidance documents, identify and utilize purposeful learning targets based on the unwrapped standard and plan lessons including whole group, small group, and independent tasks at the proper DOK level.

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

Research Cited: Moss, Connie. "Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success." Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, ASCD, www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx.

Activity - Using Pacing/Guidance Documents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focus on LTs in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group and individual practice in stations.	Direct Instruction	09/15/2017	05/18/2018	\$0	No Funding Required	All faculty members.

Activity - Verbalizing Learning Target	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to verbalize what they are learning (learning target) Before lesson be able to explain what they will learn. During the lesson be able to explain what they are doing and how it supports the learning target. After the lesson be able to reflect on what they did today and how it helped them reach the learning target.	Direct Instruction, Academic Support Program	09/08/2017	05/18/2018	\$0	No Funding Required	Students

Strategy 3:

Formative Assessment - Create and utilize formative assessment that requires students to formulate responses to questions that have more than one possible answer and requires students to justify the response they give.

Category: Develop/Implement Turnaround Principles

Research Cited: Shanahan, Timothy. "Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success." Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, Reading Rockets, www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx.

Activity - Ongoing Running Records	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing.	Academic Support Program	09/08/2017	05/18/2018	\$0	No Funding Required	All classroom teachers.

Activity - Exit Slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exit slips or similar assessment tool after the lesson.	Academic Support Program	09/08/2017	05/18/2018	\$0	No Funding Required	All faculty with students assigned to them.

Strategy 4:

Differentiation - Teachers will provide differentiated instruction and plan purposeful lessons that are differentiated by content, process or product. These lessons will be planned thoughtfully around the needs of all students but especially for students in subgroups.

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

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

Research Cited: Shanahan, Timothy. "Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success." Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, Reading Rockets, www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx.

Activity - Differentiation in ELA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and plan for a variety of differentiated instructional activities/tasks <ul style="list-style-type: none"> • Independent Work • Interest Centers/Groups • Adjusting Questions 	Direct Instruction, Academic Support Program	09/22/2017	05/18/2018	\$0	No Funding Required	All faculty members.

Activity - Flexible Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flexible small group instruction based on formative assessment	Academic Support Program	09/08/2017	05/18/2018	\$0	No Funding Required	Faculty with assigned students.

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance/Achievement Series, Next Steps in Guided Reading Assessment Kit, DIBELS next, S.P.I.R.E., etc.	Academic Support Program, Behavioral Support Program	09/08/2017	05/18/2018	\$0	No Funding Required	All faculty with students assigned to them.

Goal 5: ELL students at Robertsdale Elementary will increase their proficiency levels as indicated on ACCESS for ELLs.

Measurable Objective 1:

30% of English Learners students will demonstrate a proficiency increase in their proficiency score in English Language Arts by May 20, 2018, as measured by ACCESS for ELLs in English Language Arts by 04/30/2018 as measured by ACCESS for ELLs.

Strategy 1:

Goal Setting - The classroom teacher and ELL teacher will collaborate to set goals for ELL students.

Category: Develop/Implement Learning Supports

Research Cited: Teaching English Language Learners :What the Research Does—and Does Not—Say By Claude Goldenberg American Educator-Summer 2008

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom teacher and ELL teacher will collaborate to set goals for ELL students.	Academic Support Program	09/01/2017	04/30/2018	\$0	No Funding Required	ELL teachers Chamberlain and Cotney

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Ongoing Running Records	Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing.	Academic Support Program	09/08/2017	05/18/2018	\$0	All classroom teachers.
Flexible Small Group	Flexible small group instruction based on formative assessment	Academic Support Program	09/08/2017	05/18/2018	\$0	Faculty with assigned students.
Model Thinking Process	Model Thinking Process Explicitly (Learning what is required will remain a mystery for some students unless taught explicitly.)	Direct Instruction	09/08/2017	05/18/2018	\$0	All faculty members.
Intervention	Use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance/Achievement Series, Next Steps in Guided Reading Assessment Kit, DIBELS next, S.P.I.R.E., etc.	Academic Support Program, Behavioral Support Program	09/08/2017	05/18/2018	\$0	All faculty with students assigned to them.
Exit Slips	Exit slips or similar assessment tool after the lesson.	Academic Support Program	09/08/2017	05/18/2018	\$0	All faculty with students assigned to them.
Differentiation in ELA	Identify and plan for a variety of differentiated instructional activities/tasks <ul style="list-style-type: none"> • Independent Work • Interest Centers/Groups • Adjusting Questions 	Direct Instruction, Academic Support Program	09/22/2017	05/18/2018	\$0	All faculty members.
Questioning Deeply	Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards	Direct Instruction	09/15/2017	05/18/2018	\$0	All faculty members.
Verbalizing Learning Target	Students will be able to verbalize what they are learning (learning target) Before lesson be able to explain what they will learn. During the lesson be able to explain what they are doing and how it supports the learning target. After the lesson be able to reflect on what they did today and how it helped them reach the learning target.	Direct Instruction, Academic Support Program	09/08/2017	05/18/2018	\$0	Students
Using Pacing/Guidance Documents	Focus on LTs in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group and individual practice in stations.	Direct Instruction	09/15/2017	05/18/2018	\$0	All faculty members.

ACIP

Robertsdale Elementary School

Parent Find	Parents will be provided a portal on our web site that will house important archived, important meetings and information to assist in connecting and knowing about our school and its programs. A link will also be provided on Facebook and Twitter.	Community Engagement	08/15/2017	05/16/2018	\$0	Faye Sheppard, Principal Terry Janes, Reading Specialist Janice Simon, Reading Specialist
Exit Slips	Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets.	Direct Instruction, Academic Support Program	09/11/2017	05/18/2018	\$0	All faculty members
Revisit Learning Target	eachers will revisit the daily learning target throughout the lesson and check for students' understanding of it.	Direct Instruction, Academic Support Program	09/08/2017	05/18/2018	\$0	All faculty with students assigned to them. (Math)
Post Daily Learning Target	Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson.	Direct Instruction	09/11/2017	05/18/2018	\$0	All faculty members
Organizers	Use Advance Organizers such as note-taking and graphic organizers BEFORE the lesson to cue students to learning targets. Questions and agendas can also be used to help students anticipate what to look for in the coming lesson	Direct Instruction	09/08/2017	05/18/2018	\$0	All faculty members.
Assessment Tool	Exit slips or similar assessment tool after the lesson. Example: Anecdotal notes, formative assessment tools, Exit Slip	Direct Instruction, Academic Support Program	09/08/2017	05/18/2018	\$0	Faculty with assigned students.
Real-World Problem Solving	Teachers will use real-world problem-solving tasks that encourage students to apply their mathematical knowledge in a deep manner. Students will defend their thinking during mathematical discourse as a way to share their mathematical reasoning.	Academic Support Program	09/08/2017	05/18/2018	\$0	All faculty members.
Using Guidance /Pacing Documents	Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment.	Direct Instruction	09/11/2017	05/18/2018	\$0	Grade level professional development- Reading Specialists, Administrators
Using Appropriate Text	Make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.	Direct Instruction, Academic Support Program	09/08/2017	05/18/2018	\$0	All faculty with assigned students.

ACIP

Robertsdale Elementary School

Goal Setting	The classroom teacher and ELL teacher will collaborate to set goals for ELL students.	Academic Support Program	09/01/2017	04/30/2018	\$0	ELL teachers Chamberlain and Cotney
Teacher Feedback	Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s).	Academic Support Program	11/06/2017	05/18/2018	\$0	Faculty with students assigned to them. (Math)
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Works	<ul style="list-style-type: none"> • Use social media messages that are provided by Attendance Works to update our social media on a weekly basis (school website and Facebook) • Send home information provided by Attendance Works that seeks to raise parental awareness about the importance of daily school attendance. • Work attendance messages into everyday conversations and lessons with students. • Hang posters regarding hand washing strategically around campus. • Recently installed twelve (12) non-touch, waterless, hand sanitizing stations. 	Academic Support Program, Behavioral Support Program, Parent Involvement	09/01/2017	05/31/2018	\$500	Sara P Parker(Counselor) Serena Forrest (Counselor) Chase Cawley (parent)
Total					\$500	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Robertsdale Elem. Survey Administration Parent Survey Staff Survey Grade K-2 Survey Grade 3-5 Survey Grade 6 Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Student Surveys:

Early Childhood items 1. My teacher wants me to learn, and 3. My teacher wants me to do my best were the highest satisfaction area

Elementary: 1. In my school my principal and teachers want every student to learn and 5. In my school my teachers want me to do my best work.

Middle: 5. In my school, teachers work together to improve student learning, and 32. My school prepares me for success in the next school year.

Parent: 1. Our school's purpose statement is clearly focused on student success and 27. Our school provides students with access to a variety of information resources to support their learning.

Staff: 46. Our school maintains facilities that contribute to a safe environment, and 5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

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

Elementary & Early Childhood: Students believe that teachers encourage them to be the best learner possible, because a variety of learning styles are provided as well as opportunities to participate in field trips, morning tutoring, and leadership roles.

Middle School: The students feel like the school prepares them to be both academically and socially successful with their future endeavors.

Parents: Parents believe the school provides a safe learning environment because the school has doors that are locked and control the flow of visitors on campus. In addition, a buzzer was installed at the front entrance to ensure student/visitor and staff safety. Also, visitors must provide photo identification.

Staff: Staff agree that many safety precautions are in place. We have school-wide protocols to ensure the safety of all students including secure entries, protocols for visitors, fire, weather, and intruders. We practice drills on a monthly basis. We follow the school improvement model set forth by the Alabama State Board of Education. This consists of data reflections, turn-around training, and turn-around instruction.

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

Previous survey supports high marks in the same areas in both the parent and student surveys. While the faculty survey did support high marks in area of teacher support it didn't specifically note strength in the area of school improvement cycle on instruction or safety.

Areas in Need of Improvement

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

Early Childhood: 7. 5. My teacher makes me think and 7. My family likes to come to my school.

Elementary: 4. In my school students treat adults with respect and 18. My principal and teachers ask me what I think about school.

Middle: 27. In my school, students help each other even if they are not friends and 24. In my school, students respect the property of others.

Parent: 1. Our school's purpose statement is clearly focused on student success and 26. Our school provides a safe learning environment.

Staff: 24. All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas and 1. In our school, a formal process is in place to support new staff members in their professional practice.

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

Early & Elementary: Our students feel that their parents are not comfortable coming to school.

Middle: Our school encourages our parents to come to lunch, open house, Title 1 meetings, character parades, fall festival, and to act as room volunteers. We still note a decline in attendance of parents in this area.

Parents: The mission of the school continues to be noted as an area of dissatisfaction. We have strengthen the previously noted area of governing body.

Staff: We recognized the weakness noted in mentoring new teachers. New teachers are now assigned a mentor teacher to help them in planning and instruction.

What are the implications for these stakeholder perceptions?

Students: The students want to feel that adults are respected and that want their parents involved in their schooling. Our middle learners need to feel that they can go to a random students outside of their circle of friends for help. We now have an active Peer Helper group to assist students.

Parents: We need to continue encouraging our parents to be involved in our schools. We are now video taping meetings, etc to place on our Facebook page, Twitter account and website for parents to view.

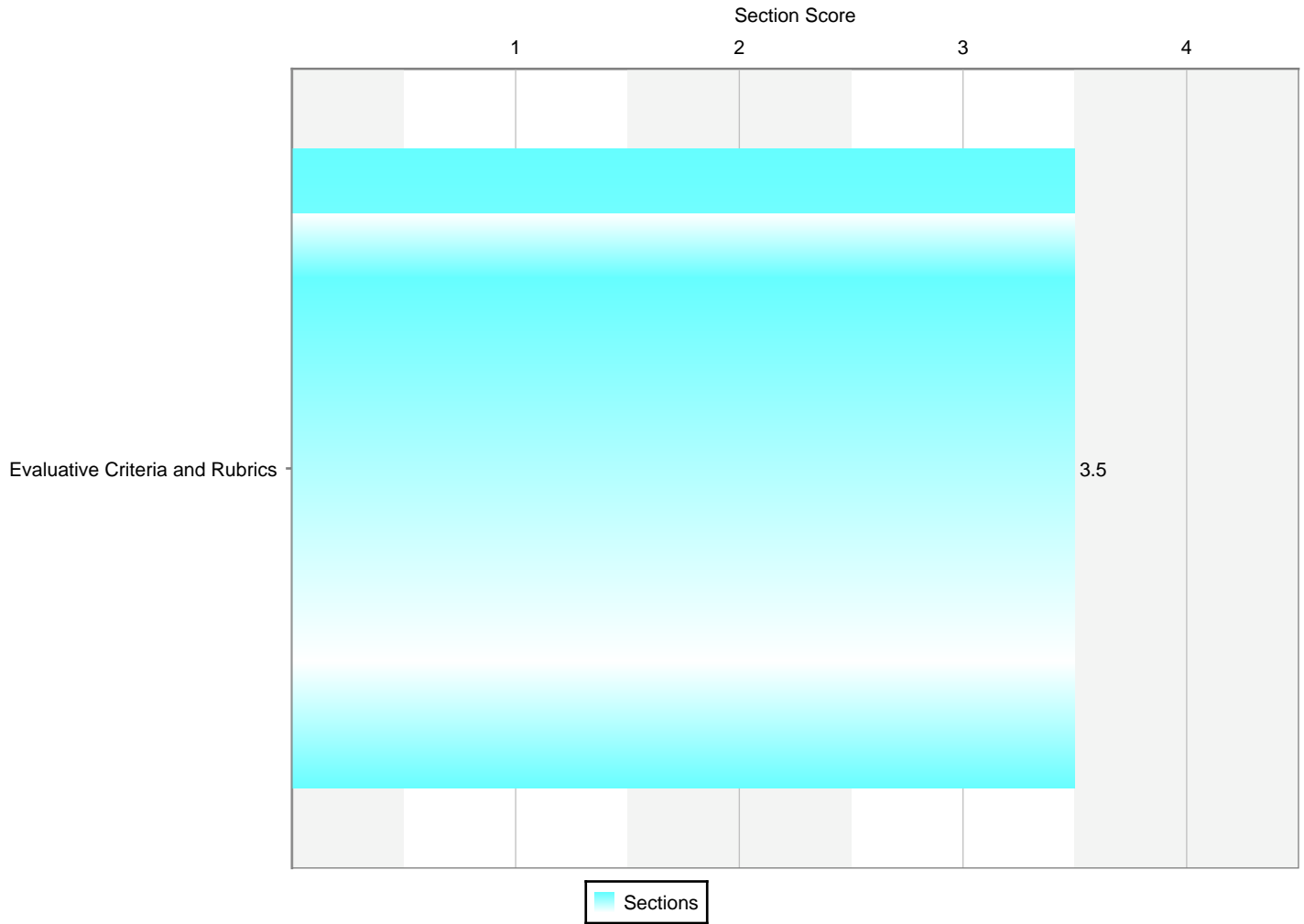
Results show that most Faculty/Staff believe our school is using data to improve student learning. We need to continue using data frequently and appropriately and train more teachers to analyze data themselves. We also need to look into our protected learning time and make sure we are not disturbing that.

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

We have ample evidence that our parents, students, and staff are generally happy with their experience here. Letters of support and appreciation, "likes" on Facebook, positive email, and student happiness are noted.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment is based on the data from the schools summative and formative data, discipline summary report, surveys, teacher input, and the Stakeholder Diagnostic report. The ACIP committee reviewed the data. Sub-committees were formed to look at strengths and weaknesses. The sub-committee wrote recommendations improvement. Further, the grade level teams analyzed their grade level data to create team action plans.

What were the results of the comprehensive needs assessment?

These documents were desegregated and prioritized by our Instructional Leadership Team. The evidence concluded that we need to make reading our priority. The evidence also reported that males students are performing lower than female students in most grade levels in reading. The evidence also suggested a reduction in absenteeism.

What conclusions were drawn from the results?

The evidence concluded that we need to make reading our priority. The data suggests that we are not working in the deep levels we need to reach in our instruction in reading. We will use Scholastic's Guided Reading program to differentiate the needs of the students in reading. We will use the appropriate strategies and prompts in guiding our students. We will focus on improving the reading block to ensure the best use of time, differentiated instruction, and ample student practice. We note that fluency and stamina is an area we will focus on and provide explicit instruction and guidance for our student. The evidence also suggested a problem in attendance. We will conduct a school-wide emphasis in attendance. We will include best practices in reading such as explicit, teacher directed instruction supported with practiced independent reading. Our students will also participate in Response to Instruction as outlined in the Code of Alabama to scaffold in needed skills in reading. We will support and practice reading using Compass Learning, Scholastic Core Clix (grades 4-6), Scholastic's Guided Reading Non-fiction module, and deep questioning.

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

The evidence concluded that we need to make reading our priority, while changing instruction. We need to include activities to focus on engaging male readers. As a high-poverty school we realize we need to make attendance a priority. We need to strengthen our comprehension strategies to enable deeper thinking and learning by our students.

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

The school goals were identified by the ACIP Team as areas of great concern. The areas of reading (especially the gap concerning male
SY 2017-2018

students) and attendance were chosen as our priority areas. By desegregating the data we know that we must provide Rtl to fidelity for our students while concentrating on unwrapping the standards of our teachers, so that they know exactly what is needed to achieve proficiency. We are in need of a reading emphasis that include focused and strategic activities for our male students. We are in need of a school-wide/home approach to improve attendance.

Each of our professional development opportunities will be centered around these priority needs.

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

The reading goal chosen for our CIP this year were identified using the ACT Aspire longitudinal data and Scantron Performance and Achievement Series data. The conclusion was that there was a growing gap in males in the performance area of reading. The Alabama Reading Initiative framework, strategies, and actives will be employed to promote change and proficiency as stated in this year's plan. The behavior goal was chosen after desegregating the end-of-the-year attendance report. Our behavior goal is to decrease the number of students absent by 2%. We want to re-emphasize our Leader In Me student roles and use strategies as goal setting and contracts to lower the absenteeism.

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

We are implementing to fidelity the Response to Instruction framework. Teachers are responsible to use the school-wide Rtl designated time to meet the needs of their students. Resources and strategies have been provided along with training for our teachers. Small group and Guided Reading during the regular reading time will also be utilized to meet the needs of the students. Grades 1-2 Tier 2-3 students have two part-time instructors who will work to close the gaps as noted in the students' DIBELS, Scantron Performance Benchmark, and the Next Steps to Guided Reading Assessment to impact raising student mastery. Grades 3-6 Tier 2-3 students have two part-time instructors who will work to close the gaps as noted in the students' Scantron Performance Benchmark, and the Next Steps to Guided Reading Assessment to impact raising student mastery. Our ELL program is comprised of two ELL Specialist who intervene with Tier 1, 2, & 3 students in acquiring language skills. We will also provide the intervention program, SPIRE for our dyslexic-specific identified students.

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:
 Improve students' chances for school success by addressing chronic absences and employing a variety of strategies to reduce absences by 1% .

Measurable Objective 1:
 A 1% decrease of All Students will demonstrate a behavior improving absenteeism. in Practical Living by 05/31/2018 as measured by total number of student absences (excused and/or unexcused) by 1% from 2016-2017. .

Strategy1:
 Parent Awareness -

- Increase parental awareness about the importance of school attendance and arriving on time. This will be done through messages on school Facebook page and school website. (messages will be provided in English and Spanish)
- Provide incentives for students who achieve perfect attendance each month
- School counselors will incorporate classroom lessons on the importance of school attendance into their yearly plan.
- School counselors will work with school registrar to begin contacting parents when their student reaches three (3) unexcused absences.
- School counselors will partner with the school nurses to address the importance of handwashing and other preventative techniques during cold and flu season.

Category: Implement Guidance and Counseling Plan
 Research Cited: "New Research Shows Nearly Half of American Parents Underestimate the Harm of School Absences." Home U.S. Department of Education, 23, Aug. 2016, www.ed.gov/news/press-releases/new-research-shows-nearly-half-american-parents-underestimate-harm-school-absences.

Activity - Attendance Works	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> • Use social media messages that are provided by Attendance Works to update our social media on a weekly basis (school website and Facebook) • Send home information provided by Attendance Works that seeks to raise parental awareness about the importance of daily school attendance. • Work attendance messages into everyday conversations and lessons with students. • Hang posters regarding hand washing strategically around campus. • Recently installed twelve (12) non-touch, waterless, hand sanitizing stations. 	Academic Support Program Parent Involvement Behavioral Support Program	09/01/2017	05/31/2018	\$500 - Other	Sara P Parker(Counselor) Serena Forrest (Counselor) Chase Cawley (parent)

Goal 2:

ELL students at Robertsdale Elementary will increase their proficiency levels as indicated on ACCESS for ELLs.

Measurable Objective 1:

30% of English Learners students will demonstrate a proficiency increase in their proficiency score in English Language Arts by May 20, 2018, as measured by ACCESS for ELLs in English Language Arts by 04/30/2018 as measured by by ACCESS for ELLs.

Strategy1:

Goal Setting - The classroom teacher and ELL teacher will collaborate to set goals for ELL students.

Category: Develop/Implement Learning Supports

Research Cited: Teaching English Language Learners :What the Research Does—and Does Not—Say By Claude Goldenberg American Educator-Summer 2008

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teacher and ELL teacher will collaborate to set goals for ELL students.	Academic Support Program	09/01/2017	04/30/2018	\$0 - No Funding Required	ELL teachers Chamberlain and Cotney

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:

Students in grades 3-6 will improve by 2% in the area of number and operations-fractions by our spring assessment.

Measurable Objective 1:

A 48% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in Number and Operations-Fractions in Mathematics by 05/31/2018 as measured by the gains reported in the Scantron Performance Series spring assessment. .

Strategy1:

Instructional Materials In The Student Workplace - Teachers will use Alabama Course of Study Insights tool, Go Math, district pacing guides to improve instruction and increase proficiency in the math area of number and operations-fractions in grades 3-6. Teachers will incorporate the use of manipulative materials when teaching. All teachers will use manipulative materials in both whole group instruction and small group intervention.

Category: Develop/Implement Learning Supports

Research Cited: Improving mathematics teaching by using manipulatives.

Kent State University, accessed at www.fed.cubk.edu.hk.

Heuser, D.

Activity - Using Manipulative In Purposeful Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use manipulative when teaching number and operations-fractions in both whole and mall group instruction.	Direct Instruction	09/11/2017	05/31/2018	\$0 - No Funding Required	Each teacher is equipped with manipulative materials needed for this goal.

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:

Improve students' chances for school success by addressing chronic absences and employing a variety of strategies to reduce absences by 1% .

Measurable Objective 1:

A 1% decrease of All Students will demonstrate a behavior improving absenteeism. in Practical Living by 05/31/2018 as measured by total number of student absences (excused and/or unexcused) by 1% from 2016-2017. .

Strategy1:

Parent Awareness -

- Increase parental awareness about the importance of school attendance and arriving on time. This will be done through messages on school Facebook page and school website. (messages will be provided in English and Spanish)
- Provide incentives for students who achieve perfect attendance each month
- School counselors will incorporate classroom lessons on the importance of school attendance into their yearly plan.
- School counselors will work with school registrar to begin contacting parents when their student reaches three (3) unexcused absences.
- School counselors will partner with the school nurses to address the importance of handwashing and other preventative techniques during

cold and flu season.

Category: Implement Guidance and Counseling Plan

Research Cited: "New Research Shows Nearly Half of American Parents Underestimate the Harm of School Absences." Home U.S. Department of Education, 23, Aug. 2016, www.ed.gov/news/press-releases/new-research-shows-nearly-half-american-parents-underestimate-harm-school-absences.

Activity - Attendance Works	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> • Use social media messages that are provided by Attendance Works to update our social media on a weekly basis (school website and Facebook) • Send home information provided by Attendance Works that seeks to raise parental awareness about the importance of daily school attendance. • Work attendance messages into everyday conversations and lessons with students. • Hang posters regarding hand washing strategically around campus. • Recently installed twelve (12) non-touch, waterless, hand sanitizing stations. 	Behavioral Support Program Academic Support Program Parent Involvement	09/01/2017	05/31/2018	\$500 - Other	Sara P Parker(Counselor) Serena Forrest (Counselor) Chase Cawley (parent)

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

Goal 1:

ELL students at Robertsdale Elementary will increase their proficiency levels as indicated on ACCESS for ELLs.

Measurable Objective 1:

30% of English Learners students will demonstrate a proficiency increase in their proficiency score in English Language Arts by May 20, 2018, as measured by ACCESS for ELLs in English Language Arts by 04/30/2018 as measured by by ACCESS for ELLs.

Strategy1:

Goal Setting - The classroom teacher and ELL teacher will collaborate to set goals for ELL students.

Category: Develop/Implement Learning Supports

Research Cited: Teaching English Language Learners :What the Research Does—and Does Not—Say By Claude Goldenberg American Educator-Summer 2008

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teacher and ELL teacher will collaborate to set goals for ELL students.	Academic Support Program	09/01/2017	04/30/2018	\$0 - No Funding Required	ELL teachers Chamberlain and Cotney

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.

Parents are provided all summative and formative reports in a timely matter in English (or Spanish where applicable). The ACT Aspire prior school year report is sent home at the start of the school year. This is followed by a Scantron benchmark report (Fall, Mid-Year, Spring), the mid-quarter report (each 9 weeks), and the quarterly report cards. The school-wide report card is sent home annually. Parents have access to an online portal to the student grade book to view their student's current grades.

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.

HR requires that teachers be certified in the area in which they are hired; therefore, I always check certification before interviewing prospective candidates. After they are hired, I monitor their instruction in a variety of ways. These include: walk throughs, formal observations, lesson plans, analyzing their student data and teacher conferences. Documentation for Tier II and Tier III children is closely monitored through our RTI process.

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?

Teachers transferred within the system: 2

New unit teachers: 1

Retirements: 3

Medical Leave: 1

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

Average of 15 years

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

We do not have a high turnover rate.

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.

Our school utilizes our state's summative data (ACT Aspire) and benchmark/formative data (Scantron Performance and Achievement Series) through monthly grade level meetings to disaggregate and analyze data from the ACT Aspire, Scantron Performance Series and Achievement Series as well as classroom assessments. Through this process, one is able to see the needs in student learning, thus the professional development teachers need in order to increase the proficiency of student learning.

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

Teachers will participate in training:

Reading Data and Turn-around Instruction

ALEX Insight Tool

Alabama Reading Initiative framework for learning

Scantron/Compass planning and uses

guided reading

close reading

book study for most members of the faculty (The Next Step Forward in Guided Reading Jan Richardson)

coaching cycle (reading) one-to-one and whole group with most teachers

Six Traits Writing

Small group instruction/Guided Reading for some

Alabama Course of Study-unwrapping the standards in reading, science

Strategic Comprehension strategies (Fountas & Pinnell) (Jan Richardson)

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 work in grade level teams. New teachers or teachers designated by the principal are given mentors to guide them in planning and execution in instruction. Reading Specialists also coach teachers in areas of need as dictated by the ARI Regional Coach, the principal, or teacher needs and requests.

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

Each professional development session is in response to student or teacher need. The professional development is conducted, expectations are set as to implementing

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:

Students in grades 3-6 will improve by 2% in the area of number and operations-fractions by our spring assessment.

Measurable Objective 1:

A 48% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in Number and Operations-Fractions in Mathematics by 05/31/2018 as measured by the gains reported in the Scantron Performance Series spring assessment. .

Strategy1:

Instructional Materials In The Student Workplace - Teachers will use Alabama Course of Study Insights tool, Go Math, district pacing guides to improve instruction and increase proficiency in the math area of number and operations-fractions in grades 3-6. Teachers will incorporate the use of manipulative materials when teaching. All teachers will use manipulative materials in both whole group instruction and small group intervention.

Category: Develop/Implement Learning Supports

Research Cited: Improving mathematics teaching by using manipulatives.

Kent State University, accessed at www.fed.cubk.edu.hk.

Heuser, D.

Activity - Using Manipulative In Purposeful Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use manipulative when teaching number and operations-fractions in both whole and mall group instruction.	Direct Instruction	09/11/2017	05/31/2018	\$0 - No Funding Required	Each teacher is equipped with manipulative materials needed for this goal.

Narrative:

Our local PK children from outside preschools visit our kindergarten classes in April of each spring. Our sixth grade classes attend an orientation session at their feeder middle school, Central Baldwin Middle School, in May each year. Our sixth grade students also attend try out sessions for cheerleading, basketball and volleyball at the middle school for the upcoming season. Our sixth grade students also take advanced placement tests for prealgebra in the spring for their seventh grade year.

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

The school-improvement cycle is used to include teachers in decisions regarding the use of academic assessments. Faculty as a whole are introduced to the assessment data for the school. Grade level meetings are held to use desegregated and longitudinal data to create plans of action for the school year. Smart goal focuses are set and supported with strategies and activities for each grade level and school-wide as a whole. Professional development decisions are made based not he needs of students and teachers. Teachers then base their personal PLP on the needs of their students and instructional attainment guidelines. The Action Plans are revisited after each formative assessment to monitor progress.

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?

The Code of Alabama (Rtl) describes the action steps needed for our students who are non-proficient. Response to Instruction is supported to fidelity at our school. Several professional development sessions are dedicated to making sure our teachers have a thorough understanding of Rtl and that it is being conducted in each classroom.

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?

We have a dedicated Rtl time in our school day to address student deficits in the area of math and reading. IEP and ELL holders are given top priority for interventions by specialists in the appropriate field. We have four part-time instructors to provide a third dip for struggling students.

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.

We provide "Bear Tracks" tutoring program for students below reading and math proficiency levels before school from 7:15 a.m. until 7:50 a.m. We also provide tutoring to targeted students in our after school program as well. We provide summer school to targeted kindergarten, first and second grade students.

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

Migrant:

Students are screened through ACCESS. Instructional services are provided through ELL teachers as well as classroom teachers. ELL: Students are screened through ACCESS. Instructional services are provided through ELL teachers as well as classroom teachers.

Economically disadvantaged:

Students are provided Free or reduced lunch; students are provided with uniforms, school supplies and food for weekends and holidays through our Backpack program.

Special Education:

Students are provided instructional services through the classroom teacher as well as the resource teacher. IEPs are implemented and followed by all parties involved with the students.

Neglected and/or Delinquent:

Our counselors, truancy officers and social workers work with these families to assure their presence in school through our Early Warning

and Court Referral process. DHR is often times involved as well.

Homeless students are provided with free or reduced lunches, instructional materials as well as uniforms. We do have agencies such as Catholic Social Services which aide in finding shelter and food for these families as well.

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.

Children with disabilities receive educational services through our Special Education program which includes three Project Reach (autism) units, three multihandicapped units, three special needs PK units and one Pathways (behavioral) unit. Children from economically disadvantaged homes receive free or reduced lunches, uniforms, school supplies and food on the weekends and holidays. We also provide resources in the form of food and uniforms for students of single parent households. Displaced children receive school services here for up to one year. Students with limited English proficiency receive instructional services through our ELL teachers as well as classroom teachers.

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

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

Federal: Two OSR PK units along with two inclusion PK units to provide literacy readiness skills to four year olds to prepare them for kindergarten. We use Title I money for four teachers, instructional supplies and materials, substitute teachers for teachers to receive professional development.

State:

ARI-Reading Street -integrated and coordinated with our reading program. AMSTI and StemScopes-integrated and coordinated with our science program. Go Math:-integrated and coordinated into our math program.

Local: Scantron-twofold purpose

Performance Series-sets our learning path in the fall and then monitors the path with winter and spring benchmark tests. Achievement Series-Common assessment given throughout the county to determine achievement gains.

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)?

Federal: Through federal dollars, we hired four teachers this year-three classroom and one intervention teacher to reduce class size and close gaps in reading with first and second grade students. We also purchase classroom materials and supplies, pay for substitute teachers and provide professional development with federal dollars.

State: With state monies, foundation units are provided to our school to achieve reading and math goals through classroom instruction and intervention. CIS money is used by our teachers to provide instructional materials and supplies for implementation of instructional strategies and methodologies to promote student achievement.

Currently, we have no locally funded units.

Violence prevention-Our counselors receive training in bullying as it could escalate to violence. They also provide lessons on "making healthy choices." In the area of nutrition, we participate in the "Backpack" program in which we currently provide food on weekends and holidays for sixty-one students. Currently 75% of our students are on free and reduced lunches. The migrant Headstart program based in Loxley, AL visits our PK classrooms. Assistance is provided to the Headstart families in enrollment and screening for our PK programs. We provide adult education for parenting through our parent advisory sessions. Our counselors do teach about careers in their weekly lessons for career education.

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

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

We use the summative data from ACT Aspire to begin our school year plans. We utilize the reports on the whole school, sub-groups, and individual students. The school has scheduled monthly grade level and faculty meetings to evaluate disaggregate data and analyze data of Scantron Performance Series and Achievement Series as well as classroom assessments. The data will reveal any continuing weakness.

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?

Our school utilizes our state's summative data (ACT Aspire) and formative data (Scantron Performance and Achievement Series) through monthly CIP meetings to disaggregate and analyze data from the ACT Aspire, Scantron Performance Series and Achievement Series as well as classroom assessments.

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?

Our school desegregates our data to look at the progress of our students. We use measurable goals in order to know if a program has been effective in increasing achievement. Data used: Attendance, discipline reports, classroom grades, ACT Aspire, and Scantron Performance and Achievement Series.

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?

After each evaluation a continuous cycle of assess, guide, decide is used to determine if the goal was met, needs to be improved on, and evaluated further. This cycle is used after each benchmark assessment and summative assessment.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	60.36

Provide the number of classroom teachers.

76.40

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	3816197.0

Total

3,816,197.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	2.5

Provide the number of administrators.

2.5

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	90817.0

Total

90,817.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.5

Provide the number of Assistant Principals.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	103753.0

Total

103,753.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	2.0

Provide the number of Counselors.

2.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	100867.0

Total

100,867.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	57883.0

Total

57,883.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	13930.0

Total

13,930.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	5108.0

Total

5,108.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	82799.0

Total

82,799.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	2005.0

Total

2,005.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	292498.59

Provide a brief explanation and breakdown of expenses.

PERSONNEL TEACHER/SUBS/PART TIME TUTORS: \$159,532

INSTRUCTIONAL PURCHASED SERVICES: \$18000

INSTRUCTIONAL SUPPLIES/EQUIPMENT: \$73050.34

PARENTAL INVOLVEMENT: \$4806.25

PROFESSIONAL DEVELOPMENT: \$24950

EXTENDED DAY PERSONNEL: \$12160

Title II

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

Provide a brief explanation and a breakdown of expenses.

SERVICES PROVIDED - FUNDS NOT ALLOCATED DIRECTLY TO SCHOOLS

Title III

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

Provide a brief explanation and a breakdown of expenses.

SERVICES PROVIDED - FUNDS NOT ALLOCATED DIRECTLY TO SCHOOLS

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

x

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

The annual Title 1 Meeting was held September 21, at RBDE for all parents and family of participating children. Parents were notified through flyers, the Cub Report (English and Spanish), RBDE Website, RBDE Facebook page and rapid notification. Topics for discussion were: Explanation of Title 1, Parent Expectations, School Expectations, Student Expectations, Parent Compacts, and CIP Plan

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

At the Title 1 meeting, information was presented about Title 1 programs. The Parental Involvement Plan, the Compacts, and Parents Right to Know paperwork was presented and made available to parents. The Compacts were signed by the principal, teacher, parents and students and are kept on file at school. The funds for Parent Involvement and Set Aside amounts were provided to parents along with the mode of distribution. Mandatory parent conferences will be held on Sept. 15. Parent Advisory meetings are scheduled each month and parents were invited to take part on this board during the Title 1 meeting. The invitation was open to all parents. Faye Sheppard, the presenter, entertained questions from the parents and took suggestions from parents as how to better get information to them - i.e. online videos, podcasts, etc. Funds allocated for parental involvement are used to print student handbooks, send monthly Cub Reports(newsletters) home to parents, tags for car rider identification and stamps to mail assorted items to the child's home.

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))

At our annual Title 1 meeting, parents are informed about programs under Title 1. Faye Sheppard, our presenter, explained a Title 1 powerpoint in easy to understand terms and answered questions from parents. Parents are also invited to our annual Open House where they can meet their child's teacher and visit the classroom. Teachers will explain the curriculum and assessments appropriate to the grade level. Parent conference meetings are held at the end of the first quarter and parents will meet with teachers to make decisions regarding the child's educational experience. Parent Advisory meetings are held monthly and are open to any parents who would like to participate. Teachers frequently post educational videos and links on their websites and on the school website so parents can view them at their convenience.

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))

Robertsdale Elementary teachers and administration review the Student/Parent/Teacher Compact each year before it is sent out to parents. The compact was explained at our annual Title 1 meeting in August. Administrators, Teachers, Parents and Students make a commitment to a partnership between all stakeholders. The compact is signed by all involved as an agreement and kept on file in the teacher's classroom.

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

Robertsdale Elementary School provides training for parents of participating children annually. Parents are trained on the requirements of Title 1 and how to work with teachers to improve the achievement of the children during the annual Title 1 meeting. Teachers explain academic achievement standards and assessments during parent conferences that take place throughout the academic year. Many teachers post videos on their teacher websites or the school website or Facebook pages in order to help train parents on a variety of academic areas. Teachers also post links for helping students with their homework.

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)

Robertsdale Elementary School hosted several opportunities for parents to be instructed on the use of the digital technology students will be using in their school day experience. Our ELL instructors are always available to help parents with language barriers understand their child's instructional needs. Parents are encouraged to become "Room Parents" for each classroom. We have many parents who volunteer regularly in assorted capacities on our campus. Many teachers post helpful videos and information on their teacher websites and the school website or on Facebook pages to help parents who cannot or will not come to the campus during the school day.

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)

Robertsdale Elementary School hosted several opportunities for parents to be instructed on the use of the digital technology students will be using in their school day experience. Our ELL instructors are always available to help parents with language barriers understand their child's instructional needs. Parents are encouraged to become "Room Parents" for each classroom. We have many parents who volunteer regularly in assorted capacities on our campus. Many teachers post helpful videos and information on their teacher websites and the school website or Strategies to Increase Parental Involvement Robertsdale Elementary School on Facebook pages to help parents who cannot or will not come to the campus during the school day.

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)

Robertsdale Elementary will continue to work collaboratively with parents through phone logs, email, newsletters, the school website, rapid response and the school Facebook page. With our school's behavior plan, parents are informed on a daily and weekly basis of their child's behavior and educational needs. RBDE has an open-door policy with parents and we invite them in for volunteer activities as well as conferences with teachers. We have several community-based events during the academic year where parents and grandparents are invited to come and participate.

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)

Parent resources are made available through our counselors, teachers and administrators. Resources are also made available on our school

website, Facebook and in the monthly Cub Reports. Parent needs are also discussed and addressed through monthly parent advisory meetings.

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)

Robertsdale Elementary School has an Open Door policy where parents are welcomed. We offer an Open House, a Parent Advisory Board, Book Fair, quarterly PTO meetings and many volunteer opportunities throughout the year which encourage parents to be involved.

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))

Parents will be provided all appropriate school documentation in their home language.