



ACIP

Elberta Elementary School

Baldwin County Board of Education

Jennifer Breazeale
P. O. Box 430
Elberta, AL 36530

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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?

Elberta Elementary School is a Title I Pre K-6 school in the Baldwin County Public Schools District. The district has approximately 30, 725 students. Presently, there are 789 students enrolled at Elberta Elementary School. There is one Pre-K class of 18 students and five units each of kindergarten through sixth grade. The average class size for kindergarten is approximately 18 students per class, first grade approximately 18 students per class, second grade approximately 20-21 students per class and third grade approximately 23 students per class. Grades four through sixth have between 25 - 27 students per class. Art and Music are offered every other week for students. Two science labs are available once a week for all classes to support the College and Career Ready Standards for each. The school staff consists of 57 certificated and 19 classified employees. A majority of the school's employees live in the communities the school serves, which are Elberta, Mifflin, Josephine and Lillian.

Elberta is located in Baldwin County in the southernmost region of the state. It has a mayor/city council form of government. The town celebrates its German heritage twice a year in its German Sausage Festival. The city of Elberta is very small with the essential municipalities, locally owned businesses, two banks, a park, and our feeder pattern school, Elberta High School. The surrounding communities have low to middle-income housing. Based on the number of students receiving free and reduced-priced meals, --% of the children enrolled are from low-income families.

According to the 2010 Census, Elberta had a population of 1,498. Of that number, 92.9 percent of respondents identified themselves as white, 5.3 percent as Hispanic, 2.0 percent as two or more races, 1.4 percent as African American, 0.8 percent as Asian, 0.3 percent as Native American, and 0.1 as Native Hawaiian and Other Pacific Islander. The town's median household income, according to 2010 Census estimates, was \$30,161, and the per capita income was \$17,027.

According to 2010 Census estimates, the work force in Elberta was divided among the following industrial categories:

- Manufacturing (8.4 percent)
- Retail trade (12.9 percent)
- Construction (8.2 percent)
- Educational services, and health care and social assistance (11.8 percent)
- Wholesale trade (0.4 percent)
- Finance and insurance, and real estate and rental and leasing (6.9 percent)
- Arts, entertainment, recreation, and accommodation and food services (14.5 percent)
- Other services, except public administration (9.2 percent)
- Transportation, warehousing, and utilities (1.5 percent)
- Professional, scientific, and administrative and waste management services (18.0 percent)
- Agriculture, forestry, fishing and hunting, and extractive (1.6 percent)
- Public administration (4.6 percent)
- Information (2.0 percent)

Elberta is within a 15 minute drive to Gulf Shores, Alabama or Pensacola Florida. Many people are attracted to Elberta because of its accessto the gulf coast beaches.

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.

The purpose of Elberta Elementary School is to implement a comprehensive, coherent, coordinated, and continuous program to help all students meet challenging common core standards.

School Vision:

The vision of Elberta Elementary School is to provide a foundation for students to acquire a quality education and develop effective leadership skills to become productive members of the community.

School Motto:

Warriors will be: respectful to ourselves, others and our school, truthful at all times, and responsible for our own actions.

School Mission Statement:

In this building we Lead, Learn, Laugh and Love

The Warrior Motto is ----. The motto is referred to regularly for the purposes of reminding students to make good choices throughout the day.

The Leader In Me, which encompasses the 7 Habit of Highly Effective People, is taught and practiced at Elberta Elementary School.

Incorporated in this teaching, one will find the essence of our school's vision and mission statement.

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.

2016 - 17 was the first year to implement the Guided Reading Library. This library was purchased with title funds the previous year. Elberta Elementary has since purchased additional books for the Guided Reading . Five teachers from ELBE are a part of the district Cadre Guided Reading Team and will bring back professional learning to guide other teachers on its use for grades K-6. Teachers will use the guided reading process in small groups and as a reading intervention. Elberta Elementary will has also purchased LLI (Leveled Literacy Intervention) as a component to Guided Reading and a tool for intervention. This year we will implement a Science learning lab. The lab is guided by a certified mastered teacher who will develop grade level appropriate lessons that will include the CCR standards and DOK questioning to move students toward a greater conceptual understanding of Science. Classes will have an additional opportunity once a week to sign up for lab time for lessons led by the classroom teacher. This year makes the sixth year in the Leader in Me process. It is a whole-school transformation model. The program is based on The 7 Habits of Highly Effective People, written by Stephen Covey. The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st century economy. In 2015-16, our school was chosen as a host school for the Mobile Leader In Me Symposium. Administrators and educators from all over the south east visited to learn more about the ways to include the process in their schools.

Over the past three years, Elberta Elementary School has strived to increase it's math and reading scores on the Aspire toward 70% proficiency. On the Spring 2016 Aspire test, third grade students (only grade tested) increased scores in the tested areas of Math, Reading, Science, and English.

It is the goal of ELBE to continue to move forward with increasing scores toward proficiency in reading, math and science in the next three years. This year, we will grow into a K-6 school by adding grade 4-6 to our campus. It is our goal to provide a smooth transition for students and teachers.

Additional Information

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

Elberta Elementary has initiated many research-based programs since opening in 1998. The school was the first in the state to have teachers trained in the Beginning Reading Model Program. This initiative later became the Alabama Reading Initiative (ARI).

Elberta Elementary also participated in the state initiative Positive Behavior Support Model. A significant decrease in discipline referrals has been experienced over the past six years.

Six years ago Elberta Elementary was awarded the first eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies) class in the district for 3rd grade. eMINTS professional development uses interactive group sessions and in-classroom coaching/mentoring to help teachers integrate technology into their teaching using an instructional model that supports high-quality lesson design, promotes inquiry-based learning, creates technology-rich learning environments and builds community among students and teachers. Presently, Elberta Elementary has --- eMINTS classrooms on campus with additional teachers involved in the training from various grade levels. A community engagement committee was formed for the purpose of meeting quarterly with community business leaders to discuss the school's continuous improvement and develop plans for the future that will involve leaders visiting our school and engaging in student learning.

Elberta Elementary faculty participates in over 50 clock hours of professional development each year. Faculty members have been certified or trained in the following programs:

- ARI (Alabama Reading Initiative)
- PBS (Positive Behavior Support Model)
- IAH (Institute for America's Health - The WAY to a Healthier Student Program)
- CPR
- 7 Habits of Highly Effective People
- STAGES
- AMSTI (Alabama Mathematics, Science, and Technology Initiative)
- Use of instructional technology programs and strategies to increase student achievement include
- Compass
- Discovery Education
- Project Based Learning
- Guided Reading Process
- Collection, interpretation and use of assessment data to drive instruction

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The members of the selected stakeholder groups are as follows....

A representative from each grade level is chosen to represent the school faculty and staff stakeholders called the Leadership Team. this team meets monthly.

The Warrior Partnership Volunteers are representative of parent stakeholders. This groups meets monthly with the principal.

The Leadership team will meet and review the latest ACT ASPIRE data, Scantron, Guided Reading and other relevant datat used to complete the CIP. Afterwards a draft of the Continuous Improvement Plan (CIP) will be completed. Once the draft has been completed, the Warrior Partnership Volunteers will meet with the principal during school hours to review the draft and make any revisions or additions they deem necessary to represent the parent group.

Once all stakeholders have met and added their suggestions, the Leadership Team will do a final review and the CIP will be completed for submission.

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

Stakeholders are representative of:

Faculty members- School stakeholders

Warrior Partnership- Parent stakeholders

The responsibility of the school stakeholders is to complete a draft of each section of the Continuous Improvement Plan (CIP). The responsibility of both the Warrior Partnership and faculty members is to review the draft with the principal and make any revisions or additions that are relevant to both groups. A final copy of CIP is then submitted to the state.

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 will be communicated to all school, parent, and community stakeholders per the school website, Warrior Partnership Facebook page and a hard copy will be made available in the office and library. During each successive monthly meeting with the CIP stakeholder committee, a review of the plan will be made and updates added.

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		2017 Fall Performance Series

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

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

Areas of Notable Achievement

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

In Reading:

2nd - 6th took the Scantron Reading Performance Series test this fall

2nd - 2131 scaled score average in quartile 3 and 2432 scaled score average in quartile 4

3rd - 2403 scaled score average in quartile 3 and 2647 scaled score average in quartile 4

4th - 2625 scaled score average in quartile 3 and 2840 scaled score average in quartile 4

5th - 2761 scaled score average in quartile 3 and 2950 scaled score average in quartile 4

6th - 2884 scaled score average in quartile 3 and 3082 scaled score average in quartile 4

In Math:

1st grade scaled score average 1870 in quartile 3 and scaled score average 2013 in quartile 4

2nd grade scaled score average 2094 in quartile 3 and scaled score average 2274 in quartile 4

3rd grade scaled score average 2302 in quartile 3 and scaled score average 2401 quartile 4

4th grade scaled score average 2423 in quartile 3 and scaled score average 2548 in quartile 4

5th grade scaled score average 2531 in quartile 3 and scaled score average 2639 in quartile 4

6th grade scaled score average 2615 in quartile 3 and scaled score average 2740 in quartile 4

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

There is not an established trend. This baseline data will serve to be useful as BCBE administers Performance Series as ALSDE State Assessment.

In Reading:

2nd grade 25.5% in quartile 3 and 21.6% in quartile 4

3rd grade 23.5% in quartile 3 and 34.7% in quartile 4.

4th grade 29.9% in quartile 3 and 33.1% in quartile 4

5th grade 29.6% in quartile 3 and 20.7% in quartile 4

6th grade 31.5% in quartile 3 and 24.2% in quartile 4

In Math:

1st grade 20.2% in quartile 3 and 24.4% in quartile 4

2nd grade 34.3% in quartile 3 and 24.5% in quartile 4

3rd grade 26.3% in quartile 3 and 32.3% in quartile 4

4th grade 40.2% in quartile 3 and 21.3% in quartile 4

5th grade 29.6% in quartile 3 and 21.5% in quartile 4

6th grade 31.5% in quartile 3 and 16.9% in quartile 4

4th grade has the most student is quartiles 3 and 4.

Which area(s) indicate the overall highest performance?

Nonfiction overall

Nonfiction in grades 2-5

Fiction in grade 6

Data and analysis/probability overall

Data analysis/probability in grades 1-5

Measurement in grade 6

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

Because of the reconfiguration of our school to a Pre-K-6 school, this year is a baseline year. The subgroups showing an increase in performance for this baseline year are Asian and gifted.

Between which subgroups is the achievement gap closing?

**2017-18 - our school was reconfigured into a Prek - 6th school and we are gathering baseline data.

*Gifted subgroup for all grade levels are on a positive trend

*6th grade shows positive scale score point gains for Hispanic subgroup where all other grade levels remain negative

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

*2017-18 - Scantron and Guided Reading assessments were consistently aligned.

This is the first year that Performance Series has been administered as an ALSDE State Assessment. Performance Series is different from other assessments as it does not assess in the same manner as district and school assessments or other outside assessment sources.

Areas in Need of Improvement

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

In Reading:

2nd grade average scaled score is 1698 in quartile 1 & 1894 in quartile 2

3rd grade average scaled score is 1899 quartile 1 and 2197 in quartile 2

4th grade average scaled score is 2061 in quartile 1 and 2405 quartile 2

5th grade average scaled score is 2158 in quartile 1 and 2560 in quartile 2

6th grade average scaled score is 2277 in quartile 1 and 2711 in quartile 2

In Math:

1st grade average scaled score is 1573 in quartile 1 and 1764 in quartile 2

2nd grade average scaled score is 1769 in quartile 1 and 2004 in quartile 2

3rd grade average scaled score is 1961 in quartile 1 and 2173 in quartile 2

4th grade average scaled score is 2120 in quartile 1 and 2329 in quartile 2

5th grade average scaled score is 2218 in quartile 1 and 2413 in quartile 2

6th grade average scaled score is 2275 in quartile 1 and 2500 in quartile 2

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

**2017-18 - school reconfiguration to Prek-6th and we are gathering baseline data. For Reading, Fiction was the lowest unit of performance by school according to Fall Performance data. For Math, Algebra and Numbers and Operations both were lowest units of performance by school according to Fall Performance data.

Which area(s) indicate the overall lowest performance?

The areas of Reading that show overall lowest performance are: Fiction

2nd grade: Vocabulary

3rd grade: Fiction

4th grade: Fiction

5th grade: Long passage

6th grade: Fiction

The areas of Math that show overall lowest performance are: Algebra and Numbers and Operations

1st grade: Geometry

2nd grade: Data analysis and probability

3rd grade: Algebra

4th grade: Measurement

5th grade: Data analysis and probability

6th grade: Measurement

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

In Reading and Math, the Special Education subgroup shows an overall trend in decreasing performance.

Between which subgroups is the achievement gap becoming greater?

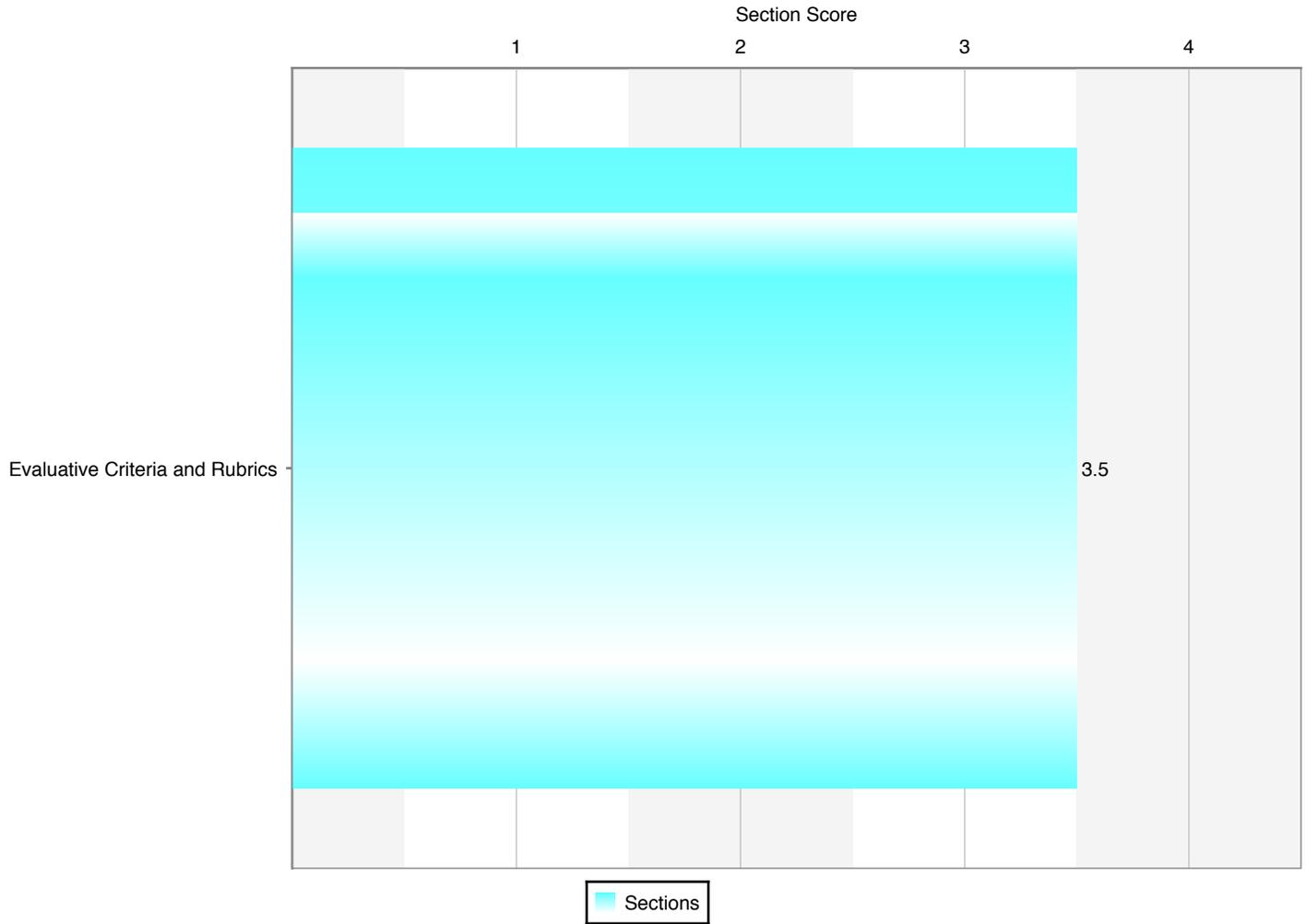
The subgroups in which the achievement gap is becoming greater are special education and economically disadvantaged.

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

This is the first year that Performance Series has been administered as an ALSDE State Assessment. Performance Series is different from other assessments as it does not assess in the same manner as district and school assessments or other outside assessment sources.

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 TEAM

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		Board Policy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		Nondiscrimination

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		Parental Involvement

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

ACIP 2017-2018

Overview

Plan Name

ACIP 2017-2018

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Our goal is to communicate with our parents thorough various media outlets.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$500
2	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 54% to 57% this year.	Objectives: 1 Strategies: 4 Activities: 13	Academic	\$0
3	Elberta Elementary will increase our math total proficiency from 53% to 56% during the 2017-18 school year.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$0
4	Students will engage in activities to develop their leadership abilities.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$7000

Goal 1: Our goal is to communicate with our parents thorough various media outlets.

Measurable Objective 1:

collaborate to ensure pertinent school events and news are posted as a link on the school website and social media for parent and families to stay connected by 05/25/2018 as measured by the total number of views on the website and social media.

Strategy 1:

Connecting through Media - Often times, parents are unable to participate in school activities and events due to family obligations and work. In order to engage parents, Elberta Elementary delivers information and school events through various media outlets. This allows parents to feel included in their child's school.

Category: Other - Parent Involvement

Research Cited: Local

Activity - School Website	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As school events occur, event highlights will be posted to the school website to allow parents to view from home.	Parent Involvement	08/21/2017	05/25/2018	\$0	No Funding Required	Principal and web page coordinator

Activity - Facebook and Twitter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
News and event highlights will be posted to the school's Facebook and Twitter accounts.	Parent Involvement	08/21/2017	05/25/2018	\$0	No Funding Required	Administration and staff

Activity - Communication Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide weekly newsletter for parents and important school events through the communication folders. The newsletters highlight upcoming classroom events and focuses on upcoming lessons content. Any flyers that are created at the district and/or school level are sent home through this folder as well. This folder provides daily communication with parents.	Parent Involvement	08/21/2017	05/25/2018	\$500	Title I Schoolwide	Administration , staff and teachers
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Goal 2: 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 54% to 57% this year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy 1:

Formative Assessment - Teachers will 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 the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - DEMO JEN BEDGOOD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a;fha;ighivkzcvnskfh;sdfkgskgk	Academic Support Program	10/15/2017	10/26/2017	\$0	No Funding Required	fsdfnakhfigdkng

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Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a variety of assessments including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with the expectation of the standard.	Academic Support Program	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will use a variety of assessments including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with the expectation of the standard.

Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.	Academic Support Program	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.

Activity - Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize exit slips or similar assessment tools after the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will utilize exit slips or similar assessment tools after the lesson.

Strategy 2:

Depth of Knowledge - Each grade level will unwrap 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 College and Career Ready Standards

Research Cited: School Data

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards.	Direct Instruction	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards.

Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model the thinking process explicitly.	Direct Instruction	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will model the thinking process explicitly.

Activity - Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.	Academic Support Program	09/29/2017	05/18/2018	\$0	No Funding Required	Teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.
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Strategy 3:

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, especially for students in subgroups.

Content:

Multiple options for taking in information

Process:

multiple options for making sense

Product:

multiple options for expressing what they know

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan for and utilize flexible small group instruction based on formative assessment.	Direct Instruction	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will plan for and utilize flexible small group instruction based on formative assessment.

ACIP

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Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for weekly interaction with various types of text by reading, writing, and discussing.	Direct Instruction	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will provide opportunities for weekly interaction with various types of text by reading, writing, and discussing.

Activity - Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will 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, SPIRE, etc.	Direct Instruction	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will use available assessment data to plan for intervention/s mall group instruction. Assessment data may include: Scantron Performance/ Achievement Series, Next Steps in Guided Reading Assessment Kit, DIBELS Next, SPIRE, etc.

Strategy 4:

Learning Targets - 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 College and Career Ready Standards

Research Cited: School data

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and implement learning tasks at varying DOK levels.	Direct Instruction	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will plan and implement learning tasks at varying DOK levels.

Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on learning targets 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	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will focus on learning targets in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group, and individual practice in stations.

Activity - Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Elberta Elementary School

Teachers will stop and revisit learning target during the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will stop and revisit learning target during the lesson.
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Goal 3: Elberta Elementary will increase our math total proficiency from 53% to 56% during the 2017-18 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy 1:

Formative Assessment - Teachers will create and utilize formative assessments that require students to formulate response to questions that have more than one possible answered require students to justify the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - Activity 1	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's ability to demonstrate mastery of the given learning targets. Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit slips may be placed in students' mathematics journals with the learning target listed as the heading.	Academic Support Program	09/29/2017	05/18/2018	\$0	No Funding Required	All teacher s are responsible for utilizing exit slips.

Status	Progress Notes	Created On	Created By
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ACIP

Elberta Elementary School

In Progress	Please see AdvancEd Evidence Folder	March 08, 2018	Jennifer Bedgood
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Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give feedback on the results of students' exit slips and discuss ways to improve or praise them for mastery of the skill.	Academic Support Program	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will provide feedback from the results of exit slips.

Activity - Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement real - world, problem solving tasks and encourage students to participate in mathematical discourse using talk moves. Teachers will take anecdotal notes of students' problem-solving skills and determine which students need intervention.	Academic Support Program	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will implement real-world problem - solving tasks promoting discourse through talk moves.

Strategy 2:

Depth of Knowledge - Each grade level will unwrap 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 College and Career Ready Standards

Research Cited: School data

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Elberta Elementary School

Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Scantron Performance Series assessment.	Academic Support Program	09/30/2017	05/25/2018	\$0	No Funding Required	All teachers will plan and implement learning tasks at varying DOK levels based on Scantron Performance Series results.
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Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give a classroom assessment that matches the daily learning target's DOK level.	Academic Support Program	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will utilize classroom assessments that match the daily learning target's DOK level.

Activity - Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Academic Support Program	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will give checkpoints or summative assessments that include questions at varying DOK levels.

Strategy 3:

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 - especially students in subgroups.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p>	<p>Academic Support Program</p>	<p>09/29/2017</p>	<p>05/18/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All 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.</p>

Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Elberta Elementary School

Teachers will incorporate Compass Learning as a center for students to work in their individualized learning path in mathematics.	Academic Support Program	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will incorporate Compass Learning as a center for students to work in their individualized learning path in mathematics.
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Activity - Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide math emetics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series results.	Academic Support Program	09/29/2017	05/18/2018	\$0	No Funding Required	Teachers will provide math emetics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series results.

Strategy 4:

Learning Targets - Identify and utilize purposeful learning targets based on the unwrapped standard and plan lessons to include whole group, small group, and independent tasks accordingly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will plan and implement learning tasks at varying DOK levels.	Direct Instruction	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will be responsible for utilizing targets at the appropriate DOK.
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Activity - Activity 2	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	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson.

Activity - Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0	No Funding Required	All teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.

Goal 4: Students will engage in activities to develop their leadership abilities.

Measurable Objective 1:

increase student growth as leaders through the Leader In Me process. by 05/25/2018 as measured by student participation in leadership opportunities..

Status	Progress Notes	Created On	Created By
Not Met	ELBE is growing in their number of leaders that is student based. This year Greeter Leaders and 6th Grade Teacher Assistants has been implemented. Administration and Lighthouse Team will meet at the end of the year to discuss potential involvement of students as well as next steps.	March 08, 2018	Jennifer Bedgood

Strategy 1:

Lighthouse Team - The Lighthouse Team will meet monthly to collaborate and plan Leader in Me implementation

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader in Me by Sean R. Covey; Sean Covey; Muriel Summers; David K. Hatch

Activity - Lighthouse Coaching Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lighthouse team and LIM Coach will collaborate on ways students can engage and grow as leaders in our school and community.	Professional Learning	11/08/2017	05/25/2018	\$500	Title I Part A	Lighthouse Team and LIM Coach

Status	Progress Notes	Created On	Created By
In Progress	Lighthouse Team Monthly Meetings 2017-2018 December 5 January 22 February 15 - 1/2 day March 19	March 08, 2018	Jennifer Bedgood
Completed	November 8 2017 - Kathy Rogers provided on-site professional development for the ELBE Lighthouse team. The foundation and next steps were developed.	March 08, 2018	Jennifer Bedgood

ACIP

Elberta Elementary School

Activity - Symposium	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10 Elberta Elementary Staff (to include Lighthouse Team members) will attend Symposium to deepen our understanding of the Leader in Me process in our school.	Professional Learning	01/11/2018	05/25/2018	\$6500	Title I Part A	Elberta Elementary team members attending Symposium.

Status	Progress Notes	Created On	Created By
Completed	January 11 and 12th - Lighthouse Symposium Birmingham Lighthouse Team attended the symposium.	March 08, 2018	Jennifer Bedgood

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
Activity 2	Teachers will incorporate Compass Learning as a center for students to work in their individualized learning path in mathematics.	Academic Support Program	09/29/2017	05/18/2018	\$0	All teachers will incorporate Compass Learning as a center for students to work in their individualized learning path in mathematics.
Activity 1	Teachers will plan and implement learning tasks at varying DOK levels.	Direct Instruction	09/29/2017	05/18/2018	\$0	All teachers will plan and implement learning tasks at varying DOK levels.

Activity 1	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	09/29/2017	05/18/2018	\$0	All 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.
Facebook and Twitter	News and event highlights will be posted to the school's Facebook and Twitter accounts.	Parent Involvement	08/21/2017	05/25/2018	\$0	Administration and staff
Activity 1	Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students's ability to demonstrate mastery of the given learning targets. Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit slips may be placed in students' mathematics journals with the learning target listed as the heading.	Academic Support Program	09/29/2017	05/18/2018	\$0	All teacher s are responsible for utilizing exit slips.
Activity 2	Teachers will model the thinking process explicitly.	Direct Instruction	09/29/2017	05/18/2018	\$0	All teachers will model the thinking process explicitly.
Activity 3	Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Academic Support Program	09/29/2017	05/18/2018	\$0	All teachers will give checkpoints or summative assessments that include questions at varying DOK levels.

ACIP

Elberta Elementary School

Activity 3	Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0	All teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.
Activity 3	Teachers will implement real - world, problem solving tasks and encourage students to participate in mathematical discourse using talk moves. Teachers will take anecdotal notes of students' problem-solving skills and determine which students need intervention.	Academic Support Program	09/29/2017	05/18/2018	\$0	All teachers will implement real-world problem - solving tasks promoting discourse through talk moves.
Activity 3	Teachers will provide math emetics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series results.	Academic Support Program	09/29/2017	05/18/2018	\$0	Teachers will provide math emetics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series results.
Activity 1	Teachers will plan and implement learning tasks at varying DOK levels.	Direct Instruction	09/29/2017	05/18/2018	\$0	All teachers will be responsible for utilizing targets at the appropriate DOK.
DEMO JEN BEDGOOD	a;fha;ighivkzcvnskf;sd;fkgsgsk	Academic Support Program	10/15/2017	10/26/2017	\$0	fsdfnakhfigdkng

ACIP

Elberta Elementary School

Activity 2	Use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.	Academic Support Program	09/29/2017	05/18/2018	\$0	All teachers will use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.
Activity 2	Teachers will give a classroom assessment that matches the daily learning target's DOK level.	Academic Support Program	09/29/2017	05/18/2018	\$0	All teachers will utilize classroom assessments that match the daily learning target's DOK level.
Activity 2	Teachers will provide opportunities for weekly interaction with various types of text by reading, writing, and discussing.	Direct Instruction	09/29/2017	05/18/2018	\$0	All teachers will provide opportunities for weekly interaction with various types of text by reading, writing, and discussing.
Activity 3	Teachers will stop and revisit learning target during the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0	All teachers will stop and revisit learning target during the lesson.
Activity 2	Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0	All teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson.

ACIP

Elberta Elementary School

Activity 1	Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Scantron Performance Series assessment.	Academic Support Program	09/30/2017	05/25/2018	\$0	All teachers will plan and implement learning tasks at varying DOK levels based on Scantron Performance Series results.
Activity 3	Teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.	Academic Support Program	09/29/2017	05/18/2018	\$0	Teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.
Activity 1	Use a variety of assessments including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with the expectation of the standard.	Academic Support Program	09/29/2017	05/18/2018	\$0	All teachers will use a variety of assessments including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with the expectation of the standard.

ACIP

Elberta Elementary School

Activity 2	Teachers will focus on learning targets 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	09/29/2017	05/18/2018	\$0	All teachers will focus on learning targets in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group, and individual practice in stations.
Activity 3	Teachers will 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, SPIRE, etc.	Direct Instruction	09/29/2017	05/18/2018	\$0	All teachers will 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, SPIRE, etc.
Activity 1	Teachers will plan for and utilize flexible small group instruction based on formative assessment.	Direct Instruction	09/29/2017	05/18/2018	\$0	All teachers will plan for and utilize flexible small group instruction based on formative assessment.

ACIP

Elberta Elementary School

School Website	As school events occur, event highlights will be posted to the school website to allow parents to view from home.	Parent Involvement	08/21/2017	05/25/2018	\$0	Principal and web page coordinator
Activity 1	Teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards.	Direct Instruction	09/29/2017	05/18/2018	\$0	All teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards.
Activity 2	Teachers will give feedback on the results of students' exit slips and discuss ways to improve or praise them for mastery of the skill.	Academic Support Program	09/29/2017	05/18/2018	\$0	All teachers will provide feedback from the results of exit slips.
Activity 3	Teachers will utilize exit slips or similar assessment tools after the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0	All teachers will utilize exit slips or similar assessment tools after the lesson.
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lighthouse Coaching Meeting	Lighthouse team and LIM Coach will collaborate on ways students can engage and grow as leaders in our school and community.	Professional Learning	11/08/2017	05/25/2018	\$500	Lighthouse Team and LIM Coach
Symposium	10 Elberta Elementary Staff (to include Lighthouse Team members) will attend Symposium to deepen our understanding of the Leader in Me process in our school.	Professional Learning	01/11/2018	05/25/2018	\$6500	Elberta Elementary team members attending Symposium.
Total					\$7000	

Title I Schoolwide

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

Elberta Elementary School

Communication Folders	Teachers will provide weekly newsletter for parents and important school events through the communication folders. The newsletters highlight upcoming classroom events and focuses on upcoming lessons content. Any flyers that are created at the district and/or school level are sent home through this folder as well. This folder provides daily communication with parents.	Parent Involvement	08/21/2017	05/25/2018	\$500	Administration , staff and teachers
					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		

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

190 of 201 responses revealed that Parents feel welcome at our school.

171 of 201 responses revealed that Parents felt they were kept informed about parental involvement activities offered by the school.

171 of 201 responses revealed that Parents felt they could reach their child's classroom teacher to discuss progress and concerns.

Teachers strongly agree that rules are clear, enforced and followed at Elberta Elementary School.

Teachers strongly agree that they care about their student's learning.

Teachers agree that they enjoy working at Elberta Elementary School.

Teachers agree that they are able to collaborate to get the job done.

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

165 of 201 parents surveyed revealed that parents are learning about volunteer work they can do at the school.

165 of 201 parents surveyed revealed that parents are learning and understanding the school's academic goals and how to be involved.

160 of 201 parents surveyed revealed that parents are learning about the school's extra services.

Teachers agree that students apply what they learn to real life, understand what they are expected to learn, and strive to meet high expectations.

Teachers agree that The Leader In Me has made a positive difference in the discipline at Elberta Elementary School and also provided students with leadership opportunities.

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

Parent are kept informed of Parent involvement activities.

Teachers strongly agree that they care about their student's learning

Teachers agree that they enjoy working at Elberta Elementary School.

Parent feel welcome at our school.

Areas in Need of Improvement

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

According to the Title I Parent Involvement Survey-

133 of 201 parents surveyed did not attend the Annual title Meeting.

88 of 201 parents surveyed did not attend any parental involvement activities during the school year

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

Data is based on one year of surveys. Insufficient data is available to determine trends at the time.

What are the implications for these stakeholder perceptions?

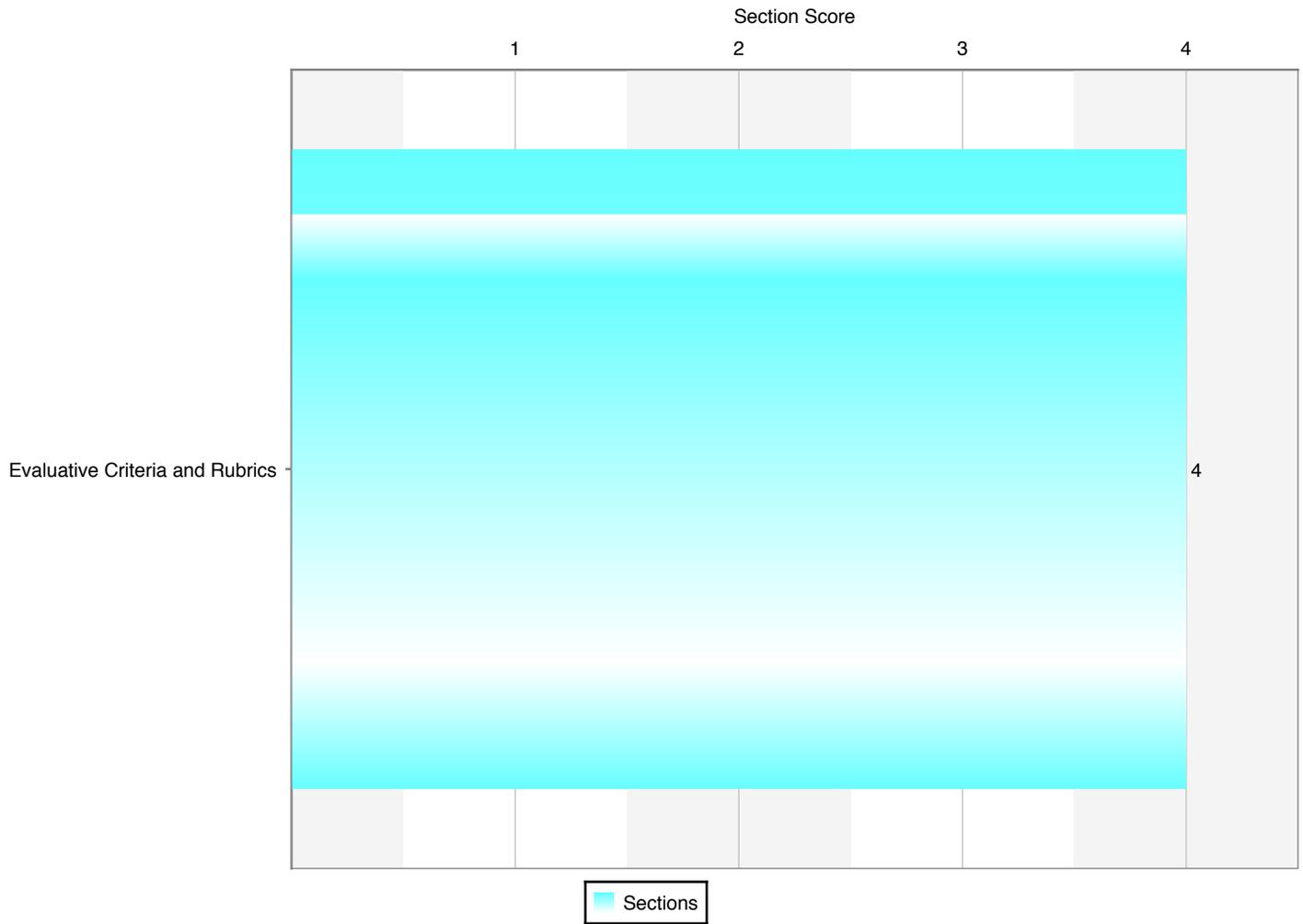
The implications of the current Title I Parent Survey is that more emphasis should be put on the importance of attending parental involvement activities so that parents understand the academic needs of the school and of their child. More emphasis should be put on the importance of understanding what it means to be a Title I school and the services that are available.

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

Not enough data to make this determination.

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?

Elberta Elementary School's School-Wide Continuous Improvement Planning Committee is made up of one representative from all grade levels (K-6), special area teachers as well as the principal and parent. Volunteers from the parent and community sector are selected from participates that attend the Annual Title I Meeting in September. Conducting the selection process following the presentation allows the volunteers to have a more accurate picture of the planning process and what it means to be a Title I School, after they have heard the presentation.

What were the results of the comprehensive needs assessment?

Data is collected for the comprehensive needs assessments include:

- Scantron Performance Series
- DIBELS
- RTI process
- Next Steps for Guided Reading Assessments

What conclusions were drawn from the results?

Conclusions from the Comprehensive Needs Assessment are as follows:

The results from the Fall 2017 Scantron Performance Series reveal that math and reading are areas of similar strengths and weaknesses. The proficiency score of 54.9% in reading and 53.9% in math illustrate this point. In the area of reading, the Next Steps for Guided Reading Assessment (NSGRA) Kit results aligned with beginning of the year Scantron results. In reading, an area of strength was nonfiction while areas of weakness include vocabulary and long passage. In math, areas of strength include data analysis and probability. Math areas of weakness include algebra and numbers and operations.

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

According to the Title I Parent Survey, parents are pleased with Elberta Elementary as a whole. The most favorable responses concerned communication with teachers and also the education of their child. It was noted most parents agreed Elberta E.S. has clearly established goals and a plan for improving student learning. Parents agreed Elberta E.S. has high expectations for all students.

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

The comprehensive needs assessment revealed areas for school improvement. The school goals for 2017-18 will relate directly to those areas of need in order to work towards continuous improvement .

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

The goals were determined by the data analysis completed during the creation of the student performance diagnostic and the comprehensive needs assessment.

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

It is very important that all students are part of the continuous improvement process. Elberta Elementary School strives to make continuous progress with all students. As a Title I School, we have approximately half of our students receiving free or reduced lunch. Therefore, we are considered at a disadvantage. The summative assessments were given to the whole school population. These results will drive the goals that will be set for this year. Additional strategies and activities will be put in place to support students who are at risk of failing academically or need extra support for behavior.

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:
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 54% to 57% this year.

Measurable Objective 1:
A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy1:
Depth of Knowledge - Each grade level will unwrap 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 College and Career Ready Standards
Research Cited: School Data

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the thinking process explicitly.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will model the thinking process explicitly.

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	Teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.

ACIP

Elberta Elementary School

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, especially for students in subgroups.

Content:

Multiple options for taking in information

Process:

multiple options for making sense

Product:

multiple options for expressing what they know

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide opportunities for weekly interaction with various types of text by reading, writing, and discussing.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will provide opportunities for weekly interaction with various types of text by reading, writing, and discussing.

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for and utilize flexible small group instruction based on formative assessment.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will plan for and utilize flexible small group instruction based on formative assessment.

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will 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, SPIRE, etc.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will 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, SPIRE, etc.

Strategy3:

Formative Assessment - Teachers will 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 the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

ACIP

Elberta Elementary School

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize exit slips or similar assessment tools after the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will utilize exit slips or similar assessment tools after the lesson.

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use a variety of assessments including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with the expectation of the standard.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will use a variety of assessments including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with the expectation of the standard.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.

Strategy4:

Learning Targets - 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 College and Career Ready Standards

Research Cited: School data

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and implement learning tasks at varying DOK levels.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will plan and implement learning tasks at varying DOK levels.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on learning targets 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	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will focus on learning targets in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group, and individual practice in stations.

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Elberta Elementary School

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will stop and revisit learning target during the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will stop and revisit learning target during the lesson.

Goal 2:

Elberta Elementary will increase our math total proficiency from 53% to 56% during the 2017-18 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy1:

Depth of Knowledge - Each grade level will unwrap 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 College and Career Ready Standards

Research Cited: School data

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give a classroom assessment that matches the daily learning target's DOK level.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will utilize classroom assessments that match the daily learning target's DOK level.

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Scantron Performance Series assessment.	Academic Support Program	09/30/2017	05/25/2018	\$0 - No Funding Required	All teachers will plan and implement learning tasks at varying DOK levels based on Scantron Performance Series results.

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will give checkpoints or summative assessments that include questions at varying DOK levels.

Strategy2:

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 - especially students in subgroups.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide math emetics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series results.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	Teachers will provide math emetics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series results.

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	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	09/29/2017	05/18/2018	\$0 - No Funding Required	All 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.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Compass Learning as a center for students to work in their individualized learning path in mathematics.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will incorporate Compass Learning as a center for students to work in their individualized learning path in mathematics.

Strategy3:

Learning Targets - Identify and utilize purposeful learning targets based on the unwrapped standard and plan lessons to include whole group, small group, and independent tasks accordingly.

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Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and implement learning tasks at varying DOK levels.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will be responsible for utilizing targets at the appropriate DOK.

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson.

Strategy4:

Formative Assessment - Teachers will create and utilize formative assessments that require students to formulate response to questions that have more than one possible answered require students to justify the response they give.

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Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students's ability to demonstrate mastery of the given learning targets. Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit slips may be placed in students' mathematics journals with the learning target listed as the heading.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teacher s are responsible for utilizing exit slips.

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement real - world, problem solving tasks and encourage students to participate in mathematical discourse using talk moves. Teachers will take anecdotal notes of students' problem-solving skills and determine which students need intervention.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will implement real-world problem - solving tasks promoting discourse through talk moves.

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and

courses necessary to provide a well-rounded education.

Goal 1:

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in ELA. We will increase our reading total proficiency score from 54% to 57% this year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

Strategy1:

Depth of Knowledge - Each grade level will unwrap 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 College and Career Ready Standards

Research Cited: School Data

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	Teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the thinking process explicitly.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will model the thinking process explicitly.

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards.

Strategy2:

Formative Assessment - Teachers will 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 the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use a variety of assessments including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with the expectation of the standard.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will use a variety of assessments including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with the expectation of the standard.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize exit slips or similar assessment tools after the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will utilize exit slips or similar assessment tools after the lesson.

Strategy3:

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, especially for students in subgroups.

Content:

Multiple options for taking in information

Process:

multiple options for making sense

Product:

multiple options for expressing what they know

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will 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, SPIRE, etc.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will 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, SPIRE, etc.

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for and utilize flexible small group instruction based on formative assessment.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will plan for and utilize flexible small group instruction based on formative assessment.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide opportunities for weekly interaction with various types of text by reading, writing, and discussing.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will provide opportunities for weekly interaction with various types of text by reading, writing, and discussing.

Strategy4:

Learning Targets - 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 College and Career Ready Standards

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Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on learning targets 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	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will focus on learning targets in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group, and individual practice in stations.

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and implement learning tasks at varying DOK levels.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will plan and implement learning tasks at varying DOK levels.

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will stop and revisit learning target during the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will stop and revisit learning target during the lesson.

Goal 2:

Elberta Elementary will increase our math total proficiency from 53% to 56% during the 2017-18 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

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Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Compass Learning as a center for students to work in their individualized learning path in mathematics.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will incorporate Compass Learning as a center for students to work in their individualized learning path in mathematics.

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Teachers will provide math emetics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series results.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	Teachers will provide math emetics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series results.

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Learning Targets - Identify and utilize purposeful learning targets based on the unwrapped standard and plan lessons to include whole group, small group, and independent tasks accordingly.

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ACIP

Elberta Elementary School

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and implement learning tasks at varying DOK levels.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will be responsible for utilizing targets at the appropriate DOK.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson.

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.

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Formative Assessment - Teachers will create and utilize formative assessments that require students to formulate response to questions that have more than one possible answered require students to justify the response they give.

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Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students's ability to demonstrate mastery of the given learning targets. Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit slips may be placed in students' mathematics journals with the learning target listed as the heading.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teacher s are responsible for utilizing exit slips.

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Depth of Knowledge - Each grade level will unwrap 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.

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Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give a classroom assessment that matches the daily learning target's DOK level.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will utilize classroom assessments that match the daily learning target's DOK level.

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Scantron Performance Series assessment.	Academic Support Program	09/30/2017	05/25/2018	\$0 - No Funding Required	All teachers will plan and implement learning tasks at varying DOK levels based on Scantron Performance Series results.

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will give checkpoints or summative assessments that include questions at varying DOK levels.

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:

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Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

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Strategy2:

ACIP

Elberta Elementary School

Depth of Knowledge - Each grade level will unwrap 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.

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Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards.

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Teachers will model the thinking process explicitly.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will model the thinking process explicitly.

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Multiple options for taking in information

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Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for and utilize flexible small group instruction based on formative assessment.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will plan for and utilize flexible small group instruction based on formative assessment.

Goal 2:

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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	09/29/2017	05/18/2018	\$0 - No Funding Required	All 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.

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Teachers will provide math emetics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series results.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	Teachers will provide math emetics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series results.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Compass Learning as a center for students to work in their individualized learning path in mathematics.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will incorporate Compass Learning as a center for students to work in their individualized learning path in mathematics.

Strategy3:

Depth of Knowledge - Each grade level will unwrap 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 College and Career Ready Standards

Research Cited: School data

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will give checkpoints or summative assessments that include questions at varying DOK levels.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give a classroom assessment that matches the daily learning target's DOK level.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will utilize classroom assessments that match the daily learning target's DOK level.

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Scantron Performance Series assessment.	Academic Support Program	09/30/2017	05/25/2018	\$0 - No Funding Required	All teachers will plan and implement learning tasks at varying DOK levels based on Scantron Performance Series results.

Strategy4:

Formative Assessment - Teachers will create and utilize formative assessments that require students to formulate response to questions that have more than one possible answered require students to justify the response they give.

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Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement real - world, problem solving tasks and encourage students to participate in mathematical discourse using talk moves. Teachers will take anecdotal notes of students' problem-solving skills and determine which students need intervention.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will implement real-world problem - solving tasks promoting discourse through talk moves.

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Teachers will give feedback on the results of students' exit slips and discuss ways to improve or praise them for mastery of the skill.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will provide feedback from the results of exit slips.

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students's ability to demonstrate mastery of the given learning targets. Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit slips may be placed in students' mathematics journals with the learning target listed as the heading.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teacher s are responsible for utilizing exit slips.

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

Goal 1:
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Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/25/2018 as measured by Scantron Achievement and Performance Series results.

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Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize exit slips or similar assessment tools after the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will utilize exit slips or similar assessment tools after the lesson.

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use a variety of assessments including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with the expectation of the standard.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will use a variety of assessments including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with the expectation of the standard.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.

Strategy2:

Learning Targets - 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.

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Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will stop and revisit learning target during the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will stop and revisit learning target during the lesson.

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Teachers will plan and implement learning tasks at varying DOK levels.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will plan and implement learning tasks at varying DOK levels.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on learning targets 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	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will focus on learning targets in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group, and individual practice in stations.

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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, especially for students in subgroups.

Content:

Multiple options for taking in information

Process:

multiple options for making sense

Product:

multiple options for expressing what they know

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Research Cited: School Data

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for and utilize flexible small group instruction based on formative assessment.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will plan for and utilize flexible small group instruction based on formative assessment.

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will 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, SPIRE, etc.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will 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, SPIRE, etc.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide opportunities for weekly interaction with various types of text by reading, writing, and discussing.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will provide opportunities for weekly interaction with various types of text by reading, writing, and discussing.

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Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	Teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the thinking process explicitly.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will model the thinking process explicitly.

Goal 2:

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Teachers will give a classroom assessment that matches the daily learning target's DOK level.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will utilize classroom assessments that match the daily learning target's DOK level.

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Teachers will incorporate Compass Learning as a center for students to work in their individualized learning path in mathematics.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will incorporate Compass Learning as a center for students to work in their individualized learning path in mathematics.

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group, small group, and independent tasks accordingly.

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Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.

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Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson.

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and implement learning tasks at varying DOK levels.	Direct Instruction	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will be responsible for utilizing targets at the appropriate DOK.

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.

Elberta Elementary School provides opportunities for the participation of parents with limited English proficiency. Any parent notification can be sent home in another language, primarily Spanish for Elberta Elementary. In addition, we have a bilingual aid who is available to assist in verbal communications with EL parents, such as parent conferences, where communication concerning academic achievement may take place.

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.

Elberta Elementary School utilizes an interview committee to interview candidates for teaching positions. The committee is comprised of classroom teachers from each grade level, resource teachers, and the principal. Prior to the interview process, criteria for the position in question is discussed and a list of questions is comprised for the structured interviews. A variety of candidates, whose resume' meets the criteria, are chosen from the Teach Alabama website for interviews. Based on committee notes taken during the interview, a rating scale, and committee collaboration, the best candidate is chosen to fill the vacant position.

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?

For 2017-2018, 1 teacher transferred due to moving out of town and 1 teacher was pink slipped.

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

All teachers at Elberta Elementary are highly qualified.

Of the 56 certificated employees, 35 have a master's degree, and 3 have an Educational Specialist degree.

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).

There was not a high turn over rate for 2017-2018.

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.**

Elberta Elementary School utilizes multiple data points to include Scantron Performance/Achievement Series results, Next Steps for Guided Reading Assessment (NSGRA) results, DIBELS, and classroom formative assessment to determine what professional development may be helpful as we plan and prepare to facilitate differentiated instruction. The data is disaggregated by standards obtained or not met and gaps between subgroups are identified. Teachers are able to collaborate and develop plans during common planning time, Curriculum Mapping and Data/RTI meetings.

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

Teachers have many professional development opportunities offered by Baldwin County and South Alabama Regional Inservice Center (SARIC). New teachers are provided mentors through the state mentoring program. Teachers can also register and participate in free online professional development through Elearning.

Administrators can register and participate in a wide variety of professional development opportunities through Baldwin County and SARIC. Administrators can also utilize Elearning and CLAS opportunities.

Paraprofessionals, custodial and cafeteria staff along with counselors and nurses have the opportunity to register and participate in professional development offered by the system as well.

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

Elberta Elementary assigned mentors to our new teachers and are participating in the state mentoring program. In the years past, a seasoned grade level teacher would mentor a new teacher on his/her grade level.

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

As teachers /administrator/counselor attend professional development opportunities, they will return and share the information with other colleagues during scheduled monthly professional development meetings. Each grade level is relieved by substitutes for half a day to attend grade level professional development.

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.

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ACIP

Elberta Elementary School

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Use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.

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Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give a classroom assessment that matches the daily learning target's DOK level.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will utilize classroom assessments that match the daily learning target's DOK level.

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Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Compass Learning as a center for students to work in their individualized learning path in mathematics.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	All teachers will incorporate Compass Learning as a center for students to work in their individualized learning path in mathematics.

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide math emetics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series results.	Academic Support Program	09/29/2017	05/18/2018	\$0 - No Funding Required	Teachers will provide math emetics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series results.

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	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	09/29/2017	05/18/2018	\$0 - No Funding Required	All 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.

Narrative:

Elberta Elementary School realizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from the current school to the next school. The following are transition activities offered: *Pre-Kindergarten pre-registration is held in February. A Pre-Kindergarten Assessment is administered by Central Office Staff to determine eligibility for the program.

*Pre Kindergarten students accepted into the program are provided a one-week summer program to become familiar with the facility and school procedures.

*Kindergarten pre-registration is offered in May at which time students and parents may meet teachers and possibly discuss any special needs that the student may have.

*A Kindergarten Assessment is provided in the spring to help determine the academic needs of incoming Kindergarten students.

*During the summer, students have the opportunity to attend a six-week Kindergarten Readiness program. During this time students practice routines that will be a part of the normal school year.

*Orientation and registration is held one week prior to school beginning.

*Elberta Elementary School provides local daycare centers with a list of Kindergarten readiness skills to help prepare those student who will advance to Kindergarten. Additionally, a springtime tour is offered to interested local daycare centers.

*Open House is held in September to provide an opportunity for parents to view samples of their child's work and to learn more about the year's upcoming activities. Teachers also answer questions about the class in general and provide a schedule for individual conferences.

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?

Elberta Elementary school has transitioned to a PreK - 6th school this year. In the past, upon the receipt of the ACT ASPIRE results, third grade teachers are notified by the principal. Scores are shared and areas of strengths and weaknesses are determined for reading and math reported categories. During grade level meetings, the ASPIRE test results are shared with the remaining grades Pre-K-2 and all teachers are included in decisions that involve a change in the instructional process, needed instructional resources and necessary professional development in order to drive instruction and raise test scores.

This year, we will no longer take the ASPIRE and Scantron will serve as our state assessment. We will follow similar procedure as in the past for grades 3rd - 6th using Scantron results.

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

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Teachers administer scheduled formative assessments using both team developed, published, and computer based Alabama CCRS aligned instruments to determine if students have mastered the objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented through intervention planning. Teacher input is solicited at grade level and at the school level during RTI meetings. The following are various ways that teachers make decisions that guide instruction, intervention, and monitoring responses to intervention.

*The teachers studies the results of the state wide assessment.

*Student progress is monitored via grades, assessments, and teacher observations. Students who do not respond positively are referred to the Problem Solving Team (PST). The Problem Solving team members evaluate data collected on the referred students to determine what types of interventions are needed. Students are then placed in (RTI) Tier II/III for interventions.

Problem solving teams meet monthly and students who do not respond positively to Tier II interventions (Red Folder) are then placed in Tier III or interventions. A student's data will continue to be collected to determine how the interventions are working and if there are any indicators that would warrant more in depth testing or referral for special services. the collaborative team consists of teachers, counselor, reading coach, and administrator.

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?

Seven Title I Part Time Instructors begin their contract October 1st. These tutors are assigned to each grade level K-6. Students who are experiencing difficulty mastering the standards are pulled for Tier III instruction Monday - Thursday.

Other certified school personnel are used to tutor students during reading and math during the day.

The Perdido Bay Optimist Club volunteers their time tutoring students each week.

Parent volunteers also volunteer their time as requested by the classroom teacher working with struggling students in reading and math.

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.

Elberta Elementary School provides a Summer Jump Start Program for any rising Pre-K student to attend. Rising kindergarten students are invited to attend based on a needs assessment. This six week program offers students extended learning in reading and math. A pre and post test are given to measure the success of each student.

Elberta Elementary School has a 21st Century CCLC. Each student receives homework assistance.

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

Students at Elberta Elementary School, including English Learners, economically disadvantaged students, and special education students have access to appropriate programs and services. These programs focus on meeting the needs of each student.

The needs of English Learners are identified through a Home Language Survey. Surveys indicating non-English language are screened with a placement assessment for English language proficiency. The district EL Teacher/supervisor determines eligibility placement services and develops a plan for advancement. The classroom teacher and the EL teacher are provided a copy of the plan and include input for services. Elberta Elementary utilizes special education resource teachers, paraprofessionals, and the school nurse to help meet the needs of special education students and academically disadvantaged students. Services are provided in one self-contained program, inclusion classes and "pull out" services.

The guidance counselor works closely with school administration to ensure the needs of all student's success. The needs of all students, to include migrant, neglected/delinquent, and homeless are evaluated on an individual basis. The guidance counselor uses local school, system, community, and state resources in an effort to assist children.

There is a part-time ESL teacher who serves Elberta Elementary School. This teacher meets with ESL students according to their IEP. Elberta Elementary School provides opportunities for the participation of parents with limited English proficiency. For those students from homes with limited English proficiency, notifications are sent to parents of children in their language. In addition, we have a bilingual aide who is available to assist in verbal communications with EL parents ,as well as, an interpreter from the county if needed.

At this time, Elberta has no migrant students.

To assist the economically disadvantaged, Elberta Elementary School purchases school supplies for all of it's students using Title Funds.

Homeless students are addressed per the county policy for students who qualify.

As mandated reporters, any employee of Elberta Elementary School who suspects abuse/and or neglect must make a report to DHR.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

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

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

Title I Funding-Federal

ASCC- Federal

The Leader In Me-Local

One to One Technology Initiative-Local Tutors-Federal

Professional Development-Federal Compass- State

Pre-K-Federal

The following programs are consolidated each day through the daily operations of the school. Each program is running simultaneously with the other to meet the needs of all students at Elberta Elementary School to move our school toward our school wide goals.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

Local agencies visit our school to talk with students about issues that impact the students we serve. Care House visits our school to discuss the appropriate use of technology and copy right laws. We have agencies discuss with students the "Good Touch" Bad Touch" conversation. The local fire department visits during fire prevention week.

The 21st Century CCLC program provides may experiences for students such as cooking clubs, art clubs, music clubs, and many others. Life South draws parents in for blood donations and these days are coordinated with parent involvement programs after school. Life South also visits second grade and teaches lessons about blood.

The local police department presents an assembly about bullying.

The local water treatment plant teaches third grade students about water and how it is naturally filtered by the earth. Local news stations shares lessons about the weather.

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

Elberta Elementary School meets with its stakeholders to review collected data regarding the improvement goals for the school. Measurable data is collected via test scores, surveys, sign in sheets, agendas, school reports, etc. This data is reviewed to determine if progress is being made toward the goals that have been set within the CIP. If the team finds there is little or no improvement toward the selected goals, the current strategies and action plans are reevaluated and appropriate changes or adjustments are made.

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?

School data is reviewed and measured according to the outcomes stated in the ACIP. Baldwin County Schools meet by feeder pattern to discuss ACIP test results and discuss county intervention and strategies to improve teaching and assessments. Reports and individual student achievement is studied by teachers and administrators to determine areas of strengths and weaknesses. This information is also used to drive changes in teacher instruction. Benchmark assessments from Scantron, Next Steps for Guided Reading Assessment and Dibels are used as local formative assessments. Data is reviewed at monthly data meetings to determine if students need extra support through the RTI process. Attendance and discipline play an important role in student achievement. Attendance is monitored on a regular basis. Our school receives regular Principal Reports from the county and the attendance officer supports the school when a student has multiple absences. The school counselor makes parent contact to discuss excessive absences to determine if there are viable reasons for the absences.

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

Data and RTI meetings are one way the school determines whether the school wide program has been effective. Data is collected from local formative assessments (Scantron, Dibels, Next Steps for Guided Reading Assessments, teacher assessments) attendance, and behavior. This data is compared each month for those students in RTI and for all students in general for overall achievement.

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

Data and RTI meetings are one way the school determines whether the school wide program has been effective. Data is collected from local formative assessments (Scantron, Dibels, Next Steps for Guided Reading Assessments, teacher assessments) attendance, and behavior. This data is compared each month for those students in RTI and for all students in general for overall achievement. Adjustments in instruction can also be planned for in the quarterly Curriculum Mapping meetings.

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.	28.0

Provide the number of classroom teachers.

28

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2447582.0

Total

2,447,582.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	62968.0

Total

62,968.00

Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total

0.00

Counselor

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

Provide the number of Counselors.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	55898.0

Total

55,898.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	57222.0

Total

57,222.00

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.	6451.0

Total

6,451.00

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.	2365.0

Total

2,365.00

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.	12856.0

Total

12,856.00

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.	928.0

Total

928.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	270381.2

Provide a brief explanation and breakdown of expenses.

Instructional Personnel: \$92348.90

Instructional Purchased Services: \$12000

Instructional Supplies/Equipment: \$49863.10

Parental Involvement: \$3346.95

Professional Development: \$52540

Instructional Magazines/Periodicals: \$10,000

Instructional Classroom Equipment: \$36282.25

Equipment Rental: \$6,500

Ed Media Services: \$7500

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 school

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 school

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	181903.0

Provide a brief explanation and breakdown of expenses.

Public: \$126,509

Non-Public: \$55,394

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))

Elberta Elementary School held its require Title I Parent Meeting on September 12, 2017 at 8:15 am in the library. The meeting was planned in cooperation with central office staff. parents were notified of the meeting through notices sent home by students , School Messenger, email messages, texts, school newsletters, and school website, and school marquee. Topics discussed at the meeting include:

- *What it means to be a Title I school
- *The 1% Set -Aside - Home & School Communication Folder and Student & Parent School Handbook
- *The LEA Parental Involvement Plan - copy sent home with parents at the beginning of school
- *The School Parental Involvement Plan - copy will be sent home when the Continuous Improvement Plan is complete
- *School - Parent Compacts
- *Requesting qualifications of our child's teacher - Parents Right To Know
- *Notifications of teachers who are not Highly Qualified - all EES teachers are highly qualified
- *The annual evaluation of Parental Involvement Plan
- *The process of how all Title I parents may have involvement in the 1% Set - Aside, The LEA Title I plan, the ACIP, the revisions of compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan
- *Introduction of Parent Leaders / Contacts

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))

Elberta Elementary provides numerous flexible formats and times for parent meetings. A Meet the Teacher evening was held on Tuesday, August 15, 2017. Time for the orientation began at 3:00 until 6:00 pm allowing working parents to attend after hours. Parent conferences are held before, during, and after school and by phone to meet parents' needs. Parents serving on the Warrior Partnership are involved in the actual planning, review and improvement of the Continuous Improvement program. Parents not on the team are invited to participate in the decision making by attending the meeting, participating in surveys, requesting conferences, or simply emailing or sending suggestions/comments to the school office.

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))

School/Community partnerships are essential to student success. At parent meetings throughout this year, Elberta Elementary will present information about Title I programs, the curriculum, and forms of academic assessment used. Parents will also learn of priority goals in reading and math.

Parent will become informed of how to schedule parent - teacher conferences and will be reminded of how they can participate in decisions related to the education of their child. Communications with parents occurs via parent newsletters, web site, School Messenger, text, emails, and school marquee. Parents of students who are non-English speaking will receive written communication from the school in a translated form according to need. The county can provide a translator for any non- English speaking parents to bridge the language barrier between home and school.

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))

Elberta Elementary School has developed an individualized School Parent Compact. Each grade level in conjunction with the principal and parent members of the Leadership Team, develops a list of specific academic, behavioral, and parental needs for the students. The completed compact details clear expectations for our stakeholder groups, principal, teacher, parents and students. All parties sign the compact signifying their commitment to working in a partnership to ensure student success. Spanish versions of the compact are also available. The current compacts will be housed in each teacher's classroom.

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

A copy of the Parental Involvement Plan is sent home with parents in October. Additional copies are also available in the office in English and Spanish. If a parent who does not serve on the revision committee is dissatisfied with any aspect of the plan they may call, email, or meet with the school principal to voice their concerns. Every parents concerns/ideas will be heard. Parents may also put their questions or concerns in writing. All submitted or voiced concerns will be addressed at future ACIP leadership team 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 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)

Elberta Elementary School will accomplish this through the required Annual Title I Parent Meeting held at the beginning of the school year, in addition to Family Night meetings held throughout the school year. Parents will receive an overview of the state assessment results for the ACT Aspire taken in the spring of 2017. Last year, the Parent Portal was dispersed by the county where parents could have individual access

to their child's grades on INOW without having to go through their student to get a username and password. Parents will be able to access student grades at any time. An explanation about how to access the school and teacher website and resources will be shared with parents. An explanation at the Title I parent meeting will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child be successful via the teacher, parent and student compact, and the best ways to work in partnership with their child's teachers. Finally, the school website is linked to College and Career Ready Course of Study Standards for each grade level.

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

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

The Elberta Elementary School from office staff is usually the first people that parents meet as they enter the school. It is expected that the office personnel be professional, cordial, and welcome all parents and visitors. The office staff assists parents as needed. They are also responsible for making sure parents are signed in and receive visitor's passes if parents will be on campus for an extended period. Parents are invited to participate in and attend school functions during the school day, field trips, and evening events. The Warrior Partnership, our volunteer parent group, is organized by the principal and parent volunteers to encourage new and returning parents to get involved. EES will work with teachers through in-service and faculty meetings to understand and facilitate the importance of parental involvement and the acknowledgement of parents as partners in their child's education. The CIP Leadership Team places special emphasis on the need to ensure a closer connection with our transient population. Teachers are encouraged to send home weekly class letters to keep parents informed of class activities and assignments. Parents are encouraged to use email and make appointments with teachers to discuss student progress or concerns. The School Messenger system is used to keep parents informed of school events and special dates. After school activities are planned in conjunction with the Warrior Partnership to keep parents involved in social events such as the Daddy/Daughter Dance and the Mother/Daughter Tea.

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)

In partnership with the 21st Century After School Child Care Program (ASCC), Elberta Elementary School organizes school dinners or

refreshments for quarterly Family Night meetings. The ASCC program coordinates purchases for parent resources to support their child's learning. A bilingual liaison from the county can work with the school in meeting the needs of our ELL population's parents. The system can provide an interpreter when needed for hearing impaired parents. Our special education teachers meet with parents to review student progress and develop plans that include parental involvement to increase student achievement.

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)

Information relating to school and parent programs, meetings, and other activities are sent to parents through the school marquee, emails, phone calls, texts, school website, Warrior Partnership Facebook page, EES Facebook page, letters home and the school and county calendar located in the parent/student handbook. Handouts and fliers that are generated through the school are translated into Spanish on an as needed basis for students of non English speaking parents. Additionally, the ELL teacher or county bilingual liaison can be available to interpret.

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)

if a parent requests support for parental involvement activities, every effort is made by EES to assist. Other than the classroom teacher, other school resource staff that are available to assist parents include but are not limited to the school counselor, nurse, special education chair, child nutrition manager, speech pathologist, behavioral consultant, ESL teacher, social worker, attendance officer, and bus driver.

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))

Elberta Elementary School provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Any parent notification can be sent home in another language, primarily Spanish for Elberta Elementary School. In addition, we have a bilingual aid who is available to assist in verbal communications with EL parents. Every effort is made to accommodate parents disabilities.

ACIPElberta Elementary School

Elberta Elementary is a handicapped - accessible building. For parents who might be home bound, special accomodation will be made to communicate with them by phone, email, or home visits when requested.