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 is a Title 1 PreK - 6th grade school in the Baldwin County Public School District. The district has approximately 30, 725 students. Presently there are 847 students enrolled at Elberta Elementary School. There are two PreK classes - one has 17 students and the other has 18 students. There are currently five units each of kindergarten through fourth grades and six units each of fifth and sixth grades. Art and Music are offered every other week for students. The school staff consists of 59 certificated and 19 classified employees. A majority of the school's employees live in the communities the school serves, which are Elberta, Mifflin, Lillian, and Josephine.

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 families. Based on the number receiving free and reduced-priced meals, 48% 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% of respondents identified themselves as White, 5.3% Hispanic, 2.0% as two or more races, 1.4% as African American, 0.8% as Asian, 0.3% as Native American, and 0.1% as Native Hawaiian and Other Pacific Islander. The town's median household income, according to the 2010 Census estimates, was$30,161 and the per capita income was $17,027.

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

*Manufacturing (8.4%)

*Retail trade (12.9%)

*Construction (8.2%)

Educational Services, Health Care, and Social Assistance (11.%)

*Wholesale trade (0.4%)

*Finance and insurance, real estate and rental and leasing (6.9%)

*Arts, Entertainment, Recreation, Accommodations, and Food Services (14.5%)

*Other services, except Public Administration (9.2%)

*Transportation, warehousing, and utilities (1.5%)

*Professional, Scientific, and Administrative Waste Management Services (18.0%)

*Agriculture, Forestry, Fishing and Hunting, and Extractive (1.6%)

*Public Administration (4.6%)

*Information (2.0%)

Elberta is within a 15 minute drive to Gulf Shores, Alabama and Pensacola, Florida. Many people are attracted to Elberta because of its proximity to 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:

Engage-Encourage-Empower

The Leader in Me, which encompasses the 7 Habits 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. The Elberta Elementary Leadership Team participated in Baldwin County's Leadership Academy in June of 2018. As a team, we developed our mission statement and planned how to introduce this to the students when school started in August. We used the morning announcements broadcast to define and give examples of each component of our mission statement. Teachers followed up with classroom discussions during the first weeks of school.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

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 library. 14 teachers from Elberta Elementary are currently participating in the Guided Reading Coaching Cadres organized by the district and facilitated by Scholastic Guided Reading leaders. Teachers are using the Guided Reading process in small groups and as a reading intervention. We have tailored our Part Time Instructors (PTIs) intervention schedules to coincide with grade level intervention times. Elberta Elementary has a variety of resources to include Leveled Literacy Instruction (LLI), SPIRE, EDGE, Comprehension Clubs for Reading and Bridges intervention program for Math. This year makes the 7th year Elberta Elementary has been 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. In 2015 - 16, our school was chosen as a host school for the Leader in Me Symposium. Administrators and educators from all over the southeast visited to learn more about The Leader in Me and the processes they can include in their schools.

Over the past three years, Elberta Elementary has strived to increase its Math and Reading Scores. On the Spring administration of the Scantron Performance Series Test, our school was 62.8% proficient in Reading and 63.7% proficient in Math. These scores are competitive with the district averages for these subjects.

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 later to become the Alabama Reading Initiative. Elberta Elementary also participated in the state initiative Positive Behavior Support Model. A significant decrease in discipline referrals has been experienced since implementation.

Six years ago, Elberta Elementary was awarded the first eMINTS (Enhancing Missouri's Instructional Network 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 the 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 6 eMINTS classrooms on campus with additional teachers in solved 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 ub over 50n clock hours of professional development each year. Faculty members have been certified or trained in the following programs:

-Alabama Reading Initiative (ARI)

-Positive Behavior Support (PBS)

-Institute for America's Health - the WAY to a healthier student program (IAH)

-CPR

-7 Habits of Highly Effective People

-Leader in Me

-STAGES

-Alabama Math Science and Technology Initiative (AMSTI)

-Use of instructional technology programs and strategies to increase student achievement

-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.

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

The Warrior Partnership Volunteers are representative of parent stakeholders. This group meets monthly with the principal. The Leadership Team will meet and review the latest Scantron, Guided Reading and other relevant data used to complete the Continuous Improvement Plan (CIP). Afterwards a draft of the CIP will be completed. Once the draft has been completed, the Warrior Partnership Volunteers will meet with the principal 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 conduct 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 the 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 Continuous Improvement Plan (CIP) will be communicated to all school, parent, and community stakeholders via the school website, Warrior Partnership Facebook page, and a hard copy will be made available in the office. During each successive monthly meeting with the Leadership Team, a review of the plan will be made and updates added when necessary.

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		1st RF Reading QFD !st RF Reading Avg. Subj Score 1st RF Reading Gap 1st RF Reading Avg Unit 2nd Reading Avg Unit 2nd Reading QFD 3rd Reading Avg Unit 3rd Reading Gap 3rd Reading QFD 4th Reading Gap 4th Reading Avg Unit 4th Reading QFD 5th Reading Avg. Subj 5th Reading Avg Unit 5th Reading QFD 6th Reading Avg Unit 6th Reading QFD 1st Math Avg Unit 1st Math Gap 1st Math QFD 2nd Math QFD 2nd Math Avg Subj 2nd Math Avg Unit 2nd Math Gap 3rd Math Avg Subj 3rd Math Avg Unit 3rd Math QFD 4th Math Gap 4th Math QFD 4th Math Avg Subj 5th Math Avg Subj 5th Math Gap 5th Math QFD 6th Math Avg Unit 6th Math QFD

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 - 2112 scaled score average in quartile 3 and 2432 scaled score average in quartile 4

3rd - 2400 scaled score average in quartile 3 and 2682 scaled score average in quartile 4

4th - 2630 scaled score average in quartile 3 and 2840 scaled score average in quartile 4

5th - 2786 scaled score average in quartile 3 and 2960 scaled score average in quartile 4

6th - 2872 scaled score average in quartile 3 and 3084 scaled score average in quartile 4

In Math:

1st - 6th grade took the Scantron Math Performance Series test this fall.

1st - 1879 scaled score average in quartile 3 and 2016 scaled score average in quartile 4

2nd - 2093 scaled score average in quartile 3 and 2233 scaled score average in quartile 4

3rd - 2302 scaled score average in quartile 3 and 2412 scaled score average in quartile 4

4th - 2423 scaled score average in quartile 3 and 2562 scaled score average in quartile 4

5th - 2528 scaled score average in quartile 3 and 2646 scaled score average in quartile 4

6th - 2615 scaled score average in quartile 3 and 2753 scaled score average in quartile 4

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

2017 - 18 serves as a baseline year.

In Reading:

2nd - 19.3% in quartile 3 and 19.3% in quartile 4

3rd - 27.6% in quartile 3 and 30.2% in quartile 4

4th - 36.8% in quartile 3 and 29.5% in quartile 4

5th - 28.7% in quartile 3 and 32.9% in quartile 4

6th - 34.3% in quartile 3 and 24.3% in quartile 4

In Math:

1st - 40.6% in quartile 3 and 32.3% in quartile 4

2nd - 29.2% in quartile 3 and 14.6% in quartile 4

3rd - 23.3% in quartile 3 and 33.6% in quartile 4

4th - 37.2% in quartile 3 and 36.2% in quartile 4

5th - 38.7% in quartile 3 and 23.9% in quartile 4

6th - 37.6% in quartile 3 and 19.1% in quartile 4

Which area(s) indicate the overall highest performance?

In Reading:

Long Passage was the overall strength.

2nd - Long Passage

3rd - Long Passage

4th - Fiction

5th - NonFiction

6th - Fiction

In Math:

Data Analysis was the overall strength.

1st - Geometry

2nd - Data Analysis

3rd - Data Analysis / Geometry

4th - Data Analysis

5th - Data Analysis

6th - Geometry

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

2017 - 18 served as a baseline year due to the reconfiguration of the school from PreK - 3rd to PreK - 6th. The subgroups showing an increase in performance are Asian, Gifted, American Indian/Alaskan.

Between which subgroups is the achievement gap closing?

In 2017 - 18, our school was reconfigured from a PreK - 3rd to a PreK - 6th. The Gifted, Multi-Race, and Asian subgroups are on a positive trend.

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

2018 - 2019 Scantron and Guided Reading assessments were consistently aligned. This is the second year that Scantron 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 1707 in quartile 1 and 1891 in quartile 2

3rd grade average scaled score is 1860 in quartile 1 and 2209 in quartile 2

4th grade average scaled score 1996 in quartile 1 and 2391 in quartile 2

5th grade average scaled score is 2135 in quartile 1 and 2570 in quartile 2

6th grade average scaled score is 2250 in quartile 1 and 2703 in quartile 2

In Math:

1st grade average scaled score is 1588 in quartile 1 and 1778 in quartile 2

2nd grade average scaled score is 1845 in quartile 1 and 2000 in quartile 2

3rd grade average scaled score is 2013 in quartile 1 and 2191 in quartile 2

4th grade average scaled score is 2136 in quartile 1 and 2303 in quartile 2

5th grade average scaled score is 2224 in quartile 1 and 2426 in quartile 2

6th grade average scaled score is 2291 in quartile 1 and 2513 in quartile 2

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

2017 -2018 serves as baseline data. In 2017-18, for Reading, Fiction was the lowest unit of performance according to that year's Fall Performance Series data. In 2018 - 2019, in Reading, Fiction is the lowest unit of performance.
In Math, Algebra and Numbers and Operations were the lowest units of performance for the fall of 2017-18. According to Fall Performance Series data, in 2018 - 2019 both Measurement and Numbers and Operations were the lowest units of performance.

Which area(s) indicate the overall lowest performance?

In Reading:

Vocabulary was the overall lowest area of performance.

2nd grade - NonFiction

3rd grade - Vocabulary

4th grade - Long Passage

5th grade - Fiction

6th grade - Vocabulary

In Math:

Numbers and Operations was the lowest area of performance.

1st garde - Numbers and Operations

2nd grade - Measurement

3rd grade - Numbers and Operations

4th grade - Geometry

5th grade - Geometry and Numbers and Operations

6th grade- Algebra and Numbers and Operations

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 where the achievement gap is becoming greater are Special Education and Hispanic.

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

This is the second year that Scantron 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 assessments.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   3.5
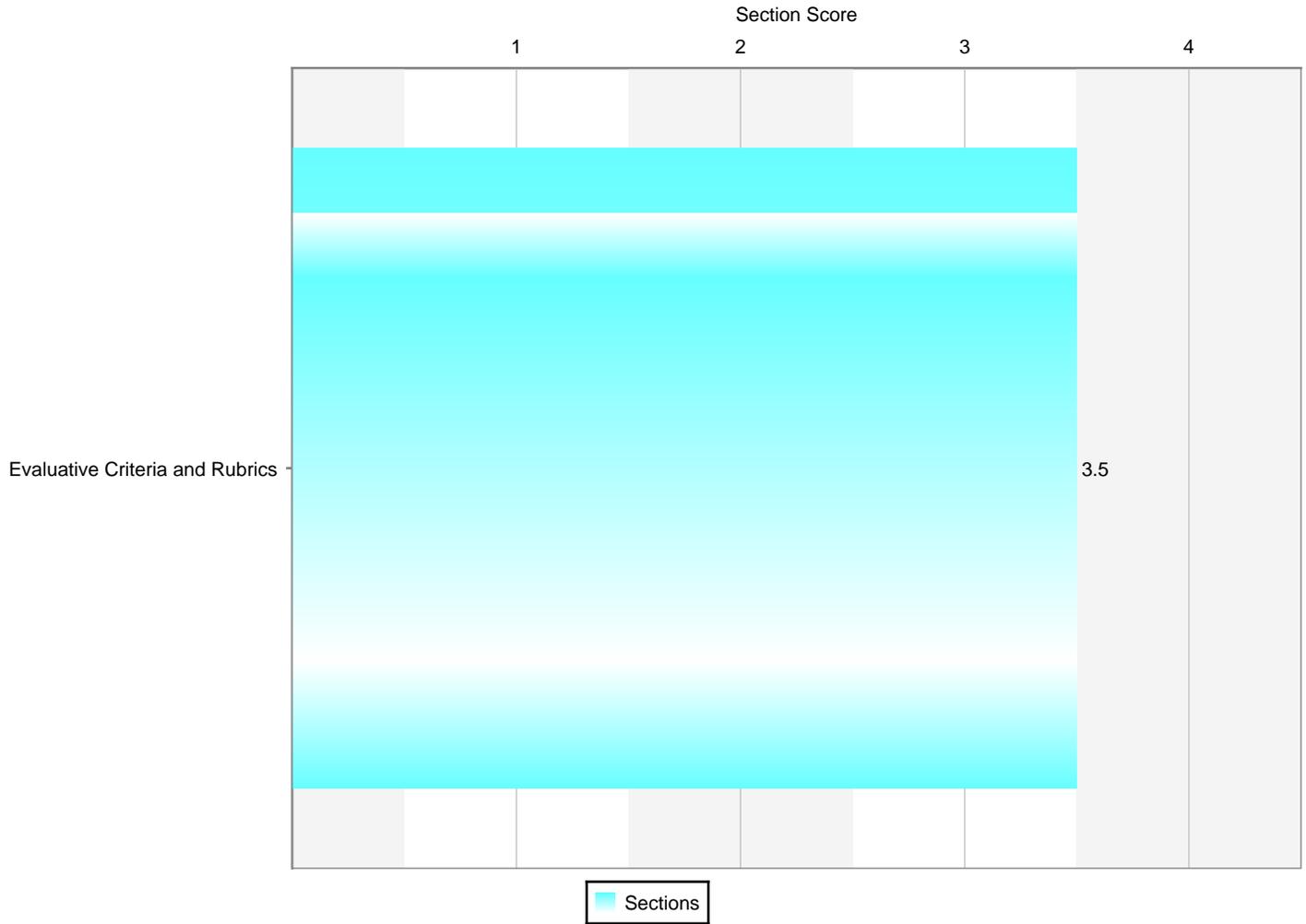
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

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

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	BCBE 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	Mrs. Jenny Breazeale is the designated employee who will coordinate efforts to comply with and carry out non-discrimination responsibilities.	Non-discrimination 18-19

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 18-19

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 18-19

ACIP 2018 - 2019

Overview

Plan Name

ACIP 2018 - 2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	We will increase our Reading total proficiency score 63% to 66% during the 2018-2019 school year.	Objectives: 1 Strategies: 4 Activities: 12	Academic	$0
2	We will increase our Math total proficiency from 64% to 67% during the 2018-2019 school year.	Objectives: 1 Strategies: 4 Activities: 12	Academic	$0
3	Our goal is to communicate with our parents through various media outlets.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$500

Goal 1: We will increase our Reading total proficiency score 63% to 66% during the 2018-2019 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/24/2019 as measured by Scantron 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 - 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	09/28/2018	05/17/2019	$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	09/07/2018	05/17/2019	$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	09/28/2018	05/17/2019	$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 depth of knowledge that each standard should be taught and assessed then plan instruction (whole group, small group, and independent tasks) accordingly on a weekly basis.

Category: Develop/Implement 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	09/28/2018	05/17/2019	$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	09/28/2018	05/17/2019	$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

Teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.	Academic Support Program	09/28/2018	05/17/2019	$0	No Funding Required	All teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.

Strategy 3:

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

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

Category: Develop/Implement 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	09/28/2018	05/17/2019	$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	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	09/28/2018	05/17/2019	$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 pin for intervention/small group instruction. Assessment data may include: Scantron Performance Series, Next Steps for Guided Reading Assessment Kit, SPIRE, Leveled Literacy Instruction (LLI), etc.	Direct Instruction	09/28/2018	05/17/2019	$0	No Funding Required	All teachers will use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance Series, Next Steps for Guided Reading Assessment Kit, SPIRE, Leveled Literacy Instruction (LLI), etc.

Strategy 4:

Learning Targets - Using Pacing/Guidance documents, identify and utilize purposeful learning targets based on the unwrapped standard and plan lessons including whole group, small group, and independent tasks at the proper Depth of Knowledge (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 Depth of Knowledge (DOK) levels.	Direct Instruction	09/28/2018	05/17/2019	$0	No Funding Required	All teachers will plan and implement learning tasks at varying Depth of Knowledge (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 into daily learning targets for whole group, small group, and individual practice in stations. | Direct Instruction | 09/28/2018 | 05/17/2019 | $0 | No Funding Required | All teachers will focus on learning targets in ELA Guidance/Pacing documents for planning and break them down into daily learning targets 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
Teachers will stop and revisit learning targets during the lesson.	Direct Instruction	09/28/2018	05/17/2019	$0	No Funding Required	All teachers will stop and revisit the learning targets during the lesson.

Goal 2: We will increase our Math total proficiency from 64% to 67% during the 2018-2019 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/24/2019 as measured by Scantron 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, written or orally, 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' ability to demonstrate mastery of the given learning targets. Questions' Depth of Knowledge (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 targets listed as the heading.	Academic Support Program	09/28/2018	05/17/2019	$0	No Funding Required	All teachers are responsible for utilizing exit slips.

Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give feedback on the results of the students' exit slips and discuss ways to improve or praise them for mastery of the skills.	Academic Support Program	09/28/2018	05/17/2019	$0	No Funding Required	All teachers will provide feedback from the results of the 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 the students' problem solving skills and determine which students need intervention.	Academic Support Program	09/28/2018	05/17/2019	$0	No Funding Required	All teachers will implement real -world problem solving tasks promoting discourse through talk moves.

Strategy 2:

Depth of Knowledge - Using Guidance/Pacing documents, each grade level will unwrap the 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
Using Guidance/Pacing documents, teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels based on student data from the Scantron Performance Series assessment.	Academic Support Program	09/28/2018	05/17/2019	$0	No Funding Required	All teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels based on Scantron Performance Series results.

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 Depth of Knowledge (DOK) level.	Academic Support Program	09/28/2018	05/17/2019	$0	No Funding Required	All teachers will utilize classroom assessments that match the daily learning target's Depth of Knowledge (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 Depth of Knowledge (DOK) levels.	Academic Support Program	09/28/2018	05/17/2019	$0	No Funding Required	All teachers will give checkpoints or summative assessments that include questions at varying Depth of Knowledge (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.

Content: multiple options for taking in information

Process: multiple options for making sense of ideas

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 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 | 09/28/2018 | 05/17/2019 | $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	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	09/28/2018	05/17/2019	$0	No Funding Required	All teachers will provide feedback fro 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	09/28/2018	05/17/2019	$0	No Funding Required	All teachers will implement real - world problem solving tasks promoting discourse through talk moves.

Strategy 4:

Learning Targets - Teachers will identify and utilize purposeful learning targets based on Guidance/Pacing documents and the unwrapped standards and plan lessons including whole group, small group, and independent tasks at the proper Depth of Knowledge 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 post the daily learning target and unwrap it with their students at the beginning of the lesson.	Direct Instruction	09/28/2018	05/17/2019	$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 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students' explain in their own words the daily learning target as a means of wrapping up the lesson.	Direct Instruction	09/28/2018	05/17/2019	$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 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and implement learning targets at varying Depth of Knowledge (DOK) levels.	Direct Instruction	09/28/2018	05/17/2019	$0	No Funding Required	All teachers will plan and implement learning targets at varying Depth of Knowledge (DOK) levels.

Goal 3: Our goal is to communicate with our parents through 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 parents and families to stay connected   by 05/24/2019 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 at home.	Parent Involvement	09/07/2018	05/24/2019	$0	No Funding Required	Principal and web page coordinator

Activity - Facebook	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 account.	Parent Involvement	09/07/2018	05/24/2019	$0	No Funding Required	Administration and Office staff

Activity - Communication Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide weekly newsletters for parents highlighting important school and classroom events. 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	09/07/2018	05/24/2019	$500	Title I Schoolwide	Administration, staff, and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Communication Folders	Teachers will provide weekly newsletters for parents highlighting important school and classroom events. 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	09/07/2018	05/24/2019	$500	Administration, staff, and teachers
				Total	$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity 3	Teachers will utilize exit slips or similar assessment tools after the lesson.	Direct Instruction	09/28/2018	05/17/2019	$0	All teachers will utilize exit slips or similar assessment tools after the lesson.
Activity 3	Teachers will give checkpoints or summative assessments that include questions at varying Depth of Knowledge (DOK) levels.	Academic Support Program	09/28/2018	05/17/2019	$0	All teachers will give checkpoints or summative assessments that include questions at varying Depth of Knowledge (DOK) levels.

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	09/28/2018	05/17/2019	$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.
Activity 2	Teachers will have students' explain in their own words the daily learning target as a means of wrapping up the lesson.	Direct Instruction	09/28/2018	05/17/2019	$0	All teachers will have students' explain the daily learning target in their own words as a means of wrapping up the lesson.
Activity 1	Teachers will plan for and utilize flexible small group instruction based on formative assessment.	Direct Instruction	09/28/2018	05/17/2019	$0	All teachers will plan for and utilize flexible small group instruction based on formative assessment.
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	09/28/2018	05/17/2019	$0	All teachers will implement real - world problem solving tasks promoting discourse through talk moves.
Facebook	News and event highlights will be posted to the school's Facebook account.	Parent Involvement	09/07/2018	05/24/2019	$0	Administration and Office staff

Activity 2	Use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.	Academic Support Program	09/07/2018	05/17/2019	$0	All teachers will use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.
Activity 1	Using Guidance/Pacing documents, teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels based on student data from the Scantron Performance Series assessment.	Academic Support Program	09/28/2018	05/17/2019	$0	All teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels based on Scantron Performance Series results.
Activity 1	Teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels.	Direct Instruction	09/28/2018	05/17/2019	$0	All teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels.
Activity 3	Teachers will plan and implement learning targets at varying Depth of Knowledge (DOK) levels.	Direct Instruction	09/28/2018	05/17/2019	$0	All teachers will plan and implement learning targets at varying Depth of Knowledge (DOK) levels.
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	09/28/2018	05/17/2019	$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.

School Website	As school events occur, event highlights will be posted to the school website to allow parents to view at home.	Parent Involvement	09/07/2018	05/24/2019	$0	Principal and web page coordinator
Activity 3	Teachers will use available assessment data to pin for intervention/small group instruction. Assessment data may include: Scantron Performance Series, Next Steps for Guided Reading Assessment Kit, SPIRE, Leveled Literacy Instruction (LLI), etc.	Direct Instruction	09/28/2018	05/17/2019	$0	All teachers will use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance Series, Next Steps for Guided Reading Assessment Kit, SPIRE, Leveled Literacy Instruction (LLI), etc.
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	09/28/2018	05/17/2019	$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.

Activity 2	Teachers will focus on learning targets in ELA Guidance/Pacing documents for planning and break them into daily learning targets for whole group, small group, and individual practice in stations.	Direct Instruction	09/28/2018	05/17/2019	$0	All teachers will focus on learning targets in ELA Guidance/Pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice in stations.
Activity 2	Teachers will give feedback on the results of the students' exit slips and discuss ways to improve or praise them for mastery of the skills.	Academic Support Program	09/28/2018	05/17/2019	$0	All teachers will provide feedback from the results of the exit slips.
Activity 3	Teachers will stop and revisit learning targets during the lesson.	Direct Instruction	09/28/2018	05/17/2019	$0	All teachers will stop and revisit the learning targets during the lesson.
Activity 1	Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets. Questions' Depth of Knowledge (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 targets listed as the heading.	Academic Support Program	09/28/2018	05/17/2019	$0	All teachers are responsible for utilizing exit slips.
Activity 2	Teachers will model the thinking process explicitly.	Direct Instruction	09/28/2018	05/17/2019	$0	All teachers will model the thinking process explicitly.

Activity 3	Teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.	Academic Support Program	09/28/2018	05/17/2019	$0	All teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.
Activity 2	Teachers will provide opportunities for weekly interaction with various types of text by reading, writing, and discussing.	Direct Instruction	09/28/2018	05/17/2019	$0	All teachers will provide opportunities for weekly interaction with various types of text by reading, writing, and discussing.
Activity 2	Teachers will give a classroom assessment that matches the daily learning target's Depth of Knowledge (DOK) level.	Academic Support Program	09/28/2018	05/17/2019	$0	All teachers will utilize classroom assessments that match the daily learning target's Depth of Knowledge (DOK) level.
Activity 1	Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson.	Direct Instruction	09/28/2018	05/17/2019	$0	All teachers will post the daily learning target and unwrap it with their students at the beginning of 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 the students' problem solving skills and determine which students need intervention.	Academic Support Program	09/28/2018	05/17/2019	$0	All teachers will implement real -world problem solving tasks promoting discourse through talk moves.

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	09/28/2018	05/17/2019	$0	All teachers will provide feedback fro the results of exit slips.
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		TLIM report 3 TLIM report 1 TLIM report 2

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?

MRA results suggest in the area of Leadership, staff modeling personal effectiveness was scored highest. In the area of Culture, teacher expectations was scored highest. In the area of Academics, teacher efficacy was scored highest.

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

MRA results indicate family engagement is on an upward trend along with staff satisfaction and fulfillment.

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

Surveys indicate parents feel welcome at Elberta Elementary and are kept informed of Parental involvement activities. Teacher indicate they feel fulfilled and are prepared for the work. Teachers agree The Leader in Me made a positive difference at Elberta Elementary School and provides students with leadership opportunities.

Areas in Need of Improvement

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

According to MRA results, in the area of Leadership, student leadership as it relates to public speaking scored lowest. In the area of Culture, staff empowerment scored the lowest. In the area of Academics, student led achievement as it relates to setting their own academic goals scored the lowest.

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

2017 - 2018 was the first year Elberta Elementary was reconfigured into a PreK - 6th grade school. The data is based on one year of surveys and is insufficient to determine trends at this time.

What are the implications for these stakeholder perceptions?

MRA results reveal more emphasis should be placed on student leadership opportunities and developing students into leaders of their own learning. 2017 - 2018 was the first year EES was reconfigured into a PreK - 6th school and merger of two faculties. MRA results suggest a need to continue building school culture among staff.

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

We are using MRA surgery results from staff, parents, and students.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics

4
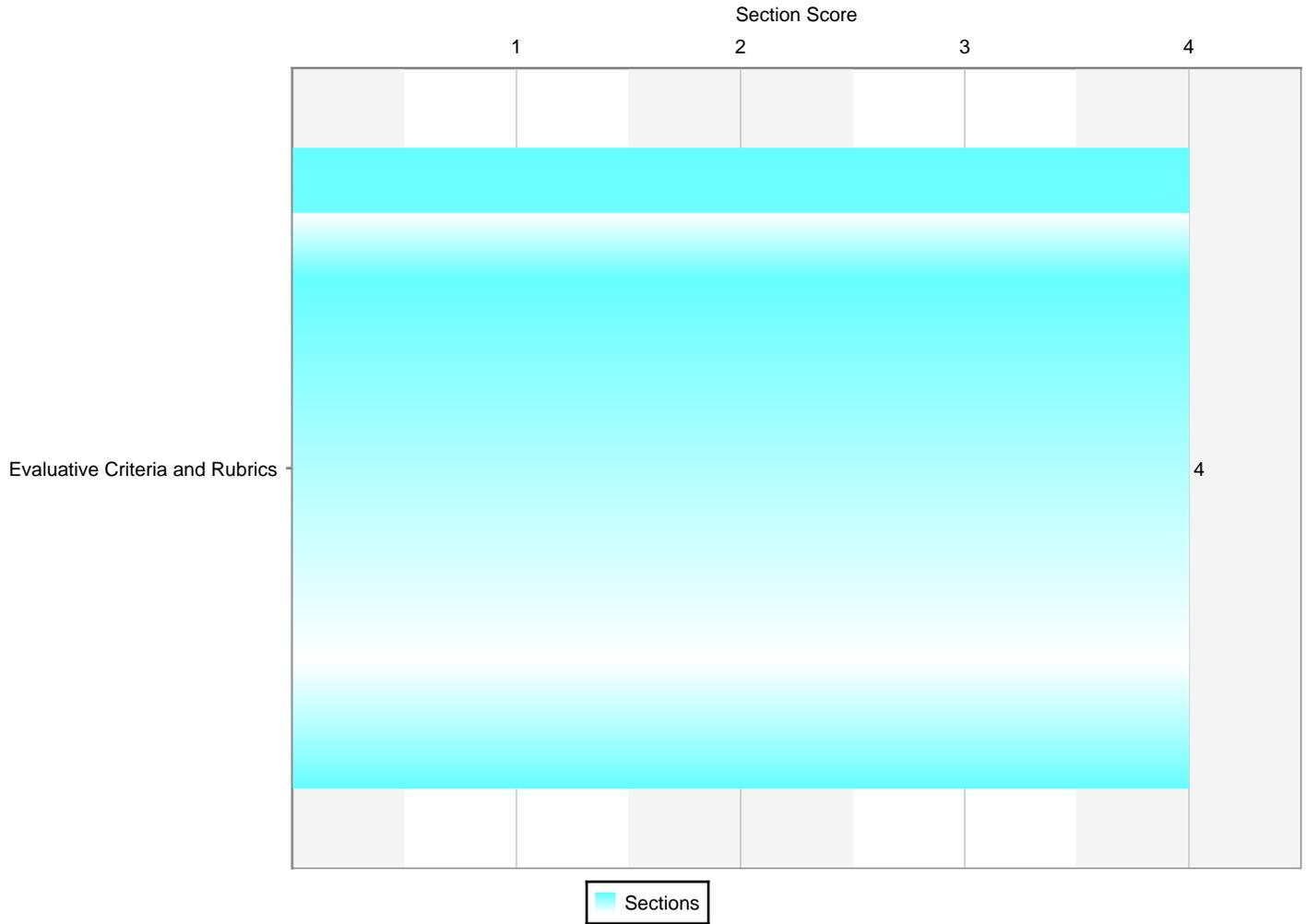
Sections

Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Elberta Elementary School school - wide ACIP planning committee is comprised of one representative per grade level, special area teachers, as well as administration and parents. Volunteers from parents and community sector are selected from participants that attended the annual Title 1 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 1 school, after hearing the presentation.

What were the results of the comprehensive needs assessment?

Data collected included:
Scantron Performance Series data
Next Steps for Guided Reading Assessment kit data
RTI data

What conclusions were drawn from the results?

Conclusion from the Comprehensive Needs Assessment are as follows:
The results from the fall Scantron Performance Series reveal Math and Reading are areas of similar strengths and weaknesses. The proficiency score of 63% in Reading and 64% in Math illustrate this point. In the area of Reading, the NSGRA kit results aligned with Beginning of the Year Scantron results. In Reading, an area of strength was Long Passage, while an area of weakness was vocabulary. In the area of Math, areas of strength include Data Analysis and Probability, while an area of weakness was Numbers and Operations.

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

According to the MRA results, parents are pleased with EES as a whole. The most favorable responses fell under family engagement and working with teachers.

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 2018 - 2019 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 buy data analysis completed during the creation of the Student Performance Diagnostic and 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. EES strives to make continuous progress with all students. As a Title 1 school, we have approximately one half of our students receiving free and reduced lunch. Therefore, we are considered at a disadvantage. The summative assessment was 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 increase our Reading total proficiency score 63% to 66% during the 2018-2019 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/24/2019 as measured by Scantron Performance Series results.

Strategy1:

Learning Targets - Using Pacing/Guidance documents, identify and utilize purposeful learning targets based on the unwrapped standard and plan lessons including whole group, small group, and independent tasks at the proper Depth of Knowledge (DOK) level.

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 focus on learning targets in ELA Guidance/Pacing documents for planning and break them into daily learning targets for whole group, small group, and individual practice in stations.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will focus on learning targets in ELA Guidance/Pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice in stations.

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will stop and revisit learning targets during the lesson.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will stop and revisit the learning targets during 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 Depth of Knowledge (DOK) levels.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels.

Strategy2:

Depth of Knowledge - Each grade level will unwrap their standards to determine the depth of knowledge that each standard should be taught

and assessed then plan instruction (whole group, small group, and independent tasks) accordingly on a weekly basis.

Category: Develop/Implement 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	09/28/2018	05/17/2019	$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	09/28/2018	05/17/2019	$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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.

Strategy3:

Differentiation - Teachers will provide differentiated instruction and plan purposeful lessons that are differentiated by content, process or

product. These lessons will be planned thoughtfully around the needs of all students but especially for students in subgroups.

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

Category: Develop/Implement 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 utilize flexible small group instruction based on formative assessment.	Direct Instruction	09/28/2018	05/17/2019	$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	09/28/2018	05/17/2019	$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	Funding Amount & Source	Staff Responsible
Teachers will use available assessment data to pin for intervention/small group instruction. Assessment data may include: Scantron Performance Series, Next Steps for Guided Reading Assessment Kit, SPIRE, Leveled Literacy Instruction (LLI), etc.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance Series, Next Steps for Guided Reading Assessment Kit, SPIRE, Leveled Literacy Instruction (LLI), etc.

Strategy4:

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	09/28/2018	05/17/2019	$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 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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will utilize exit slips or similar assessment tools after the lesson.

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	09/07/2018	05/17/2019	$0 - No Funding Required	All teachers will use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.

Goal 2:

We will increase our Math total proficiency from 64% to 67% during the 2018-2019 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/24/2019 as measured by Scantron Performance

Series results.

Strategy1:

Differentiation - Teachers will provide differentiated instruction and plan purposeful lessons, which are differentiated by content, process, or

product. These lessons will be planned thoughtfully around the needs of all students.

Content: multiple options for taking in information

Process: multiple options for making sense of ideas

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	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	09/28/2018	05/17/2019	$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 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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will implement real - world problem solving tasks promoting discourse through talk moves.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will provide feedback fro the results of exit slips.

Strategy2:

Learning Targets - Teachers will identify and utilize purposeful learning targets based on Guidance/Pacing documents and the unwrapped

standards and plan lessons including whole group, small group, and independent tasks at the proper Depth of Knowledge 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 post the daily learning target and unwrap it with their students at the beginning of the lesson.	Direct Instruction	09/28/2018	05/17/2019	$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 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students' explain in their own words the daily learning target as a means of wrapping up the lesson.	Direct Instruction	09/28/2018	05/17/2019	$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 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and implement learning targets at varying Depth of Knowledge (DOK) levels.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning targets at varying Depth of Knowledge (DOK) levels.

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, written or orally, the response they give.

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 feedback on the results of the students' exit slips and discuss ways to improve or praise them for mastery of the skills.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will provide feedback from the results of the 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' ability to demonstrate mastery of the given learning targets. Questions' Depth of Knowledge (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 targets listed as the heading.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers 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 the students' problem solving skills and determine which students need intervention.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will implement real -world problem solving tasks promoting discourse through talk moves.

Strategy4:

Depth of Knowledge - Using Guidance/Pacing documents, each grade level will unwrap the 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 Depth of Knowledge (DOK) levels.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will give checkpoints or summative assessments that include questions at varying Depth of Knowledge (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 Depth of Knowledge (DOK) level.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will utilize classroom assessments that match the daily learning target's Depth of Knowledge (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 Depth of Knowledge (DOK) levels based on student data from the Scantron Performance Series assessment.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels based on Scantron Performance Series results.

Goal 3:

Our goal is to communicate with our parents through 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 parents and families to stay connected   by 05/24/2019 as measured by the total number of views on the website and social media.

Strategy1:

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 - Communication Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide weekly newsletters for parents highlighting important school and classroom events. 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	09/07/2018	05/24/2019	$500 - Title I Schoolwide	Administration, staff, and teachers

Activity - School Website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As school events occur, event highlights will be posted to the school website to allow parents to view at home.	Parent Involvement	09/07/2018	05/24/2019	$0 - No Funding Required	Principal and web page coordinator

Activity - Facebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
News and event highlights will be posted to the school's Facebook account.	Parent Involvement	09/07/2018	05/24/2019	$0 - No Funding Required	Administration and Office staff

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 increase our Reading total proficiency score 63% to 66% during the 2018-2019 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/24/2019 as measured by Scantron Performance Series results.

Strategy1:

Depth of Knowledge - Each grade level will unwrap their standards to determine the depth of knowledge that each standard should be taught

and assessed then plan instruction (whole group, small group, and independent tasks) accordingly on a weekly basis.

Category: Develop/Implement 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	09/28/2018	05/17/2019	$0 - No Funding Required	All 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	09/28/2018	05/17/2019	$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	09/28/2018	05/17/2019	$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	09/28/2018	05/17/2019	$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 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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will utilize exit slips or similar assessment tools after the lesson.

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	09/07/2018	05/17/2019	$0 - No Funding Required	All teachers will use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.

Strategy3:

Differentiation - Teachers will provide differentiated instruction and plan purposeful lessons that are differentiated by content, process or

product. These lessons will be planned thoughtfully around the needs of all students but especially for students in subgroups.

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

Category: Develop/Implement 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 utilize flexible small group instruction based on formative assessment.	Direct Instruction	09/28/2018	05/17/2019	$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	09/28/2018	05/17/2019	$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	Funding Amount & Source	Staff Responsible
Teachers will use available assessment data to pin for intervention/small group instruction. Assessment data may include: Scantron Performance Series, Next Steps for Guided Reading Assessment Kit, SPIRE, Leveled Literacy Instruction (LLI), etc.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance Series, Next Steps for Guided Reading Assessment Kit, SPIRE, Leveled Literacy Instruction (LLI), etc.

Strategy4:

Learning Targets - Using Pacing/Guidance documents, identify and utilize purposeful learning targets based on the unwrapped standard and

plan lessons including whole group, small group, and independent tasks at the proper Depth of Knowledge (DOK) level.

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 stop and revisit learning targets during the lesson.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will stop and revisit the learning targets during 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 Depth of Knowledge (DOK) levels.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning tasks at varying Depth of Knowledge (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 into daily learning targets for whole group, small group, and individual practice in stations.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will focus on learning targets in ELA Guidance/Pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice in stations.

Goal 2:

We will increase our Math total proficiency from 64% to 67% during the 2018-2019 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/24/2019 as measured by Scantron Performance Series results.

Strategy1:

Learning Targets - Teachers will identify and utilize purposeful learning targets based on Guidance/Pacing documents and the unwrapped standards and plan lessons including whole group, small group, and independent tasks at the proper Depth of Knowledge level.

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 plan and implement learning targets at varying Depth of Knowledge (DOK) levels.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning targets at varying Depth of Knowledge (DOK) levels.

Activity - Activity 1	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	09/28/2018	05/17/2019	$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 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students' explain in their own words the daily learning target as a means of wrapping up the lesson.	Direct Instruction	09/28/2018	05/17/2019	$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.

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, written or orally, the response they give.

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 implement real - world problem solving tasks and encourage students to participate in mathematical discourse using talk moves. Teachers will take anecdotal notes of the students' problem solving skills and determine which students need intervention.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will implement real -world problem solving tasks promoting discourse through talk moves.

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' ability to demonstrate mastery of the given learning targets. Questions' Depth of Knowledge (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 targets listed as the heading.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers are responsible for utilizing exit slips.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give feedback on the results of the students' exit slips and discuss ways to improve or praise them for mastery of the skills.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will provide feedback from the results of the exit slips.

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.

Content: multiple options for taking in information

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Research Cited: School data

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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will implement real - world problem solving tasks promoting discourse through talk moves.

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	09/28/2018	05/17/2019	$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 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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will provide feedback fro the results of exit slips.

Strategy4:

Depth of Knowledge - Using Guidance/Pacing documents, each grade level will unwrap the 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
Using Guidance/Pacing documents, teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels based on student data from the Scantron Performance Series assessment.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels based on Scantron Performance Series results.

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 Depth of Knowledge (DOK) level.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will utilize classroom assessments that match the daily learning target's Depth of Knowledge (DOK) level.

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 Depth of Knowledge (DOK) levels.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will give checkpoints or summative assessments that include questions at varying Depth of Knowledge (DOK) levels.

Goal 3:

Our goal is to communicate with our parents through 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 parents and families to stay connected   by 05/24/2019 as measured by the total number of views on the website and social media.

Strategy1:

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 - Communication Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide weekly newsletters for parents highlighting important school and classroom events. 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	09/07/2018	05/24/2019	$500 - Title I Schoolwide	Administration, staff, and teachers

Activity - Facebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
News and event highlights will be posted to the school's Facebook account.	Parent Involvement	09/07/2018	05/24/2019	$0 - No Funding Required	Administration and Office staff

Activity - School Website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As school events occur, event highlights will be posted to the school website to allow parents to view at home.	Parent Involvement	09/07/2018	05/24/2019	$0 - No Funding Required	Principal and web page coordinator

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:

We will increase our Reading total proficiency score 63% to 66% during the 2018-2019 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/24/2019 as measured by Scantron Performance Series results.

Strategy1:

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

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

Category: Develop/Implement 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 utilize flexible small group instruction based on formative assessment.	Direct Instruction	09/28/2018	05/17/2019	$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 pin for intervention/small group instruction. Assessment data may include: Scantron Performance Series, Next Steps for Guided Reading Assessment Kit, SPIRE, Leveled Literacy Instruction (LLI), etc.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance Series, Next Steps for Guided Reading Assessment Kit, SPIRE, Leveled Literacy Instruction (LLI), 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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will provide opportunities for weekly interaction with various types of text by reading, writing, and discussing.

Strategy2:

Learning Targets - Using Pacing/Guidance documents, identify and utilize purposeful learning targets based on the unwrapped standard and

plan lessons including whole group, small group, and independent tasks at the proper Depth of Knowledge (DOK) level.

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 focus on learning targets in ELA Guidance/Pacing documents for planning and break them into daily learning targets for whole group, small group, and individual practice in stations.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will focus on learning targets in ELA Guidance/Pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice in stations.

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will stop and revisit learning targets during the lesson.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will stop and revisit the learning targets during 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 Depth of Knowledge (DOK) levels.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels.

Strategy3:

Depth of Knowledge - Each grade level will unwrap their standards to determine the depth of knowledge that each standard should be taught

and assessed then plan instruction (whole group, small group, and independent tasks) accordingly on a weekly basis.

Category: Develop/Implement 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	09/28/2018	05/17/2019	$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	09/28/2018	05/17/2019	$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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.

Strategy4:

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	09/28/2018	05/17/2019	$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 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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will utilize exit slips or similar assessment tools after the lesson.

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	09/07/2018	05/17/2019	$0 - No Funding Required	All teachers will use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.

Goal 2:

We will increase our Math total proficiency from 64% to 67% during the 2018-2019 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/24/2019 as measured by Scantron Performance Series results.

Strategy1:

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, written or orally, 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
Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets. Questions' Depth of Knowledge (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 targets listed as the heading.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers are responsible for utilizing exit slips.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give feedback on the results of the students' exit slips and discuss ways to improve or praise them for mastery of the skills.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will provide feedback from the results of the 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 the students' problem solving skills and determine which students need intervention.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will implement real -world problem solving tasks promoting discourse through talk moves.

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Depth of Knowledge - Using Guidance/Pacing documents, each grade level will unwrap the 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 Depth of Knowledge (DOK) level.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will utilize classroom assessments that match the daily learning target's Depth of Knowledge (DOK) level.

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 Depth of Knowledge (DOK) levels.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will give checkpoints or summative assessments that include questions at varying Depth of Knowledge (DOK) levels.

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 Depth of Knowledge (DOK) levels based on student data from the Scantron Performance Series assessment.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels based on Scantron Performance Series results.

Strategy3:

Learning Targets - Teachers will identify and utilize purposeful learning targets based on Guidance/Pacing documents and the unwrapped

standards and plan lessons including whole group, small group, and independent tasks at the proper Depth of Knowledge 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 post the daily learning target and unwrap it with their students at the beginning of the lesson.	Direct Instruction	09/28/2018	05/17/2019	$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 plan and implement learning targets at varying Depth of Knowledge (DOK) levels.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning targets at varying Depth of Knowledge (DOK) levels.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students' explain in their own words the daily learning target as a means of wrapping up the lesson.	Direct Instruction	09/28/2018	05/17/2019	$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.

Strategy4:

Differentiation - Teachers will provide differentiated instruction and plan purposeful lessons, which are differentiated by content, process, or

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Content: multiple options for taking in information

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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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will provide feedback fro the results of exit slips.

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	09/28/2018	05/17/2019	$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 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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will implement real - world problem solving tasks promoting discourse through talk moves.

Goal 3:

Our goal is to communicate with our parents through 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 parents and families to stay connected   by 05/24/2019 as measured by the total number of views on the website and social media.

Strategy1:

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 - Facebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
News and event highlights will be posted to the school's Facebook account.	Parent Involvement	09/07/2018	05/24/2019	$0 - No Funding Required	Administration and Office staff

Activity - Communication Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide weekly newsletters for parents highlighting important school and classroom events. 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	09/07/2018	05/24/2019	$500 - Title I Schoolwide	Administration, staff, and teachers

Activity - School Website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As school events occur, event highlights will be posted to the school website to allow parents to view at home.	Parent Involvement	09/07/2018	05/24/2019	$0 - No Funding Required	Principal and web page coordinator

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

Goal 1:

We will increase our Reading total proficiency score 63% to 66% during the 2018-2019 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/24/2019 as measured by Scantron Performance

Series results.

Strategy1:

Learning Targets - Using Pacing/Guidance documents, identify and utilize purposeful learning targets based on the unwrapped standard and

plan lessons including whole group, small group, and independent tasks at the proper Depth of Knowledge (DOK) level.

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 stop and revisit learning targets during the lesson.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will stop and revisit the learning targets during the lesson.

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 into daily learning targets for whole group, small group, and individual practice in stations.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will focus on learning targets in ELA Guidance/Pacing documents for planning and break them down into daily learning targets 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 Depth of Knowledge (DOK) levels.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels.

Strategy2:

Differentiation - Teachers will provide differentiated instruction and plan purposeful lessons that are differentiated by content, process or

product. These lessons will be planned thoughtfully around the needs of all students but especially for students in subgroups.

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

Category: Develop/Implement 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 utilize flexible small group instruction based on formative assessment.	Direct Instruction	09/28/2018	05/17/2019	$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	09/28/2018	05/17/2019	$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	Funding Amount & Source	Staff Responsible
Teachers will use available assessment data to pin for intervention/small group instruction. Assessment data may include: Scantron Performance Series, Next Steps for Guided Reading Assessment Kit, SPIRE, Leveled Literacy Instruction (LLI), etc.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance Series, Next Steps for Guided Reading Assessment Kit, SPIRE, Leveled Literacy Instruction (LLI), 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

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	09/28/2018	05/17/2019	$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 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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will utilize exit slips or similar assessment tools after the lesson.

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	09/07/2018	05/17/2019	$0 - No Funding Required	All teachers will use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.

Strategy4:

Depth of Knowledge - Each grade level will unwrap their standards to determine the depth of knowledge that each standard should be taught

and assessed then plan instruction (whole group, small group, and independent tasks) accordingly on a weekly basis.

Category: Develop/Implement 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	09/28/2018	05/17/2019	$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	09/28/2018	05/17/2019	$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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.

Goal 2:

We will increase our Math total proficiency from 64% to 67% during the 2018-2019 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/24/2019 as measured by Scantron Performance

Series results.

Strategy1:

Depth of Knowledge - Using Guidance/Pacing documents, each grade level will unwrap the 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
Using Guidance/Pacing documents, teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels based on student data from the Scantron Performance Series assessment.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning tasks at varying Depth of Knowledge (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 Depth of Knowledge (DOK) levels.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will give checkpoints or summative assessments that include questions at varying Depth of Knowledge (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 Depth of Knowledge (DOK) level.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will utilize classroom assessments that match the daily learning target's Depth of Knowledge (DOK) level.

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, written or orally, the response they give.

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 implement real - world problem solving tasks and encourage students to participate in mathematical discourse using talk moves. Teachers will take anecdotal notes of the students' problem solving skills and determine which students need intervention.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will implement real -world problem solving tasks promoting discourse through talk moves.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give feedback on the results of the students' exit slips and discuss ways to improve or praise them for mastery of the skills.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will provide feedback from the results of the 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' ability to demonstrate mastery of the given learning targets. Questions' Depth of Knowledge (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 targets listed as the heading.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers are responsible for utilizing exit slips.

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.

Content: multiple options for taking in information

Process: multiple options for making sense of ideas

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 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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will provide feedback fro the results of exit slips.

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	09/28/2018	05/17/2019	$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 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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will implement real - world problem solving tasks promoting discourse through talk moves.

Strategy4:

Learning Targets - Teachers will identify and utilize purposeful learning targets based on Guidance/Pacing documents and the unwrapped

standards and plan lessons including whole group, small group, and independent tasks at the proper Depth of Knowledge 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 post the daily learning target and unwrap it with their students at the beginning of the lesson.	Direct Instruction	09/28/2018	05/17/2019	$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 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students' explain in their own words the daily learning target as a means of wrapping up the lesson.	Direct Instruction	09/28/2018	05/17/2019	$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 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and implement learning targets at varying Depth of Knowledge (DOK) levels.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning targets at varying Depth of Knowledge (DOK) levels.

Goal 3:

Our goal is to communicate with our parents through 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 parents and families

to stay connected   by 05/24/2019 as measured by the total number of views on the website and social media.

Strategy1:

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 - Communication Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide weekly newsletters for parents highlighting important school and classroom events. 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	09/07/2018	05/24/2019	$500 - Title I Schoolwide	Administration, staff, and teachers

Activity - Facebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
News and event highlights will be posted to the school's Facebook account.	Parent Involvement	09/07/2018	05/24/2019	$0 - No Funding Required	Administration and Office staff

Activity - School Website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As school events occur, event highlights will be posted to the school website to allow parents to view at home.	Parent Involvement	09/07/2018	05/24/2019	$0 - No Funding Required	Principal and web page coordinator

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.

EES provides opportunities for participation of parents with limited English proficiency. Any parent notification can be sent home in another language, primarily Spanish for EES. In addition, we have a bilingual aid who is available to assist in verbal communications with ELL 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.

EES utilizes an interview committee to interview potential candidates for teaching positions The committee is comprised of classroom teachers, resource teachers, and administration. Prior to the interview process, criteria for the position in question is discussed and a list of interview questions is generated for the structured interview. A variety of candidates whose resume meets the criteria are chosen from the Teach in 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 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?

Two teachers were non renewed.

1 teacher retired.

1 teacher chose to stay home after the birth of their baby.

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

All EES teachers are highly qualified. Of the 58 certificated, 35 have master's degrees, 3 have Educational Specialist degrees.

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 is no high turn over rate.

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

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

EES utilizes multiple data points including Scantron, NSGRA< and formative assessments to determine what professional development may be helpful as we plan and prepare to facilitate differentiated instruction. The data is disaggregated by standards obtained and standards not met. 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 the 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 PD through Elearning. Administration can register and participate in PD through the county and SARIC. Administration can also take advantage of PD opportunities through CLAS and Elearning. Paraprofessionals, custodial staff, and cafeteria staff along with counselors and nurses have the opportunity to register and participate in PD 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.

EES assigns mentors to new teachers and are participating in the state mentoring program. In years past, a seasoned grade level teacher would be chosen as the mentor for the new teacher on his or her grade level.

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

As teachers, administrators, and counselors attend PD opportunities, they will return and share the info with other colleagues during scheduled meetings. Each grade level is relieved by substitute teachers enabling them 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.

Goal 1:

We will increase our Reading total proficiency score 63% to 66% during the 2018-2019 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/24/2019 as measured by Scantron Performance Series results.

Strategy1:

Learning Targets - Using Pacing/Guidance documents, identify and utilize purposeful learning targets based on the unwrapped standard and plan lessons including whole group, small group, and independent tasks at the proper Depth of Knowledge (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 Depth of Knowledge (DOK) levels.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels.

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will stop and revisit learning targets during the lesson.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will stop and revisit the learning targets during the lesson.

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 into daily learning targets for whole group, small group, and individual practice in stations.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will focus on learning targets in ELA Guidance/Pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice in stations.

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 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	09/07/2018	05/17/2019	$0 - No Funding Required	All teachers will use the "Next Steps for Guided Reading Assessment" to determine knowledge of students before instruction.

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	09/28/2018	05/17/2019	$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 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	09/28/2018	05/17/2019	$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 that are differentiated by content, process or

product. These lessons will be planned thoughtfully around the needs of all students but especially for students in subgroups.

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

Category: Develop/Implement 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 pin for intervention/small group instruction. Assessment data may include: Scantron Performance Series, Next Steps for Guided Reading Assessment Kit, SPIRE, Leveled Literacy Instruction (LLI), etc.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance Series, Next Steps for Guided Reading Assessment Kit, SPIRE, Leveled Literacy Instruction (LLI), 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	09/28/2018	05/17/2019	$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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan for and utilize flexible small group instruction based on formative assessment.

Strategy4:

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

Category: Develop/Implement 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 model the thinking process explicitly.	Direct Instruction	09/28/2018	05/17/2019	$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	09/28/2018	05/17/2019	$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 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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.

Goal 2:

We will increase our Math total proficiency from 64% to 67% during the 2018-2019 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/24/2019 as measured by Scantron Performance Series results.

Strategy1:

Depth of Knowledge - Using Guidance/Pacing documents, each grade level will unwrap the 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 Depth of Knowledge (DOK) levels.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will give checkpoints or summative assessments that include questions at varying Depth of Knowledge (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 Depth of Knowledge (DOK) level.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will utilize classroom assessments that match the daily learning target's Depth of Knowledge (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 Depth of Knowledge (DOK) levels based on student data from the Scantron Performance Series assessment.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning tasks at varying Depth of Knowledge (DOK) levels based on Scantron Performance Series results.

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.

Content: multiple options for taking in information

Process: multiple options for making sense of ideas

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 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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will provide feedback fro the results of exit slips.

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	09/28/2018	05/17/2019	$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 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	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will implement real - world problem solving tasks promoting discourse through talk moves.

Strategy3:

Learning Targets - Teachers will identify and utilize purposeful learning targets based on Guidance/Pacing documents and the unwrapped standards and plan lessons including whole group, small group, and independent tasks at the proper Depth of Knowledge 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 post the daily learning target and unwrap it with their students at the beginning of the lesson.	Direct Instruction	09/28/2018	05/17/2019	$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 plan and implement learning targets at varying Depth of Knowledge (DOK) levels.	Direct Instruction	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will plan and implement learning targets at varying Depth of Knowledge (DOK) levels.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students' explain in their own words the daily learning target as a means of wrapping up the lesson.	Direct Instruction	09/28/2018	05/17/2019	$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.

Strategy4:

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, written or orally, the response they give.

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 implement real - world problem solving tasks and encourage students to participate in mathematical discourse using talk moves. Teachers will take anecdotal notes of the students' problem solving skills and determine which students need intervention.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will implement real -world problem solving tasks promoting discourse through talk moves.

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give feedback on the results of the students' exit slips and discuss ways to improve or praise them for mastery of the skills.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers will provide feedback from the results of the 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' ability to demonstrate mastery of the given learning targets. Questions' Depth of Knowledge (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 targets listed as the heading.	Academic Support Program	09/28/2018	05/17/2019	$0 - No Funding Required	All teachers are responsible for utilizing exit slips.

Goal 3:

Our goal is to communicate with our parents through 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 parents and families to stay connected   by 05/24/2019 as measured by the total number of views on the website and social media.

Strategy1:

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 - Facebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
News and event highlights will be posted to the school's Facebook account.	Parent Involvement	09/07/2018	05/24/2019	$0 - No Funding Required	Administration and Office staff

Activity - Communication Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide weekly newsletters for parents highlighting important school and classroom events. 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	09/07/2018	05/24/2019	$500 - Title I Schoolwide	Administration, staff, and teachers

Activity - School Website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As school events occur, event highlights will be posted to the school website to allow parents to view at home.	Parent Involvement	09/07/2018	05/24/2019	$0 - No Funding Required	Principal and web page coordinator

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?

Scantron Spring performance Series results are shared with grade level teachers during the first data meeting of the school year in September. Areas of strength and weakness are identified. 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 nd ensure student success.

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 AL CCRS aligned instruments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented through intervention. Teacher input is solicited at grade level and school level during RTI meetings. The following are various ways the teachers make decisions that guide instruction, intervention, and monitoring responses to intervention:

-Teacher studies results of state assessments

-Student progress is monitored via grades, assessments, and teacher observation. Students who do not respond positively are referred to the Problem Solving Team (PST).

-PST evaluates data collected on the referred student to determine what interventions are needed.

- Students are then placed in RTI Tier II/III for interventions.

-PST meet monthly and student who do not respond positively to interventions are then placed in Tier III or referred for more testing.

-Student data will continue to be collected to determine how interventions are working or if a referral for more in depth testing is necessary.

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 1 Part Time Instructors (PTIs) begin their contract in September. These tutors are assigned to each grade level K-6. Students who are experiencing difficulty mastering standards are pulled for Tier III instruction Monday - Thursday. Other certified school personnel are used to tutor students during math and reading during the school day. The Period Bay Optimist Club volunteers their time tutoring students as well each week. Parent volunteers also give their time tutoring students as requested by classroom teachers to work 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.

EES provides summer JumpStart program for rising PreK students to attend. Rising Kindergarteners are invited to attend a six week program based on the needs assessment. The six week program offers students extended learning in reading and math. A pre and post test are given to measure success of each student. EES 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 EES, including English language learners, economically disadvantaged, 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 language learners are identified through a Home Language Survey. Surveys indicating nonEnglish language usage are screened with a placement assessment for English language proficiency. The district ELL teacher/supervisor determines eligibility placement services and develops a plan for advancement. The classroom teacher and ELL teacher are provided a copy of the plan and include input for services.

EES utilizes special education resource teachers, paraprofessionals, and school nurse to 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 all students needs are being met. 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 ELL teacher who serves EES. This teacher meets with ELL students according to their IEP. EES provides opportunities for the participation of parents with limited English proficiency for those students from homes with limited English language proficiency. Notifications are sent to parents of children in their language. In addition, we have a bilingual aid who is available to assist in verbal communications with ELL parents, as well as an interpreter from the county if necessary. At this time, Elberta has no migrant students.

To assist economically disadvantaged students, EES purchases school supplies for all it's students using Title 1 funds. Homeless students are addressed per the county policy for students who qualify.

As mandated reporters, any employee of EES 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 for elementary schools

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

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

The 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 and move toward our school wide goals.

Title 1 funding - federal
ASCC -Federal
The Leader in Me - local
One to One Technology Initiative- local tutors - Federal
PD - federal Compass - State
PreK - Federal

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 our students about issues that impact the students we serve. Care House visits our school to discuss the appropriate use of technology and copyright 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 many 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 2nd grade and teachers lessons about blood.
The local Police Department presents an assembly on bullying. The local water treatment plan teaches 3rd grade students about water and how it is filtered by the earth. Local news stations share lessons about weather.

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

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

Elberta Elementary 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 renewed to determine if progress is being made toward the goals that have been set with in the ACIP. 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 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 administration to determine areas of strengths and weaknesses. This information is also used to drive changes in teacher instruction. Benchmark assessments from Scantron and NSGRA are used as local FA. Data is reviewed at monthly data/RTI 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 Principle 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, NSGRA, teacher observation) attendance and behavior. The 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, NSGRA, teacher observation) attendance and behavior. The 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.

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.	45.4

Provide the number of classroom teachers.

46.8

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2594253.0

Total   2,594,253.00

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	88761.0

Total   88,761.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	76031.0

Total   76,031.00

Counselor

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

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	54536.0

Total   54,536.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56924.0

Total   56,924.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0.00

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.00

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	14970.0

Total   14,970.00

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	4491.0

Total   4,491.00

EL Teachers

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

Provide the number of EL Teachers.

0.00

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.	26750.0

Total   26,750.00

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.	4797.0

Total   4,797.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	229584.73

Provide a brief explanation and breakdown of expenses.

Instructional Personnel: $103195.76

Instructional Other Purchased Serv.: $19000.00

Instructional Supplies: $32376.48

Instructional Equipment: $29762.26

Parental Involvement: $3152.73

Professional Development: $35597.50

Equip. Services: $6500.00

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.	150000.0

Provide a brief explanation and a breakdown of expenses.

After School Care Programs

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

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))

EES held it's required Title 1 Parent Meeting on September 11 at 8:15 a.m. in the library. Parents were notified of the meeting through notices sent home by students, School Messenger, email messages, texts, school newsletters, school website and school marquee. Topics discussed at the meeting include:
*What it means to be a Title 1 School
*The 1% Set Aside - Home and School Communication folder and Student/Parent Handbook
*The LEA Parental Involvement Plan - copy sent home at the beginning of school
*The School Parental Involvement Plan - copy will be sent home when ACIP is complete
*School - Parent Compacts
*Parent's Right to Know - requesting qualifications of child's teacher
*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 1 parents may have involvement in the 1% Set Aside, The LEA Title ! Plan, the ACIP, the revisions of compacts, the LEA and School Parental Involvement plans, the annual evaluation of the LEA Parental Involvement Plan
*Introduction of Parent Leaders and 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))

EES provides numerous flexible formats and times for parent meetings. A "Meet the Teacher" was held on Thursday, August 9, 2018. Time for the orientation began at 3:00 p.m. until 5:30 p.m. 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 ACIP. 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 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 the year, EES will present information about Title 1 programs, the curriculum, and forms of academic assessment used. Parents will also learn of priority goals in reading and math.

Parents will become informed of how to schedule a Parent - Teacher conference and will be reminded of how they can participate in discussions related to the education of their child. Communications with parents occur via parent newsletters, website, 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))

EES 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, teachers, 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 students 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 in dissatisfied with any aspect of the plan they may call, email, or meet with the school principal to voice their concerns. Every parent's 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)

EES will accomplish this through the required annual Title 1 Parent Meeting held at the beginning of the school year, in addition to the Family Night meetings held throughout the school year. Parents will receive an overview of the state assessment results from the Scantron Performance Series given in the Spring of 2018. Last year, Parent Portal was dispersed by the county allowing parents individual access to their child's grades in 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 of the Title 1 Meeting will be given regarding Title 1, what services will be offered, and how parents have the right to be

ACIP
Elberta Elementary School

involved in the 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 teacher. 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 EES front office staff is usually the first contact parents have 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 a visitor's pass if they are to be on campus for an extended period of time. Parents are invited to participate in and attend school functions during the school day, field trips, and evening events. The Warrior Partnership, our parent volunteer group, is organized by the principal and parent volunteers to encourage new and returning parents to get involved. EES will work with teachers through inservice 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 ACIP Leadership Team places special emphasis on the need to ensure a closer connection with our transient population. Teachers are encouraged to send home weekly newsletters 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.

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), EES 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 students. 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 flyers 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, behavior consultant, ELL 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))

EES 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 EES. In addition, we have a bilingual aid who is available to assist in verbal communications with ELL parents. Every effort is made to accommodate parents with disabilities. EES is a handicap accessible building. For parents who might be home bound, special accommodation will be made to communicate with them by phone, email, or home visits when requested.