



ACIP

Gulf Shores Elementary School

Baldwin County Board of Education

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Executive Summary

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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.

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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?

Gulf Shores Elementary School is a Title 1 school on the coast of the Gulf of Mexico in Gulf Shores, Alabama in Baldwin County and serves roughly 1060 students in pre-K through grade six. Baldwin County is the largest geographical LEA in the state and serves well over 30,000 students. The student population continues to steadily increase and is up considerably from the prior year. The facility was built for 650 students and because of the exponential growth, eleven portables and six classrooms that have been split to hold multiple teachers have earned Gulf Shores Elementary the infamous title as the "most overcrowded school in Baldwin County."

The student population consists of roughly 550 boys and 510 girls. The racial make up of the school as of the beginning of the 2018-2019 school year is 84.4% white, 9.7% Hispanic, 2.7% black, 2% Asian, less than 1% are American Indian or Native American/Other Pacific Islander, and 0% multi-race. The school has a student transiency rate that presents unique challenges. During the prior school year, approximately 100 students both withdrew as enrolled, which kept the numbers fairly even.

Gulf Shores Elementary School currently employs 3 administrators, 2 counselors, 67 teachers, 2 nurses, 5 custodians, 5 office staff, 9 paraprofessionals, and 7 cafeteria workers. 95% of the staff is white, and 5% are black. Last year there was a staff turnover rate of 14% due to transfers, resignations, retirements, and terminations.

Like many coastal communities, tourism plays a major role in the local economy of Gulf Shores. The community has had to recover from the 2010 Deepwater Horizon Oil spill that decimated the tourist economy along the beaches of Gulf Shores and the recession due to the collapse of real estate in 2009. According to the census of 2010, there were 9,741 people residing in the city. As of 2014, the population has increased by 8.5%. The demographics reflect that of the school as our community continues to grow and schools continue to fill up.

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 mission of Gulf Shores Elementary School is to function as a collaborative community where teachers and students are leaders of their own learning. The school shares the Baldwin County School System's mission and vision. The BCBE mission is in partnership with the community, the Baldwin County Public Schools' mission is to prepare ALL STUDENTS to graduate College and Career Ready through a culture of equity and opportunity. The BCBE vision is to foster a nurturing environment with high expectations for students to achieve their potential and graduate with countless opportunities. The BCBE motto is Embrace Opportunities...Discover Potential...Inspire Excellence.

The school mission statement was a collaborative effort by the entire faculty in the spring of 2015 and continued with added motto in the summer of 2018. Input was gathered at grade level meetings. The School Improvement Leadership Team developed several mission statements. After discussing the various mission statements at a faculty meeting, the faculty voted with an overwhelming unanimous decision for the current mission statement. The county had each school gather a leadership team to attend a Summer Leadership Academy this past summer to revisit visions/mission/mottos of each school and collaborate a team effort to update them in the spirit of Leader in Me after analyzing performance data and Measurable Results Analysis surveys (LIM). Our team felt our mission stood strong and coupled it with the motto- Educate, Inspire, Empower. We created T-shirts for our entire staff and wore them to our institute day to help introduce the spirit of why we are here.

The mission and vision statements are on display in classrooms and at entrances to the buildings to ensure our beliefs are widely communicated to all stakeholders. The school uses its vision and mission for improving teaching and learning and in the operation of the school. As part of the professional learning community, all students are expected to learn, and teaching strategies are adjusted for each student. All teachers at Gulf Shores Elementary School engage students in technology infused, learner-engaged instruction with a focus on the Common Core to ensure our mission and goal of collaboration and having students be leaders of their own learning is achieved.

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.

Gulf Shores Elementary has made notable achievements in changing standardized testing from ACT Aspire to Scantron Performance Series. We have fully implemented SPIRE instruction, through "Walk to Reading Intervention" for students, based on data from screenings for Dyslexic tendencies. We have replaced three quarters of our school's dated and failing Prometheon Boards with SMART TV's and will be able to replace the rest this year using a combination of Title I monies, CIS Technology monies, and local monies. We have succeeded in providing all teachers with enough instructional resources chosen by Baldwin County (Guided Reading, Stemscoptes, Investigations 3, handwriting, Social Studies Weekly, and SPIRE). We have used Title I monies more sparingly to afford an additional part-time instructor and an intervention teacher. Discipline referrals have been reduced due, in part, to restructuring recess and dismissal so students are better supervised and have less unorganized time and creating a master schedule to better help teachers use time more efficiently for instruction. Our lead math teacher helped the school address basic math skills by heading up an initiative to research, train teachers, and implement the Reflex Math Intervention Program.

Spring 2018 Scantron data from the previous year is considered for the 2018-2019 year. These scores are our first official Scantron scores since changing from ACT Aspire. When considering that data, Gulf Shores Elementary School compared it to a practice Scantron run in the spring of 2017 (although there were considerable technological glitches, questions that had no answers, etc. Taking those considerations to mind, we found the following results for grades 3-6. Reading scores: Third grade scored 63.2% in spring 2017 and 60.4% in spring 2018. Fourth Grade scored 62% spring 2017 and 66.2% spring 2018. Fifth Grade scored 67.3% spring 2017 and 58.4% spring 2018. Sixth Grade scored 67.7% in spring 2017 and 72.6% in spring 2018.

SPIRE instruction has shown improvement worth celebrating. Number of students meeting their target and the average growth per grade level tell the story: 5/15 second graders met their targets and all experienced substantial growth in reading skills. The average growth in second grade was 214 SS points. 7/12 third graders met their targets, with only one student not experiencing any growth. The average growth in third grade was 259 SS points. 4/8 fourth graders met their goals, with only one student not experiencing any growth. The average growth was 238 SS points. 9/15 fifth graders met their goals, with only one student not experiencing any growth. The average growth in fifth grade was 191 SS points. 3/5 sixth graders met their goals, with only one student not experiencing any growth. The average growth for sixth grade was 196 SS points.

Additional Information

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

Gulf Shores Elementary is an exceptional school filled with great teachers and supported by a community and parents that are committed to the education of the future leaders of their community.

Beginning the fall of 2019, the school will be part of the Gulf Shores City School System as the city is in the process of becoming its own school system. We will be restructuring and re-envisioning how the legacy of Gulf Shores Elementary will be carried forward.

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Improvement Plan Stakeholder Involvement

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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.

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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 representation of all stakeholders (parents, community members, teachers, staff, students) are chosen each year through volunteer opportunities, nominations, and appointments in order to get a good variety while also having those with expertise in certain areas. We change up a portion of the stakeholders serving in our improvement planning process each year in order to allow everyone to contribute and have an in-depth understanding of the continuous improvement plan.

This past year, Baldwin County Leaders asked principals to gather a team of leaders with mixed talents, expertise, and backgrounds to take part in a summer leadership academy to arrive at our continuous improvement plan goals and revisit our mission/vision/motto of our schools. This committee of twelve teachers and administrators worked from basic goals drafted from our Scantron Performance Series needs, analyzed our Leader in Me Measurable Results Analysis Surveys to arrive at ways to focus on improving our culture to help meet the needs uncovered by our testing data. The committee then looked at vision/mission statements and concluded that they still supported our direction of collaboration, but arrived at a new motto to pull it all together- Educate, Inspire, Empower.

Then in September of 2018, what was started with this leadership team, was carried forward with our SILT or steering committee for AdvancEd Accreditation/ACIP to form committees with the leadership team leading and meeting with others on the faculty, staff, parents, and community members to address the seven quality standards of AdvancEd and complete our action plans to connect to the goals set forth by the Leadership Team at the Summer Academy.

We have also established a parent involvement committee to keep our compact and parent involvement plan a living document. There is an additional parent committee of three that meets with our central office on Title I directives.

All outcomes were then reviewed as a whole in order to allow the entire staff, parent, and community groups to see the final product. We strive to send out monthly (sometimes every two months) constituent group e-mails and place the document and all updates due to new data, etc. to help keep everyone in the loop.

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

A representation of all stakeholders (parents, community members, teachers, staff, students) are chosen each year through volunteer opportunities, nominations, and appointments in order to get a good variety while also having those with expertise in certain areas. We change up a portion of the stakeholders serving in our improvement planning process each year in order to allow everyone to contribute and have an in-depth understanding of the continuous improvement plan.

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

Our constituent groups receive e-mails on updates throughout the year. We strive for every month or two. We also post the updates on our website and include a link in our monthly newsletter and Facebook page.

Student Performance Diagnostic

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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.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See attachments	SPIRE Growth Scantron Performance Results Scantron Perf. Series spring data analysis Scantron Analytics Analysis of Performance Series Reading/Math K-6 ELL Data: Basis for Goal

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Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

Spring 2018 Scantron data from the previous year is considered for the 2018-2019 year. These scores are our first official Scantron scores since changing from ACT Aspire. When considering that data, Gulf Shores Elementary School compared it to a practice Scantron run in the spring of 2017 (although there were considerable technological glitches, questions that had no answers, etc. Taking those considerations to mind, we found the following to be above expected levels of achievement. Reading scores: Fourth Grade scored 62% spring 2017 and 66.2% spring 2018. Sixth Grade scored 67.7% in spring 2017 and 72.6% in spring 2018. Math scores: Third grade scored 52.2% in spring 2017 and 59.1% in spring 2018. Fourth Grade scored 46.6% spring 2017 and 70.2% spring 2018. Sixth Grade scored 56.1% in spring 2017 and 65.4% in spring 2018.

SPIRE instruction has shown improvement worth celebrating. The number of students meeting their target and the average growth per grade level tells the story: 5/15 second graders met their targets and all experienced substantial growth in reading skills. The average growth in second grade was 214 SS points. 7/12 third graders met their targets, with only one student not experiencing any growth. The average growth in third grade was 259 SS points. 4/8 fourth graders met their goals, with only one student not experiencing any growth. The average growth was 238 SS points. 9/15 fifth graders met their goals, with only one student not experiencing any growth. The average growth in fifth grade was 191 SS points. 3/5 sixth graders met their goals, with only one student not experiencing any growth. The average growth for sixth grade was 196 SS points.

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

Fourth grade reading and math show positives trends in performance. We allot this success to going from departmentalization in 2016-2107 to self-contained in 2017-2018 and will continue in 2018-2019. We also allot part of this success to providing quality SPIRE instruction to qualifying students.

Sixth grade reading and math always have high performance. We did see students receiving personal growth in the area of reading that may be due to SPIRE instruction giving to students that qualified.

3/5 sixth graders met their goals, with only one student not experiencing any growth. The average growth for sixth grade was 196 SS points.

Which area(s) indicate the overall highest performance?

Fourth grade reading and math had huge gains. Fourth Grade scored 62% spring 2017 and 66.2% spring 2018 in reading and they scored 46.6% spring 2017 and 70.2% spring 2018 in math.

4/8 fourth graders met their SPIRE goals, with only one student not experiencing any growth. The average growth was 238 SS points.

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

The subgroup of Hispanic students' Reading scores show a slight increase toward average from below average 108.3 in 2015-2016, then dropped a bit to below average 168.6 in 2016-17 then rose to below average 86.4 in 2017-2018.

Our Economically Disadvantaged group is improving slightly from below average 58.3 in 2015-2016 to below average 51.3 in 2016-2017 to below average 45.1 in 2017-2018.

The subgroup of special education students is closing the gap from 419.9 below average in 2015-2016 to 333.1 below average in 2016-2017 to 292.4 below average in 2017-2018.

The subgroup of Hispanic students' Math scores show a slight increase toward average from below average 51.3 in 2015-2016, then dropped a bit to below average 59 in 2016-17 then rose to below average 50.7 in 2017-2018.

Our Economically Disadvantaged group is improving slightly from below average 39 in 2015-2016 to below average 27.5 in 2016-2017 to below average 21.6 in 2017-2018.

The subgroup of special education students is closing the gap from 216.9 below average in 2015-2016 to 157.2 below average in 2016-2017 to 111.9 below average in 2017-2018.

Between which subgroups is the achievement gap closing?

The achievement gaps are slowly but steadily closing for all subgroups: Hispanics, special education, and the economically disadvantaged. Our special education group is making the best strides.

The subgroup of Hispanic students' Reading scores show a slight increase toward average from below average 108.3 in 2015-2016, then dropped a bit to below average 168.6 in 2016-17 then rose to below average 86.4 in 2017-2018.

Our Economically Disadvantaged group is improving slightly from below average 58.3 in 2015-2016 to below average 51.3 in 2016-2017 to below average 45.1 in 2017-2018.

The subgroup of special education students is closing the gap from 419.9 below average in 2015-2016 to 333.1 below average in 2016-2017 to 292.4 below average in 2017-2018.

The subgroup of Hispanic students' Math scores show a slight increase toward average from below average 51.3 in 2015-2016, then dropped a bit to below average 59 in 2016-17 then rose to below average 50.7 in 2017-2018.

Our Economically Disadvantaged group is improving slightly from below average 39 in 2015-2016 to below average 27.5 in 2016-2017 to below average 21.6 in 2017-2018.

The subgroup of special education students is closing the gap from 216.9 below average in 2015-2016 to 157.2 below average in 2016-2017 to 111.9 below average in 2017-2018.

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

The Scantron Performance Series Results are comparable to the results from previous years' ACT Aspire.

Areas in Need of Improvement

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

Fifth Grade scores in both reading and math are below the expected levels of performance based on a comparison of the same group of students as they move from 4th to 5th and 5th to 6th. Overall students scores have dropped the previous two years as students moved from 4th to 5th and then increased as they moved from 5th to 6th.

We worked on schedules to plan more uninterrupted blocks of time from 2016-2017 to 2017-2018 but also added two new teachers and the staff did not follow through with keeping the blocks solid. We have again, worked on ample teaching times within each subject area and integrating English Language Arts skills into both social studies and science to plan for better instruction and results. We did also add two new teachers this year as well.

If results are not positive this year, we plan to move to self-contained in our fifth grade.

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

Our fifth grade team of teachers worked through becoming a strong team and not keeping solid blocks of time at the focus of instruction. Since this may have resulted in decreasing student performance, the changes to time allotments will be adhered to this year. If scores do not increase, self-containment in 5th grade will be tried in 2019-2020.

Which area(s) indicate the overall lowest performance?

Fifth Grade scored 67.3% spring 2017 and 58.4% spring 2018 reading.

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

There are no subgroups showing a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

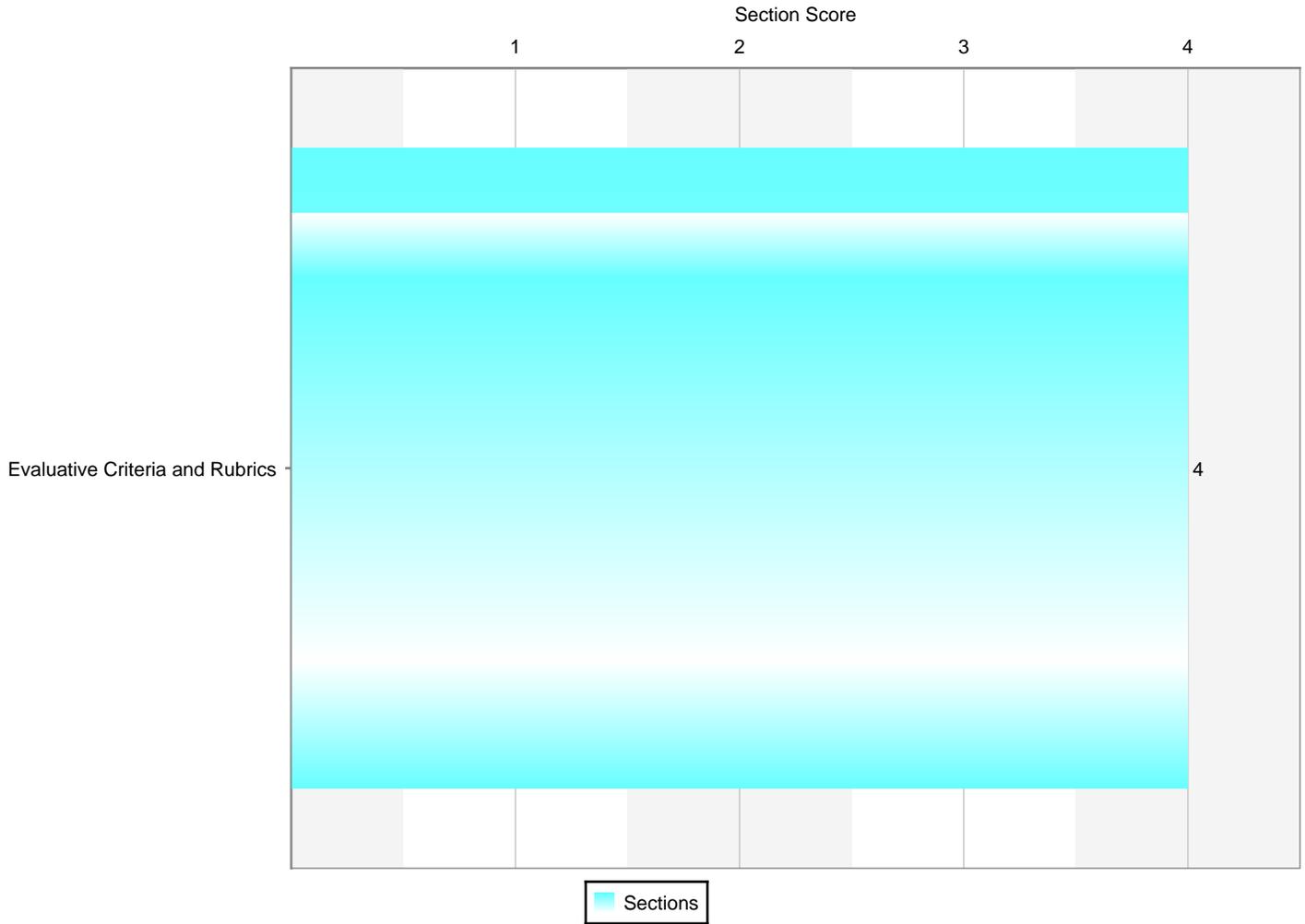
The subgroup of Hispanic students scores show a slight increase toward average from below average 108.3 in 2015-2016, then dropped a bit to below average 168.6 in 2016-17 then rose to below average 86.4 in 2017-2018.

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

Scantron Performance Series results are comparable to ACT Aspire results.

Report Summary

Scores By Section



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ACIP Assurances

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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.

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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	Principal, Asst. Principals, Instructional Coach, Technology/STEM Coach, Counselors, ESL teacher, librarian, Special Ed. teacher, music teacher, art teacher, lunchroom manager, P.E. coach, Part-time-instructor, After School Care Director, Lead Teacher from each grade level, Six parents, community member, PTO president, and students when appropriate are included in all decisions concerning the continuous improvement plan.	Leadership Team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		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	Amy Hiller Principal 389 Clubhouse Drive Gulf Shores, AL 36542 205-300-5716	Signature

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		Parent Engagement Plan

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

2018-2019 Plan for ACIP

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Overview

Plan Name

2018-2019 Plan for ACIP

Plan Description

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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	Increase students "Growth Mindset" so they understand that hard work with a plan helps students excel in all endeavors.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$5400
2	To foster a climate and culture where all stakeholders feel empowered to have a voice that is valued and respected.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$3500
3	Through instilling a growth mindset, students, 58% from 54.5% of students (as measured with Scantron Performance Series) will meet their targeted-growth goal for reading.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$67212
4	Increase the Potential for ELL Students to Experience More Success in Reading	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$20000

Goal 1: Increase students "Growth Mindset" so they understand that hard work with a plan helps students excel in all endeavors.

Measurable Objective 1:

increase student growth through strategic instruction and modeling of LIM Growth Mindset to 58% by 05/09/2019 as measured by LIM Measurable Results Surveys (MRA).

Strategy 1:

Growth Mindset Activities - Use Leader in Me growth mindset activities to teach students how hard work, planning, and perseverance can lead to increased success in all areas of life, including math and other academic areas.

Category: Develop/Implement Learning Supports

Research Cited: Leader in Me: Franklin Covey

Activity - LIM Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for all teachers that have not received initial training of LIM instruction in the classroom three years ago. Focus on Growth Mindset.	Professional Learning	10/02/2018	10/02/2018	\$2000	Endowment Fund	Leader in Me Trainer, Administrator s, Instructional Coach, Teachers

Strategy 2:

Modeling - Through teacher modeling of growth mindsets toward their own lives, students will observe how hard work, planning, and perseverance leads to successes.

Category: Develop/Implement Learning Supports

Research Cited: LIM: Franklin Covey

Activity - Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model their own growth mindsets they use to approach different endeavors so students may observe the process and results.	Academic Support Program	10/01/2018	05/09/2019	\$0	No Funding Required	Administrator s, Instructional Coach, Teachers

Activity - Student Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will guide students to use their growth mindsets to improve areas they are weak in. Example: Students weak in math facts fluency may be guided to use the Reflex Math program to track and their math facts fluency progress to better motivate and move themselves toward a the goal they have set.	Academic Support Program	08/27/2018	05/09/2019	\$3400	Title I Schoolwide	Teachers, Administrator s, Intervention Teacher, Part-time Instructors.
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Goal 2: To foster a climate and culture where all stakeholders feel empowered to have a voice that is valued and respected.

Measurable Objective 1:

increase student growth through a feeling of empowerment by 05/09/2019 as measured by Leader in Me Measurable Results Surveys (MRA) from 60% to 63%.

Strategy 1:

Lighthouse Team Training - Our new lighthouse team will receive training on how to operate as a Leader in Me Lighthouse team. Focus will be empowering stakeholders- especially students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Leader in Me: Franklin Covey

Activity - LIM Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lighthouse team will help action teams come up with empowerment activities, service projects, and school events that will be conducive to and appropriate for students to practice and grow their personal "voice".	Academic Support Program, Professional Learning	10/01/2018	05/09/2019	\$2000	Endowment Fund	Lighthouse Team, Action Teams, Teachers, Administrator s

Strategy 2:

Victory Celebrations - Lighthouse and Action teams will discuss ways to celebrate all stakeholders accomplishments and ideas.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader in Me: Franklin Covey

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Build a team of all stakeholders, including students to encourage good attendance and come up with personal celebrations for (ATB's) All Time Bests. The can focus on individual students, classrooms, and whole school.	Behavioral Support Program	10/01/2018	05/09/2019	\$0	No Funding Required	Lighthouse Team, Action Teams, Teachers, Students, Parents, Community Leaders
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Strategy 3:

Math Training for Parents - Parents on our Parent Involvement Team have expressed a desire to educate parents about the common core math concepts and the way skills are taught so they may better help their children at home. We recognize and honor our parents' ideas and want them to use their "voice" to help our school better educate their children.

We will ask teachers to plan a training session planned in the evening to help parents better understand how to assist their children with math.

The parents are choosing to use part of the Title I Parent-Set-Aside to pay teachers willing to give this training and provide necessary materials for the training.

Category: Develop/Implement Learning Supports

Research Cited: Center for Public Education: How Parent Involvement Affects Student Achievement

Activity - Math Training for Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers train parents on common core math concepts and how skills are taught so parents may help students at home.	Academic Support Program	01/07/2019	01/17/2019	\$1500	Title I School Improvement (ISI)	Teachers, Administrators, Instructional Coach

Goal 3: Through instilling a growth mindset, students, 58% from 54.5% of students (as measured with Scantron Performance Series) will meet their targeted-growth goal for reading.

Measurable Objective 1:

increase student growth to meet targeted-growth goal in reading by 05/09/2019 as measured by Scantron Performance Series Reading.

Strategy 1:

Growth Mindset - Through Leader in Me instruction of Growth Mindset, students will be guided to understand how growth in any aspect of life and learning may be attained through proper planning. Students will be taught to analyze personal academic data, understand how it may be used to chart improvement toward goals, how to map out a course to make improvement happen, and acquire the work ethic to carry out the plan and hold themselves accountable. The younger the student, the more teacher guidance will be given.

The data, goals, and steps used to accomplish goals will be recorded in their LIM Notebooks and shared with parents during LIM Student Led Parent Conferences in the fall and spring.

One of their goals will be growth in reading skills.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader in Me, Franklin Covey

Activity - LIM Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers new to the school since 2016-2017 will receive training on how to effectively use LIM instruction in the classroom to guide students to integrate LIM concepts and the 7 Habits into their lifestyles.	Professional Learning	10/02/2018	10/02/2018	\$2000	Endowment Fund	Administrator s, teachers, Lighthouse teams, Action teams, Instructional Coach

Activity - LIM PD: Lighthouse Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our 2018-2019 Lighthouse Team will be the first time members have been rolled out so new members may serve. They will be trained in the roles of Lighthouse Team members.	Professional Learning	10/08/2018	10/08/2018	\$2000	Endowment Fund	Lighthouse Team Members, administration

Activity - LIM Parent Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will deliver LIM concept training, with a focus on Growth Mindset" to understand and support student learning at school. Parents have expressed the interest for this training and would like to use part of the Title I Parent-Set-Aside to pay teacher trainers and supply necessary materials for the training.	Academic Support Program	01/07/2019	01/17/2019	\$1500	Title I Schoolwide	Teachers, Administrator s, Lighthouse Team

Strategy 2:

Instructional Intervention - Students in need of support will receive intervention through SPIRE, in groups of six or less, if they have screened as having Dyslexic Tendencies. Tier II students (based on Scantron Performance Series fall scores and Guided Reading Assessments) will receive Edge intervention in groups of six or less. Other students will receive instruction through Guided Reading and other intervention materials.

Time has been allotted in the master schedule for each grade level to have "Walk to Reading Intervention" This time allows students to be placed in groups with teachers trained in each intervention to receive small group, intense instruction in the areas needed.

Through Title I funds we have been able to employ eight part-time instructors and one intervention teacher, as well as to afternoon tutors to help serve the numbers of students in need of Tier II and Tier III intervention through the above programs.

Kindergarten teachers use ESGI one-on-one assessment for emergent and nonreaders to help guide their instruction of skills to better serve student needs.

Category: Develop/Implement Learning Supports

Research Cited: Orten-Gillingham, Scantron Performance Series, Elementary School Scheduling: Enhancing Instruction for Student Achievement (Canaday and Rettig), Guided Reading, "An Observation Survey"- Marie Clay

Activity - SPiRE/Edge/Guided Reading Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in SPIRE, Edge, and Guided Reading Part-time instructors, Intervention teacher, and tutors will be employed to help serve the numbers of students in need.	Professional Learning	08/06/2018	10/12/2018	\$7345	District Funding, Title I Schoolwide	Administrators, Instructional Coach, Classroom Teachers, Special Education Teachers, Intervention Teachers, Part-time Instructors
Activity - Use of SMART TV's and other Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use SMART TV's, iPads, chrome books to access LIM website for teacher resources: videos, lesson plans, information and research. Students will access data, make charts, research to plan well, use programs to learn, use technology to communicate, share, and send information.	Academic Support Program	08/15/2018	05/09/2019	\$49367	Title I Schoolwide, State Funds	Teachers, Administrators, Instructional Coach, Technology Director
Activity - Engage with Library Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide more varieties of library books of interest to students. Have students add to their goals while teachers guide them in book choices and genres to broaden their knowledge base, vocabulary, fluency, comprehension, decoding, and reading levels through their choices of books.	Academic Support Program	10/15/2018	05/09/2019	\$5000	Title I Schoolwide	Librarian, teachers, instructional coach, administrators

Goal 4: Increase the Potential for ELL Students to Experience More Success in Reading

Measurable Objective 1:

demonstrate a proficiency growth for EL-2 (2nd Year) students of 3% in Reading from 25.9% spring 2017-2018 to a percentage of 26.9% or higher in Quartiles 3 and 4 spring 2018-2019 by 05/09/2019 as measured by Scantron Performance Series (Deduced by Scantron Analytics).

Strategy 1:

Teacher Support For ELL Instruction - Students are continually being progress-monitored through Guiding Reading Assessments, Scantron Performance Series, and unit assessments. Teachers notify Mrs. Montiel, ELL teacher, of progress quarterly. This data is used to develop additional interventions and strategies to help students master skills.

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

Research Cited: Guided Reading, Scantron Performance

Activity - Intervention-Skill focused	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Depending on needs, determined by data, Guided Reading, Edge, Peer Buddy Reading, Football Buddy Reading, EPIC, and other digital programs may be used depending on student needs, sometimes with part-time instructors helping.	Academic Support Program	09/03/2018	05/09/2019	\$20000	Title I Schoolwide	Teachers, ELL Teacher, Instructional Coach, Administrators, PTI's
Activity - Remind 101	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Help parents understand what the student needs by using Remind 101. It allows the parent to translate the message in any language.	Parent Involvement	10/22/2018	05/09/2019	\$0	No Funding Required	Teachers, ELL Teacher, Instructional Coach, Administrators.

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Remind 101	Help parents understand what the student needs by using Remind 101. It allows the parent to translate the message in any language.	Parent Involvement	10/22/2018	05/09/2019	\$0	Teachers, ELL Teacher, Instructional Coach, Administrators.
Modeling	Teachers will model their own growth mindsets they use to approach different endeavors so students may observe the process and results.	Academic Support Program	10/01/2018	05/09/2019	\$0	Administrators, Instructional Coach, Teachers
Attendance Incentives	Build a team of all stakeholders, including students to encourage good attendance and come up with personal celebrations for (ATB's) All Time Bests. The can focus on individual students, classrooms, and whole school.	Behavioral Support Program	10/01/2018	05/09/2019	\$0	Lighthouse Team, Action Teams, Teachers, Students, Parents, Community Leaders
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of SMART TV's and other Technology	Teachers will use SMART TV's, iPads, chrome books to access LIM website for teacher resources: videos, lesson plans, information and research. Students will access data, make charts, research to plan well, use programs to learn, use technology to communicate, share, and send information.	Academic Support Program	08/15/2018	05/09/2019	\$19782	Teachers, Administrators, Instructional Coach, Technology Director
Total					\$19782	

Title I School Improvement (ISI)

ACIP

Gulf Shores Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Training for Parents	Teachers train parents on common core math concepts and how skills are taught so parents may help students at home.	Academic Support Program	01/07/2019	01/17/2019	\$1500	Teachers, Administrators, Instructional Coach
Total					\$1500	

Endowment Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LIM PD: Lighthouse Team	Our 2018-2019 Lighthouse Team will be the first time members have been rolled out so new members may serve. They will be trained in the roles of Lighthouse Team members.	Professional Learning	10/08/2018	10/08/2018	\$2000	Lighthouse Team Members, administration
LIM Professional Development	Training for all teachers that have not received initial training of LIM instruction in the classroom three years ago. Focus on Growth Mindset.	Professional Learning	10/02/2018	10/02/2018	\$2000	Leader in Me Trainer, Administrators, Instructional Coach, Teachers
LIM Professional Development	Teachers new to the school since 2016-2017 will receive training on how to effectively use LIM instruction in the classroom to guide students to integrate LIM concepts and the 7 Habits into their lifestyles.	Professional Learning	10/02/2018	10/02/2018	\$2000	Administrators, teachers, Lighthouse teams, Action teams, Instructional Coach
LIM Notebooks	The lighthouse team will help action teams come up with empowerment activities, service projects, and school events that will be conducive to and appropriate for students to practice and grow their personal "voice".	Academic Support Program, Professional Learning	10/01/2018	05/09/2019	\$2000	Lighthouse Team, Action Teams, Teachers, Administrators
Total					\$8000	

Title I Schoolwide

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

Gulf Shores Elementary School

Intervention-Skill focused	Depending on needs, determined by data, Guided Reading, Edge, Peer Buddy Reading, Football Buddy Reading, EPIC, and other digital programs may be used depending on student needs, sometimes with part-time instructors helping.	Academic Support Program	09/03/2018	05/09/2019	\$20000	Teachers, ELL Teacher, Instructional Coach, Administrators, PTI's
LIM Parent Training	Teachers will deliver LIM concept training, with a focus on Growth Mindset" to understand and support student learning at school. Parents have expressed the interest for this training and would like to use part of the Title I Parent-Set-Aside to pay teacher trainers and supply necessary materials for the training.	Academic Support Program	01/07/2019	01/17/2019	\$1500	Teachers, Administrators, Lighthouse Team
Engage with Library Books	Provide more varieties of library books of interest to students. Have students add to their goals while teachers guide them in book choices and genres to broaden their knowledge base, vocabulary, fluency, comprehension, decoding, and reading levels through their choices of books.	Academic Support Program	10/15/2018	05/09/2019	\$5000	Librarian, teachers, instructional coach, administrators
SPiRE/Edge/Guided Reading Training	Teachers will receive professional development in SPiRE, Edge, and Guided Reading Part-time instructors, Intervention teacher, and tutors will be employed to help serve the numbers of students in need.	Professional Learning	08/06/2018	10/12/2018	\$5345	Administrators, Instructional Coach, Classroom Teachers, Special Education Teachers, Intervention Teachers, Part-time Instructors
Use of SMART TV's and other Technology	Teachers will use SMART TV's, iPads, chrome books to access LIM website for teacher resources: videos, lesson plans, information and research. Students will access data, make charts, research to plan well, use programs to learn, use technology to communicate, share, and send information.	Academic Support Program	08/15/2018	05/09/2019	\$29585	Teachers, Administrators, Instructional Coach, Technology Director
Student Guidance	Teachers will guide students to use their growth mindsets to improve areas they are weak in. Example: Students weak in math facts fluency may be guided to use the Reflex Math program to track and their math facts fluency progress to better motivate and move themselves toward a the goal they have set.	Academic Support Program	08/27/2018	05/09/2019	\$3400	Teachers, Administrators, Intervention Teacher, Part-time Instructors.
					Total	\$64830

District Funding

ACIP

Gulf Shores Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SPIRE/Edge/Guided Reading Training	Teachers will receive professional development in SPIRE, Edge, and Guided Reading Part-time instructors, Intervention teacher, and tutors will be employed to help serve the numbers of students in need.	Professional Learning	08/06/2018	10/12/2018	\$2000	Administrator s, Instructional Coach, Classroom Teachers, Special Education Teachers, Intervention Teachers, Part-time Instructors
Total					\$2000	

DRAFT

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.

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Stakeholder Feedback Data

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

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Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

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Areas of Notable Achievement

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

Notable areas of achievement are standards 1 and 4.

Standard 1: Purpose and Direction

Standard 4: Resources and Support Systems

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

Indicator 4.5 shows a satisfied group of stakeholders. 4.5, technology infrastructure supports student learning.

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

The scores for each indicator from parents and staff were all 4s except the parents rated Standard 2 at 3.8. The consistency between the parents and staff shows satisfied stakeholders.

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Areas in Need of Improvement

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

Standard 2, Governance and Leadership, was rated as a 3.8 from parents and a 4.4 from teachers.

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

2.2 states the governing body operates responsibly and functions effectively.

What are the implications for these stakeholder perceptions?

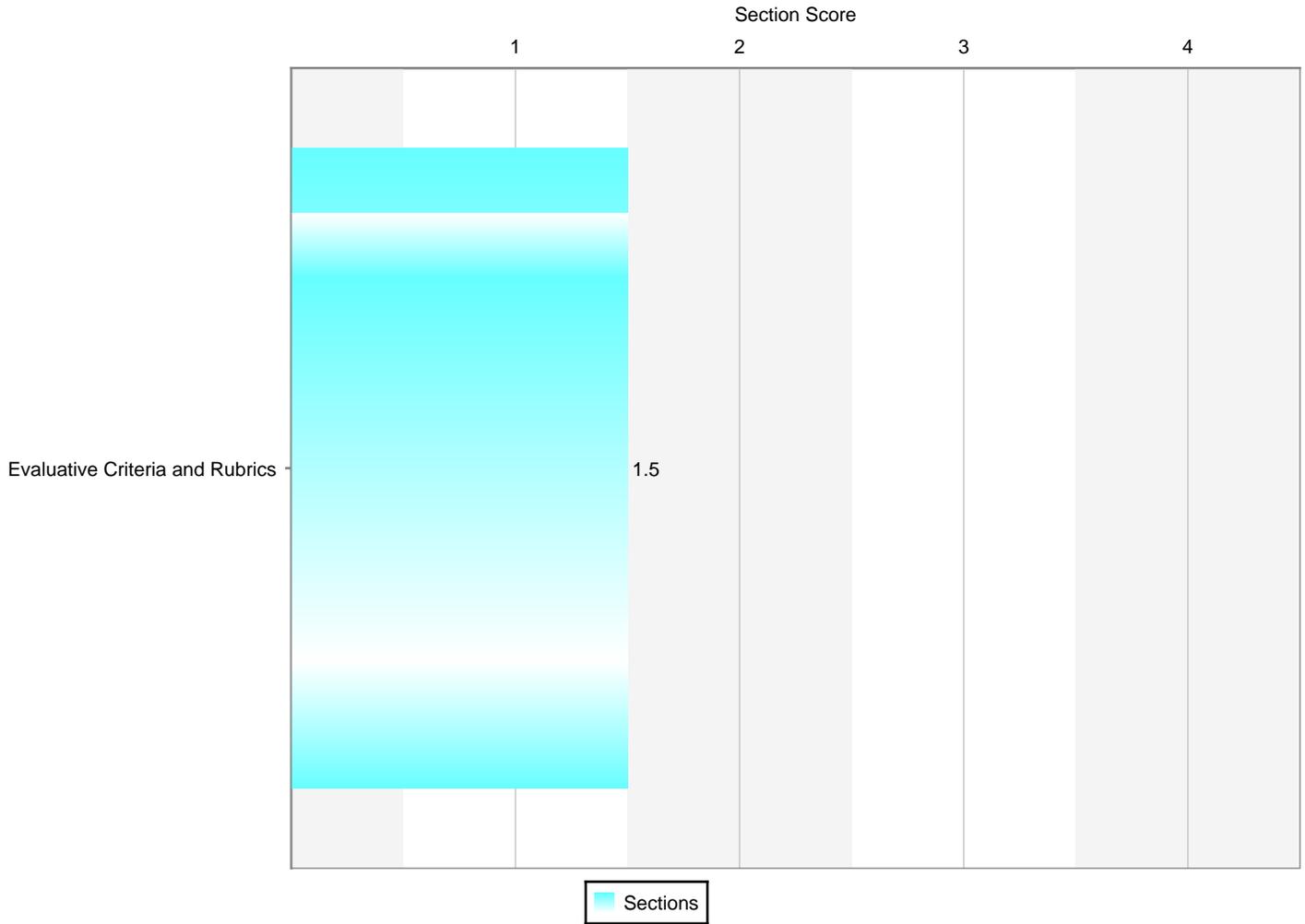
The facilities are too small for our population.

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

The open response comments reflect from both parents and staff and need for a larger facility.

Report Summary

Scores By Section



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Title I Schoolwide Diagnostic

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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).

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

How was the comprehensive needs assessment conducted?

Gulf Shores Elementary as a Leader in Me School and an eager part of the Baldwin County's LIM initiative administered the Leader in Me Measurable Results Assessment inventories to Faculty/Staff, Parents, and Students. The faculty and staff participated in completing the inventories at the end of a faculty meeting using their MAC Books. Teachers guided all students K-6 in taking the inventories on their chrome books. Parents were sent e-mails and reminder e-mails to participate in the inventories. We also reminded parents that were on campus as part of our PTO or other capacities to take the assessments. We had chrome books available in our office and library to allow any parents that needed a device to participate.

We exercised this same procedure with AdvancEd Surveys and compared the results from Grades K-2, 3-5, 6, staff, and parents.

What were the results of the comprehensive needs assessment?

The results of the of the LIM, MRA comprehensive needs assessment showed our three lowest areas for improvement:

Culture: Only 60.1% of students and 64.5% of staff feel they are encouraged to use their voice and take the lead on school improvement efforts.

Academics: Student-led Achievement- Growth Mindset- 55.1% of Students believe they have the ability to grow and improve through hard work.

Student Leadership: Public Speaking- 53.2% of students feel they have the skills needed to effectively prepare for, and speak in public.

Public Speaking: Students do not have enough experience speaking to groups.

Our three highest areas to continue:

Staff Satisfaction: Staff Fulfillment- 86.7% of staff members look forward to coming to work each day, and are satisfied with their decisions to follow a career path that gives them the opportunity to be involved in important work for children.

Family Involvement: Barriers to Engagement- 80.2 % of families do not experience barriers in communication with the school.

Staff Social-Emotional Teaching Readiness: Modeling Whole Person Wellness- Staff choose health behaviors for their body and mind, allowing them to authentically teach students by example.

Our AdvancEd Surveys Revealed the following.

AdvancEd Survey Results

2018-2019

K-2 Grades

Highest:

99.21% Teachers want me to do my best work.

97.66% My principal and teachers want every student to learn.

97.15% I have computers to help me learn

Lowest:

66.54% I am treated fairly in my school.

65.54% Students treat adults with respect.

43.62% My principal and teachers as me what I think about school.

SY 2018-2019

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3-5 Grades

Highest:

99.39% My teacher wants me to learn.

99.18% My teacher wants me to do my best.

95.15% My teacher wants me to help all boys and girls.

Lowest:

75.76% I know what to do every day in school.

61.82% My family likes to come to my school.

66.06% Other teachers know me.

6 Grade

Highest:

82.76% My school prepares me for success in the next school year.

82.65% The principal and teachers have high expectations for me.

80.55% All of my teachers explain their expectations for learning and behavior so I can be successful.

Lowest:

27.38% Students help each other even if they are not friends.

25.86% Students respect the property of others.

33.34% Students are treated with respect.

Staff

Highest:

94.54% Our school provides qualified staff members to support student learning.

91.23% Related learning support services are provided for all students based on their needs.

90.90% Our school provides a plan for the acquisition and support of technology to support the school's operational needs.

Lowest:

70% Our school provides protected instructional time.

64.92% All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

57.89% In our school, a formal process is in place to support new staff members in their professional practice.

Parents

Highest:

88.21% My child knows the expectations for learning in all classes.

88.21% My child has up-to-date computers and other technology to learn.

84.29% Our school provides students with access to a variety of information resources to support their learning.

Lowest:

65.35% All of my child's teachers keep me informed regularly of how my child is being graded.

62.31% Our school ensures the effective use of financial resources.

62.14% Our school's governing body does not interfere with the operation or leadership of our school.

The results seem to suggest the parallels our goals focus on.

What conclusions were drawn from the results?

Gulf Shores Elementary has concluded that working to improve culture and leadership effectiveness will improve academics. Our goals and plans begin with improving these to improve academics.

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

Gulf Shores Elementary School concluded that by improving stakeholder perception by better communicating information, culture will improve, thus improving student achievement. Our school programs/ and processes will be better communicated to work on school culture. We do not see large gaps over demographic areas.

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

Our school goals were created to purposefully address the culture/climate needs of our stakeholders and the academic needs of our students.

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

Our goals portray the integration of data analysis from Scantron Performance Series in reading and math, SPIRE data for students with Dyslexic tendencies, attendance data from I-Now, and inventory results through Leader in Me Measurable Results Assessments. This data was used to create our goals that will help us focus on climate and culture to improve academics.

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

Our goals are focused on all stakeholders to better improve climate and culture through better communication and collaboration, of empowering others to find and use their voice so all can benefit. We work to intervene in order to enhance the educational experiences and successes of disadvantaged students.

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

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Increase students "Growth Mindset" so they understand that hard work with a plan helps students excel in all endeavors.

Measurable Objective 1:

increase student growth through strategic instruction and modeling of LIM Growth Mindset to 58% by 05/09/2019 as measured by LIM Measurable Results Surveys (MRA).

Strategy1:

Modeling - Through teacher modeling of growth mindsets toward their own lives, students will observe how hard work, planning, and perseverance leads to successes.

Category: Develop/Implement Learning Supports

Research Cited: LIM: Franklin Covey

Activity - Student Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will guide students to use their growth mindsets to improve areas they are weak in. Example: Students weak in math facts fluency may be guided to use the Reflex Math program to track and their math facts fluency progress to better motivate and move themselves toward a the goal they have set.	Academic Support Program	08/27/2018	05/09/2019	\$3400 - Title I Schoolwide	Teachers, Administrators, Intervention Teacher, Part-time Instructors.

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model their own growth mindsets they use to approach different endeavors so students may observe the process and results.	Academic Support Program	10/01/2018	05/09/2019	\$0 - No Funding Required	Administrators, Instructional Coach, Teachers

Strategy2:

Growth Mindset Activities - Use Leader in Me growth mindset activities to teach students how hard work, planning, and perseverance can lead to increased success in all areas of life, including math and other academic areas.

Category: Develop/Implement Learning Supports

Research Cited: Leader in Me: Franklin Covey

Activity - LIM Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for all teachers that have not received initial training of LIM instruction in the classroom three years ago. Focus on Growth Mindset.	Professional Learning	10/02/2018	10/02/2018	\$2000 - Endowment Fund	Leader in Me Trainer, Administrators, Instructional Coach, Teachers

Goal 2:

To foster a climate and culture where all stakeholders feel empowered to have a voice that is valued and respected.

Measurable Objective 1:

increase student growth through a feeling of empowerment by 05/09/2019 as measured by Leader in Me Measurable Results Surveys (MRA) from 60% to 63%.

Strategy1:

Math Training for Parents - Parents on our Parent Involvement Team have expressed a desire to educate parents about the common core math concepts and the way skills are taught so they may better help their children at home. We recognize and honor our parents' ideas and want them to use their "voice" to help our school better educate their children.

We will ask teachers to plan a training session planned in the evening to help parents better understand how to assist their children with math.

The parents are choosing to use part of the Title I Parent-Set-Aside to pay teachers willing to give this training and provide necessary materials for the training.

Category: Develop/Implement Learning Supports

Research Cited: Center for Public Education: How Parent Involvement Affects Student Achievement

Activity - Math Training for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers train parents on common core math concepts and how skills are taught so parents may help students at home.	Academic Support Program	01/07/2019	01/17/2019	\$1500 - Title I School Improvement (ISI)	Teachers, Administrators, Instructional Coach

Strategy2:

Lighthouse Team Training - Our new lighthouse team will receive training on how to operate as a Leader in Me Lighthouse team. Focus will be empowering stakeholders- especially students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Leader in Me: Franklin Covey

Activity - LIM Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lighthouse team will help action teams come up with empowerment activities, service projects, and school events that will be conducive to and appropriate for students to practice and grow their personal "voice".	Academic Support Program Professional Learning	10/01/2018	05/09/2019	\$2000 - Endowment Fund	Lighthouse Team, Action Teams, Teachers, Administrators

Strategy3:

Victory Celebrations - Lighthouse and Action teams will discuss ways to celebrate all stakeholders accomplishments and ideas.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader in Me: Franklin Covey

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build a team of all stakeholders, including students to encourage good attendance and come up with personal celebrations for (ATB's) All Time Bests. The can focus on individual students, classrooms, and whole school.	Behavioral Support Program	10/01/2018	05/09/2019	\$0 - No Funding Required	Lighthouse Team, Action Teams, Teachers, Students, Parents, Community Leaders

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:

Increase students "Growth Mindset" so they understand that hard work with a plan helps students excel in all endeavors.

Measurable Objective 1:

increase student growth through strategic instruction and modeling of LIM Growth Mindset to 58% by 05/09/2019 as measured by LIM Measurable Results Surveys (MRA).

Strategy1:

Modeling - Through teacher modeling of growth mindsets toward their own lives, students will observe how hard work, planning, and perseverance leads to successes.

Category: Develop/Implement Learning Supports

Research Cited: LIM: Franklin Covey

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model their own growth mindsets they use to approach different endeavors so students may observe the process and results.	Academic Support Program	10/01/2018	05/09/2019	\$0 - No Funding Required	Administrators, Instructional Coach, Teachers

Activity - Student Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will guide students to use their growth mindsets to improve areas they are weak in. Example: Students weak in math facts fluency may be guided to use the Reflex Math program to track and their math facts fluency progress to better motivate and move themselves toward a the goal they have set.	Academic Support Program	08/27/2018	05/09/2019	\$3400 - Title I Schoolwide	Teachers, Administrators, Intervention Teacher, Part-time Instructors.

Strategy2:

Growth Mindset Activities - Use Leader in Me growth mindset activities to teach students how hard work, planning, and perseverance can lead to increased success in all areas of life, including math and other academic areas.

Category: Develop/Implement Learning Supports

Research Cited: Leader in Me: Franklin Covey

Activity - LIM Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for all teachers that have not received initial training of LIM instruction in the classroom three years ago. Focus on Growth Mindset.	Professional Learning	10/02/2018	10/02/2018	\$2000 - Endowment Fund	Leader in Me Trainer, Administrators, Instructional Coach, Teachers

Goal 2:

To foster a climate and culture where all stakeholders feel empowered to have a voice that is valued and respected.

Measurable Objective 1:

increase student growth through a feeling of empowerment by 05/09/2019 as measured by Leader in Me Measurable Results Surveys (MRA) from 60% to 63%.

Strategy1:

Victory Celebrations - Lighthouse and Action teams will discuss ways to celebrate all stakeholders accomplishments and ideas.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader in Me: Franklin Covey

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build a team of all stakeholders, including students to encourage good attendance and come up with personal celebrations for (ATB's) All Time Bests. The can focus on individual students, classrooms, and whole school.	Behavioral Support Program	10/01/2018	05/09/2019	\$0 - No Funding Required	Lighthouse Team, Action Teams, Teachers, Students, Parents, Community Leaders

Strategy2:

Math Training for Parents - Parents on our Parent Involvement Team have expressed a desire to educate parents about the common core math concepts and the way skills are taught so they may better help their children at home. We recognize and honor our parents' ideas and want them to use their "voice" to help our school better educate their children.

We will ask teachers to plan a training session planned in the evening to help parents better understand how to assist their children with math.

The parents are choosing to use part of the Title I Parent-Set-Aside to pay teachers willing to give this training and provide necessary materials for the training.

Category: Develop/Implement Learning Supports

Research Cited: Center for Public Education: How Parent Involvement Affects Student Achievement

Activity - Math Training for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers train parents on common core math concepts and how skills are taught so parents may help students at home.	Academic Support Program	01/07/2019	01/17/2019	\$1500 - Title I School Improvement (ISI)	Teachers, Administrators, Instructional Coach

Strategy3:

Lighthouse Team Training - Our new lighthouse team will receive training on how to operate as a Leader in Me Lighthouse team. Focus will be empowering stakeholders- especially students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Leader in Me: Franklin Covey

Activity - LIM Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lighthouse team will help action teams come up with empowerment activities, service projects, and school events that will be conducive to and appropriate for students to practice and grow their personal "voice".	Academic Support Program Professional Learning	10/01/2018	05/09/2019	\$2000 - Endowment Fund	Lighthouse Team, Action Teams, Teachers, Administrators

Goal 3:

Through instilling a growth mindset, students, 58% from 54.5% of students (as measured with Scantron Performance Series) will meet their targeted-growth goal for reading.

Measurable Objective 1:

increase student growth to meet targeted-growth goal in reading by 05/09/2019 as measured by Scantron Performance Series Reading.

Strategy1:

Instructional Intervention - Students in need of support will receive intervention through SPIRE, in groups of six or less, if they have screened as having Dyslexic Tendencies. Tier II students (based on Scantron Performance Series fall scores and Guided Reading Assessments) will receive Edge intervention in groups of six or less. Other students will receive instruction through Guided Reading and other intervention materials.

Time has been allotted in the master schedule for each grade level to have "Walk to Reading Intervention" This time allows students to be placed in groups with teachers trained in each intervention to receive small group, intense instruction in the areas needed.

Through Title I funds we have been able to employ eight part-time instructors and one intervention teacher, as well as to afternoon tutors to help serve the numbers of students in need of Tier II and Tier III intervention through the above programs.

Kindergarten teachers use ESGI one-on-one assessment for emergent and nonreaders to help guide their instruction of skills to better serve student needs.

Category: Develop/Implement Learning Supports

Research Cited: Orten-Gillingham, Scantron Performance Series, Elementary School Scheduling: Enhancing Instruction for Student Achievement (Canaday and Rettig), Guided Reading, "An Observation Survey"- Marie Clay

Activity - SPiRE/Edge/Guided Reading Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development in SPiRE, Edge, and Guided Reading Part-time instructors, Intervention teacher, and tutors will be employed to help serve the numbers of students in need.	Professional Learning	08/06/2018	10/12/2018	\$2000 - District Funding \$5345 - Title I Schoolwide	Administrators, Instructional Coach, Classroom Teachers, Special Education Teachers, Intervention Teachers, Part-time Instructors

Activity - Engage with Library Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide more varieties of library books of interest to students. Have students add to their goals while teachers guide them in book choices and genres to broaden their knowledge base, vocabulary, fluency, comprehension, decoding, and reading levels through their choices of books.	Academic Support Program	10/15/2018	05/09/2019	\$5000 - Title I Schoolwide	Librarian, teachers, instructional coach, administrators

Activity - Use of SMART TV's and other Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use SMART TV's, iPads, chrome books to access LIM website for teacher resources: videos, lesson plans, information and research. Students will access data, make charts, research to plan well, use programs to learn, use technology to communicate, share, and send information.	Academic Support Program	08/15/2018	05/09/2019	\$29585 - Title I Schoolwide	Teachers, Administrators, Instructional Coach, Technology Director

Strategy2:

Growth Mindset - Through Leader in Me instruction of Growth Mindset, students will be guided to understand how growth in any aspect of life and learning may be attained through proper planning. Students will be taught to analyze personal academic data, understand how it may be used to chart improvement toward goals, how to map out a course to make improvement happen, and acquire the work ethic to carry out the plan and hold themselves accountable. The younger the student, the more teacher guidance will be given.

The data, goals, and steps used to accomplish goals will be recorded in their LIM Notebooks and shared with parents during LIM Student Led Parent Conferences in the fall and spring.

One of their goals will be growth in reading skills.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader in Me, Franklin Covey

Activity - LIM PD: Lighthouse Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our 2018-2019 Lighthouse Team will be the first time members have been rolled out so new members may serve. They will be trained in the roles of Lighthouse Team members.	Professional Learning	10/08/2018	10/08/2018	\$2000 - Endowment Fund	Lighthouse Team Members, administration

Activity - LIM Parent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver LIM concept training, with a focus on Growth Mindset" to understand and support student learning at school. Parents have expressed the interest for this training and would like to use part of the Title I Parent-Set-Aside to pay teacher trainers and supply necessary materials for the training.	Academic Support Program	01/07/2019	01/17/2019	\$1500 - Title I Schoolwide	Teachers, Administrators, Lighthouse Team

Activity - LIM Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers new to the school since 2016-2017 will receive training on how to effectively use LIM instruction in the classroom to guide students to integrate LIM concepts and the 7 Habits into their lifestyles.	Professional Learning	10/02/2018	10/02/2018	\$2000 - Endowment Fund	Administrators, teachers, Lighthouse teams, Action teams, Instructional Coach

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:

Increase the Potential for ELL Students to Experience More Success in Reading

Measurable Objective 1:

demonstrate a proficiency growth for EL-2 (2nd Year) students of 3% in Reading from 25.9% spring 2017-2018 to a percentage of 26.9% or higher in Quartiles 3 and 4 spring 2018-2019 by 05/09/2019 as measured by Scantron Performance Series (Deduced by Scantron Analytics).

Strategy1:

Teacher Support For ELL Instruction - Students are continually being progress-monitored through Guiding Reading Assessments, Scantron Performance Series, and unit assessments. Teachers notify Mrs. Montiel, ELL teacher, of progress quarterly. This data is used to develop additional interventions and strategies to help students master skills.

ACIP

Gulf Shores Elementary School

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

Research Cited: Guided Reading, Scantron Performance

Activity - Intervention-Skill focused	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Depending on needs, determined by data, Guided Reading, Edge, Peer Buddy Reading, Football Buddy Reading, EPIC, and other digital programs may be used depending on student needs, sometimes with part-time instructors helping.	Academic Support Program	09/03/2018	05/09/2019	\$20000 - Title I Schoolwide	Teachers, ELL Teacher, Instructional Coach, Administrators, PTI's

Narrative:

Our front office and counselors are extremely diligent in identifying and finding resources for all students experiencing needs that affect their security and stability that interfere with learning:

Special education practice inclusion in general education classrooms to direct the lesson and see how students are functioning in a large group setting. They also teach in small group settings with current general education curriculum. Testing accommodations use the same material general education students use. Students are progress monitored according to their IEP and progress reports reflect both general education progress and special education progress. Daily Journals are included in portfolios to show progress throughout the year. Students with behavior intervention plans have daily behavior monitoring contracts. The contracts are sent home daily to report the target behavior to the parents or guardians. The contract requires a signature from the teacher and parents. Students are rewarded according to goals. Each Individual Education Program goal is developed according to the student's present level of academic performance and according to the Alabama Administrative Code. Amendments are made as needed to ensure academic success.

Our ELL teacher practices inclusion as well as working with students in small groups and one-on-one. She coaches teachers of ELL students on how to work with the students in the classroom and helps translate between teachers and families. We also have a part time paraprofessional who helps translate Portuguese. Our registrar, Annalise Cubel, is bilingual (Spanish/English). The county Spanish translator for written information is Chantal Booth, based in Loxley, and the home-school liaisons serve to translate for parent meetings, home visits to address concerns, phone calls to clarify information, and social services assistance. Nilda Lehmann is based at central office. Silvia Almeida, translates several languages and is based at Orange Beach Elementary. Our monthly newsletter, The WAVE is sent out in Spanish as well as English, as are test score letters, Parent Engagement Plans, district communication, and other pertinent information such as Parents Right to Know. We also have access to TransACT to help with written translations (especially helpful for languages that are not frequently used. Every family submits a Home Language Survey we keep on file and use to help identify ELL students. They also submit an Employment Survey that is helpful in identification of migrant status as well.

The procedures used to address challenges for each of these groups are: Jr. Women's club, Project Jubilee, Dental and Glasses Grants (Nurse has private donor for glasses), eye aid help through United Way, Grants for computers, Back Pack Leaders led by our counselors to supply needy students with food over the weekend and snacks during school, Free/reduced lunch, JWC Clothe the Children, Title One, Counseling, Alta Pointe mental health partnership, personnel serve as interpreters, county translator for print going home, transportation for homeless students. Our counselors visit classrooms to educate students about the harmful affects of drugs, career education, knowing when and how to get help for various needs. They run a Peer Helper Club and Guys with Ties (Etiquette for young men).

Gifted: behavior and academic checklists for those struggling in the classroom, curriculum compacting, translations, parent meetings, teacher coaching for differentiated instruction, professional development about giftedness of minorities, scaffolding, and field trips all work together to enhance learning for these students.

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

SY 2018-2019

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Strategy1:

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Research Cited: Guided Reading, Scantron Performance

Activity - Intervention-Skill focused	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Depending on needs, determined by data, Guided Reading, Edge, Peer Buddy Reading, Football Buddy Reading, EPIC, and other digital programs may be used depending on student needs, sometimes with part-time instructors helping.	Academic Support Program	09/03/2018	05/09/2019	\$20000 - Title I Schoolwide	Teachers, ELL Teacher, Instructional Coach, Administrators, PTI's

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.

Achievement results are provided with translations through Trans Act and personnel employed with the district to help parents understand.

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.

Baldwin County Public Schools seeks to hire only highly qualified instructors. Recruitment and employment procedures are designed to identify applicants that meet the requirements of No Child Left Behind (NCLB), AdvancEd Standards, and the Alabama State Department of Education. Plans and procedures ensure that all teachers hired meet certification requirements of the State Department of Education and the requirements for NCLB regarding certification and teaching assignment. The Teach in Alabama website is utilized to seek Highly Qualified Candidates.

The most qualified teachers with high levels of experience are chosen and continue to attend professional development and training to stay abreast of current needs. Teachers are assigned to grade levels and subject areas they are most suited for.

Gulf Shores is fortunate to be in a location where many experience teachers want to relocate to and bring their many degrees and years of experience to the children here.

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?

We had two teachers that left to teach at another school. One due to commute. The other due to uneasiness about the city splitting from the county.

We added 4 new teacher units.

We added 1 new intervention teacher.

One teacher was non-renewed.

One teacher retired.

One left due to Cancer.

One teacher attained an assistant principal's position at another school.

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

Most personnel at Gulf Shores Elementary School have 10 or more years of experience.

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

We are working to hire personnel that live in close proximity to the school, since many teachers leave due to the long commute and heavy traffic.

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.

Most of our professional development is based on areas we need to improve on. Programs for intervention, Leader in Me, technology to enhance instructional practices, understanding needs of students, and enhancing the quality of Tier One instruction.

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

Guided Reading, Edge, Fontes and Pinnel Phonics, SPIRE, Bridges, Reflex Math, SMART TV's Clear Touch, eMints, National Board Certification, Understanding Autistic Needs, Art and Music Specialties, Special Education Updates, Working with ESL Students, AMSTI, Leader in Me

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

As advised by the state and Baldwin County, all new teachers are given support and mentoring from a master teacher. Teachers with few years of experience are paired with grade level teachers, and all grade level teachers have common planning, as well as an extended planning time once per week to support and plan together.

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

Baldwin County supports teachers in all programs they put forth through professional development county-wide. They sustain base programs by having all new teachers attend professional development to help them with county initiatives, i.e.- Leader in Me, Guided Reading

New personnel to the school are trained in groups or by individual teachers depending on the needs.

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:

Increase students "Growth Mindset" so they understand that hard work with a plan helps students excel in all endeavors.

Measurable Objective 1:

increase student growth through strategic instruction and modeling of LIM Growth Mindset to 58% by 05/09/2019 as measured by LIM Measurable Results Surveys (MRA).

Strategy1:

Modeling - Through teacher modeling of growth mindsets toward their own lives, students will observe how hard work, planning, and perseverance leads to successes.

Category: Develop/Implement Learning Supports

Research Cited: LIM: Franklin Covey

Activity - Student Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will guide students to use their growth mindsets to improve areas they are weak in. Example: Students weak in math facts fluency may be guided to use the Reflex Math program to track and their math facts fluency progress to better motivate and move themselves toward a the goal they have set.	Academic Support Program	08/27/2018	05/09/2019	\$3400 - Title I Schoolwide	Teachers, Administrators, Intervention Teacher, Part-time Instructors.

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model their own growth mindsets they use to approach different endeavors so students may observe the process and results.	Academic Support Program	10/01/2018	05/09/2019	\$0 - No Funding Required	Administrators, Instructional Coach, Teachers

Strategy2:

Growth Mindset Activities - Use Leader in Me growth mindset activities to teach students how hard work, planning, and perseverance can lead to increased success in all areas of life, including math and other academic areas.

Category: Develop/Implement Learning Supports

Research Cited: Leader in Me: Franklin Covey

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Gulf Shores Elementary School

Activity - LIM Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for all teachers that have not received initial training of LIM instruction in the classroom three years ago. Focus on Growth Mindset.	Professional Learning	10/02/2018	10/02/2018	\$2000 - Endowment Fund	Leader in Me Trainer, Administrators, Instructional Coach, Teachers

Goal 2:

To foster a climate and culture where all stakeholders feel empowered to have a voice that is valued and respected.

Measurable Objective 1:

increase student growth through a feeling of empowerment by 05/09/2019 as measured by Leader in Me Measurable Results Surveys (MRA) from 60% to 63%.

Strategy1:

Math Training for Parents - Parents on our Parent Involvement Team have expressed a desire to educate parents about the common core math concepts and the way skills are taught so they may better help their children at home. We recognize and honor our parents' ideas and want them to use their "voice" to help our school better educate their children.

We will ask teachers to plan a training session planned in the evening to help parents better understand how to assist their children with math.

The parents are choosing to use part of the Title I Parent-Set-Aside to pay teachers willing to give this training and provide necessary materials for the training.

Category: Develop/Implement Learning Supports

Research Cited: Center for Public Education: How Parent Involvement Affects Student Achievement

Activity - Math Training for Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers train parents on common core math concepts and how skills are taught so parents may help students at home.	Academic Support Program	01/07/2019	01/17/2019	\$1500 - Title I School Improvement (ISI)	Teachers, Administrators, Instructional Coach

Strategy2:

Victory Celebrations - Lighthouse and Action teams will discuss ways to celebrate all stakeholders accomplishments and ideas.

Category: Develop/Implement Student and School Culture Program

Research Cited: Leader in Me: Franklin Covey

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build a team of all stakeholders, including students to encourage good attendance and come up with personal celebrations for (ATB's) All Time Bests. The can focus on individual students, classrooms, and whole school.	Behavioral Support Program	10/01/2018	05/09/2019	\$0 - No Funding Required	Lighthouse Team, Action Teams, Teachers, Students, Parents, Community Leaders

Strategy3:

Lighthouse Team Training - Our new lighthouse team will receive training on how to operate as a Leader in Me Lighthouse team. Focus will SY 2018-2019

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be empowering stakeholders- especially students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Leader in Me: Franklin Covey

Activity - LIM Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lighthouse team will help action teams come up with empowerment activities, service projects, and school events that will be conducive to and appropriate for students to practice and grow their personal "voice".	Professional Learning Academic Support Program	10/01/2018	05/09/2019	\$2000 - Endowment Fund	Lighthouse Team, Action Teams, Teachers, Administrators

Goal 3:

Through instilling a growth mindset, students, 58% from 54.5% of students (as measured with Scantron Performance Series) will meet their targeted-growth goal for reading.

Measurable Objective 1:

increase student growth to meet targeted-growth goal in reading by 05/09/2019 as measured by Scantron Performance Series Reading.

Strategy1:

Instructional Intervention - Students in need of support will receive intervention through SPIRE, in groups of six or less, if they have screened as having Dyslexic Tendencies. Tier II students (based on Scantron Performance Series fall scores and Guided Reading Assessments) will receive Edge intervention in groups of six or less. Other students will receive instruction through Guided Reading and other intervention materials.

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Activity - Use of SMART TV's and other Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use SMART TV's, iPads, chrome books to access LIM website for teacher resources: videos, lesson plans, information and research. Students will access data, make charts, research to plan well, use programs to learn, use technology to communicate, share, and send information.	Academic Support Program	08/15/2018	05/09/2019	\$29585 - Title I Schoolwide \$19782 - State Funds	Teachers, Administrators, Instructional Coach, Technology Director

Activity - Engage with Library Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide more varieties of library books of interest to students. Have students add to their goals while teachers guide them in book choices and genres to broaden their knowledge base, vocabulary, fluency, comprehension, decoding, and reading levels through their choices of books.	Academic Support Program	10/15/2018	05/09/2019	\$5000 - Title I Schoolwide	Librarian, teachers, instructional coach, administrators

Activity - SPIRE/Edge/Guided Reading Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development in SPIRE, Edge, and Guided Reading Part-time instructors, Intervention teacher, and tutors will be employed to help serve the numbers of students in need.	Professional Learning	08/06/2018	10/12/2018	\$2000 - District Funding \$5345 - Title I Schoolwide	Administrators, Instructional Coach, Classroom Teachers, Special Education Teachers, Intervention Teachers, Part-time Instructors

Strategy2:

Growth Mindset - Through Leader in Me instruction of Growth Mindset, students will be guided to understand how growth in any aspect of life and learning may be attained through proper planning. Students will be taught to analyze personal academic data, understand how it may be used to chart improvement toward goals, how to map out a course to make improvement happen, and acquire the work ethic to carry out the plan and hold themselves accountable. The younger the student, the more teacher guidance will be given.

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Our 2018-2019 Lighthouse Team will be the first time members have been rolled out so new members may serve. They will be trained in the roles of Lighthouse Team members.	Professional Learning	10/08/2018	10/08/2018	\$2000 - Endowment Fund	Lighthouse Team Members, administration

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Teachers will deliver LIM concept training, with a focus on Growth Mindset" to understand and support student learning at school. Parents have expressed the interest for this training and would like to use part of the Title I Parent-Set-Aside to pay teacher trainers and supply necessary materials for the training.	Academic Support Program	01/07/2019	01/17/2019	\$1500 - Title I Schoolwide	Teachers, Administrators, Lighthouse Team

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Gulf Shores Elementary School

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Teachers new to the school since 2016-2017 will receive training on how to effectively use LIM instruction in the classroom to guide students to integrate LIM concepts and the 7 Habits into their lifestyles.	Professional Learning	10/02/2018	10/02/2018	\$2000 - Endowment Fund	Administrators, teachers, Lighthouse teams, Action teams, Instructional Coach

Goal 4:

Increase the Potential for ELL Students to Experience More Success in Reading

Measurable Objective 1:

demonstrate a proficiency growth for EL-2 (2nd Year) students of 3% in Reading from 25.9% spring 2017-2018 to a percentage of 26.9% or higher in Quartiles 3 and 4 spring 2018-2019 by 05/09/2019 as measured by Scantron Performance Series (Deduced by Scantron Analytics).

Strategy1:

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

Research Cited: Guided Reading, Scantron Performance

Activity - Intervention-Skill focused	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Depending on needs, determined by data, Guided Reading, Edge, Peer Buddy Reading, Football Buddy Reading, EPIC, and other digital programs may be used depending on student needs, sometimes with part-time instructors helping.	Academic Support Program	09/03/2018	05/09/2019	\$20000 - Title I Schoolwide	Teachers, ELL Teacher, Instructional Coach, Administrators, PTI's

Activity - Remind 101	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Help parents understand what the student needs by using Remind 101. It allows the parent to translate the message in any language.	Parent Involvement	10/22/2018	05/09/2019	\$0 - No Funding Required	Teachers, ELL Teacher, Instructional Coach, Administrators.

Narrative:

Gulf Shores Elementary School realizes students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from the current school to the next. Kindergarten pre-registration is offered in the spring at which time students and parents may meet teachers and possibly discuss any special needs that the student may have. The families may also attend "Meet the Teacher" and two half days are held to allow "practice" for the students before the official first day.

A kindergarten Assessment is provided in the spring to help determine the academic needs of incoming kindergarten students. We offered a readiness program for two weeks during resumer for rising kindergarten students.

We provide local daycare centers with a list of kindergarten readiness skills to help prepare those students who will advance to kindergarten.

Additionally, a springtime tour is offered to interested local daycare centers.

Pre-K and kindergarten teachers give extensive orientations with parents, before the school year begins, to help them transition their children. We have volunteers come in to help kindergarten teachers orient the children to morning routines, lunch, and afternoon dismissal. Parents of first graders are provided a Transitioning-Strategies form to equip students with the skills needed to be successful in going from kindergarten to first grade. We offered a two-week summer program this past summer for upcoming first graders.

Two Pre-K, and a Sp. Needs Pre-K help four-year-olds with readiness for kindergarten. If students need additional help, HIPPI and Help Me Grow are two outside resources parents may be referred to for help.

Leaders in classrooms assist and provide buddies for new students.

Our sixth grade participates in a few of our middle schools' activities (band, some sports) and are given a transitional orientation, by the middle school counselor, at the end of the year to ease them into seventh grade.

We have football buddies, Spanish classes, and high school students that come read and give mini-lessons to K-6 graders.

We offer free school supplies and back packs to new students in need and the school has a virtual tour of the school.

DRAFT

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

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

The district guides all principals and teams (using Scantron Analytics) in how data from formative and summative assessments should be collected and used toward the growth of students' skills and proficiencies in all subjects.

Principals, the curriculum coach, and the counselors, compile and analyze data from Scantron Performance Series during district sessions led by our district curriculum team. It is placed in a format teachers can evaluate to help decide what goals and plans need to be put in place and implemented to help students show growth and become proficient in all areas. Teachers have access to Scantron Performance Series and Scantron Analytics to be able to use data to drive their instruction as well. The Leadership Team reviews the goals and plans to include in our continuous improvement plan. Analytics is a great tool to be able to drive down to individual skill needs for each student and plan accordingly. The focus on "Bubble Students" will help pinpoint students in most need and the data will give direction for their instruction.

DRAFT

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

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

The process used to identify students whom experience difficulty in mastering the state's academic achievement assessment standards at an advanced or proficient level begins with data analysis: student work, Scantron Performance Series, progress monitoring, Next Steps in Guided Reading Assessments, Dyslexic Tendencies Screenings, kindergarten screenings and ESGI, Pre-K GOLD, as well as others. If the student's Scantron scores fall within the first or second quartiles and other evidence from the above assessments suggests there are concerns, the student will be discussed by the (PST) Problem Solving Team to determine placement in RtI (Response to Instruction) for further analysis and the determination of which RtI Tier will be most appropriate: Tier II requiring extra instructional attention using Edge for reading, Bridges and Reflex for math, as well as other intervention programs to improve basic skills or Tier III where more extensive intervention through one-one-one specific skill focus using researched based programs such as SPIRE for those that screened as having dyslexic tendencies, as well as Edge, Bridges, Reflex, and others.

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?

Timely, effective, additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level by scheduling intervention time into the instructional day, grouping students to focus on specific skills, using part-time instructors to allow for more one-on-one instruction with Tier II students as guided by the classroom teacher. If the student does not experience adequate growth, the student will be placed in Tier III to receive further intervention on more of a one-on-one with alternate programs and then may be referred to special education testing if evidence suggests, based on decisions of the PST Team. Depending on the student's needs, a 504 Plan, or other health impaired status may also be discussed.

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.

The school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day through our after school program tutoring, church tutoring, our school's after-school-tutoring, digital programs that tailor the program to the students' skills needs that may be accessed at home, videos online to teach parents, training for parents in Leader in Me fundamentals and helping them understand how to help their children with math, instructional strategies on the website, trainings informing parents about how to be an integral part of their child' education (1% set aside) offered to parents.

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.

Our front office and counselors are extremely diligent in identifying and finding resources for all students experiencing needs that affect their security and stability that interfere with learning:

Special education practice inclusion in general education classrooms to direct the lesson and see how students are functioning in a large group setting. They also teach in small group settings with current general education curriculum. Testing accommodations use the same material general education students use. Students are progress monitored according to their IEP and progress reports reflect both general education progress and special education progress. Daily Journals are included in portfolios to show progress throughout the year. Students with behavior intervention plans have daily behavior monitoring contracts. The contracts are sent home daily to report the target behavior to the parents or guardians. The contract requires a signature from the teacher and parents. Students are rewarded according to goals. Each Individual Education Program goal is developed according to the student's present level of academic performance and according to the Alabama Administrative Code. Amendments are made as needed to ensure academic success.

Our ELL teacher practices inclusion as well as working with students in small groups and one-on-one. She coaches teachers of ELL students how to work with the students in the classroom and helps translate between teachers and families, and our registrar is bilingual (Spanish/English). The county translator and home-school liaisons are of further assistance in the education of ELL students. Our monthly newsletter, The WAVE is sent out in Spanish as well as English, as are test score letters, district communication, and other pertinent information such as Parents Right to Know.

The procedures used to address challenges for each of these groups are: Jr. Women's club, Project Jubilee, Dental and Glasses Grants (Nurse has private donor for glasses), eye aid help through United Way, Grants for computers, Back Pack Leaders led by our counselors to supply needy students with food over the weekend and snacks during school, Free/reduced lunch, JWC Clothe the Children, Title One, Counseling, Alta Pointe mental health partnership, personnel serve as interpreters, county translator for print going home, transportation for homeless students.

Gifted: behavior and academic checklists for those struggling in the classroom, curriculum compacting, translations, parent meetings, teacher coaching for differentiated instruction, professional development about giftedness of minorities, scaffolding, and field trips all work together to enhance learning for these students.

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.

NA

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.

Gulf Shores Elementary School has many programs that support achievement of the school-wide goals. The areas where we provide support are with violence prevention programs, nutrition programs, and pre-k programs. Violence prevention programs we utilize are Suicide Prevention, Darkness to Light, School-wide Anti Bullying Plan, CARE House which has the programs Safer, Smarter Kids, Project Rebound, Red Ribbon Week which has the program Too Good for Drugs, DHR, Mobile Infirmary Drug Bus, Alta Point Health Systems, Camp Odyssey, Camp Happy Sand, and Rollercoaster counseling for children of divorced families.

Economically disadvantaged and neglected/delinquent students have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, At risk, and counseling services. We even have a county-wide program in the summer that provides lunch for students called Secret Meals. GSES uses DHR, Mental Health, and community resources to provide students with school supplies, food, clothing, and shelter. GSES also has a Title I pre-k and Office of School Readiness pre-k program to assist students. In kindergarten, we have a career parade and there is also a Career Academy Day that is put on by Gulf Shores High School.

All programs help in the achievement of school-wide goals by helping meet the students basic needs so they may be ready to accept learning.

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)?

Gulf Shores Elementary School has many programs that support achievement of the school wide goals. Most of these programs are coordinated through our counseling program, while some are coordinated through the states and district offices.

The areas where we provide support are with violence prevention programs, nutrition programs, and pre-k programs. Violence prevention programs we utilize are Suicide Prevention, Darkness to Light, School-wide Anti Bullying Plan, CARE House which has the programs Safer, Smarter Kids, Project Rebound,

Red Ribbon Week which has the program Too Good for Drugs, DHR, Mobile Infirmary Drug Bus, Alta Point Health Systems, Camp Odyssey, Camp Happy Sand, and Rollercoaster counseling for children of divorced families. Economically disadvantaged and neglected/delinquent students have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, At rise, and counseling services. We even have a county-wide program in the summer that provides lunch for students called Secret Meals. GSES uses DHR, Mental Health, and community resources to provide students with school supplies, food, clothing, and shelter. GSES also has a Title I pre-k and Office of School Readiness pre-k program to assist students. In kindergarten, we have a career parade and there is also a Career Academy Day that is put on by Gulf Shores High School.

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

The school evaluates the implementation of the school wide program through several avenues:

*Leader in Me Measurable Results Assessments

*Title I Surveys

*AdvancEd Surveys

*Bullying Data

*Committees that parents serve on such as Parent Involvement Planning and School Improvement Lead Team *Benchmark results on Scantron Performance, Next Steps in Guided Reading Assessments, GOLD, ESGI

*Teacher Evaluation through Educator Effectiveness, ELEOT, Classroom walk-throughs, and other observations

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

The school evaluates the results achieved by the schoolwide program using data from the State's annual assessments through Scantron Performance Series and Scantron Analytics, and other indicators of academic achievement through data that is analyzed by the administrators, curriculum coach, and counselors while guided by the central office. The data is then used to set goals and plan how to help students in quartiles one and two grow toward proficiency and students in quartiles three and four continue to advance. Teachers have access to Scantron Analytics as well and are led to use the data to look at "bubble students" to pinpoint needs and address areas of concerns by planning instruction and intervention tailored to students individual need.

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?

The school uses Scantron Performance Series which is administered in the fall, winter, and spring of each year. Each benchmark is compared to the last to review whether our schoolwide plans to reach our goals are adequate or need to be adjusted to ensure promising instructional practices to meet students' needs. Growth in levels of proficiency as indicated by quartiles the students' scores fall into give us a measuring stick of where we need to place more attention and adjust plans. Scantron Analytics has been a great tool to help drive down to skills and identify students in need.

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?

The School Improvement Lead Team meets in August, September, October, January, and April to review data and revise our school plan. This committee includes a grade level member from each grade, as well as members from our special education department and resource classes. Parents and community members are included on the team and have the opportunity to attend our reviews as well.

DRAFT

Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

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

DRAFT

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	60.44

Provide the number of classroom teachers.

59.11

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	3207927.0

Total

3,207,927.00

DRAFT

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.	91846.0

Total

91,846.00

DRAFT

Assistant Principal

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

Provide the number of Assistant Principals.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	111733.0

Total

111,733.00

DRAFT

Counselor

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

Provide the number of Counselors.

2.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	113268.0

Total

113,268.00

DRAFT

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.	57686.0

Total

57,686.00

DRAFT

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.00

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

Total

0.00

DRAFT

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

DRAFT

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Technology.	19782.0

Total

19,782.00

DRAFT

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.	5935.0

Total

5,935.00

DRAFT

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

DRAFT

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	35348.0

Total

35,348.00

DRAFT

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	6339.0

Total

6,339.00

DRAFT

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	241954.59

Provide a brief explanation and breakdown of expenses.

Instructional Personnel: \$181318.57
Instructional Purchased Serv.: \$4500.00
Instructional Supplies: \$7739.34
Instructional Classroom Equip.: \$29,585.24
Parental Involvement: \$3322.59
Professional Development: \$6682.74
Equip. Serv.: \$6500.00
Ext. Day: \$2306.11

DRAFT

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

DRAFT

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

DRAFT

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

DRAFT

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

DRAFT

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

DRAFT

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

DRAFT

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

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	10000.0

Provide a brief explanation and breakdown of expenses.

10000 of local school funds will most likely be spend to supplement state and Title I fundings to provide copy paper, copier maintenance, technology extras (cords, dongles, etc.), digital programs, additional teacher resources, professional development and subs to cover teachers attending professional development.

DRAFT

Parent and Family Engagement

DRAFT

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.

DRAFT

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))

August 27, 2018, Gulf Shores Elementary School held its required annual meeting of Title I parents. Parents are notified of the meeting through (1) notices sent home by students, (2) School Messenger e-mail, (3) school monthly newsletter, (4) school website, (5) public posting in English and Spanish. Topics to be discussed at this year's meeting: -What it means to be a Title I School -1% Set-Aside -LEA Title 1 Plan -LEA Parental Involvement Plan -Continuous Improvement Plan -School Parental Involvement Plan -School-Parent Compacts -Parents-Right-to-Know -Notifications of teachers who are not highly qualified -Annual Evaluation of the Parental Involvement Plan -The process for how all Title I parents may have involvement in the 1% Set-Aside, the LEA Title 1 Plan, the ACIP, the revision of compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan -Introduction of Parent Leaders/Contacts -Timeline for year's parental involvement opportunities (including shared decision-making)

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

1. The leadership and staff of Gulf Shores Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. This began with "Meet the Teacher" on August 13, 2018 offered in the morning, afternoon and evening. Parent Orientation/Parent Visitation Day by grade levels were October 26, 2018, led by our student leaders (Leader in Me) during grade level times to help parents find time in their schedules to attend. Our Annual Volunteer Breakfast on August 29 was followed by an open forum for parents. 2. Gulf Shores Elementary believes involving parents in all aspects of its Title I program and developed a collaborative structure that ensures parental involvement. Gulf Shores PTO meets monthly and the Parent Involvement Committee meets annually. The PIP Committee met with administration in order to make recommendations and write the Parental Involvement Plan for the ACIP. These recommendations were then brought to the School Improvement Leadership Team (SILT). Members of the PTO, PIP, and SILT committees have representatives who keep parents informed of various committee work and receive input from parents about committee decisions. Minutes from the meetings are available in the office and Parent and Family Engagement Gulf Shores Elementary School Page 2 © 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement. on our website. They assist in evaluating the Parental Involvement Plan and in training other parents to be parent leaders. Parents are also given a timeline outlining various parent involvement opportunities that take place throughout the year. Parents are reminded of on-going activities through the website, monthly newsletters, Facebook, flyers, signs, School Messenger, PTO foyer calendar, and the School-Parent Compact published in the GSES Student Handbook. 3. Gulf Shores Elementary School uses its parental involvement funds as follows: parent educational workshops and information and resources that increases parents' abilities to participate in the academic achievement of their children.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

At parent meetings and orientations, Gulf Shores Elementary presents information about Title I programs, the curriculum, and various forms of academic assessments that are utilized. Parents learn about the ACIP goals, how to schedule parent-teacher conferences, Dojo, various electronic formats, and procedures necessary for participating in decisions related to their child's education. Report Cards are sent home at the end of each quarter. Progress Reports are sent home mid-quarter. Grades can be checked at any time through the I-Now Parent Portal. Student Scantron Scores are sent home and resources on how to understand the scores are posted on the school website. Information is provided in a variety of ways: website, Facebook, monthly newsletter, phone calls, emails, conferences, Remind 101 texts, and Meet the Teacher. Student and teacher videos addressing questions about project based learning, hardware and software, math instruction, College and Career Ready Standards, and other topics are posted on the school YouTube channel and website as well. The courses of study can be located on the BCBOE website. Parents are reminded of meetings through the above methods. Spanish translators are provided upon request at Title I meetings and conferences. Documents are provided in Spanish as well. An interpreter for hearing impaired parents is also available upon request. Information about the Title I program and various committee meetings is communicated through the Annual Title I Parent Meeting, monthly newsletter, website, Facebook, and at various school functions during the year.

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))

Gulf Shores Elementary School creates its School-Parent Compact each year. The new compact is developed and thoroughly reviewed through a coordinated effort by each grade level, PIP Committee, and SILT Team. All parents are given a copy of the new compact at Meet the Teacher. The compact is discussed with parents at the orientation meetings. Stakeholders sign the compact signifying their commitment to a working partnership with the school to ensure their child's success. The compact is discussed at teacher faculty meetings, and each teacher is given the responsibility of explaining the compact to their students and obtaining students' signatures. Teachers sign the compact and house them in their classrooms for use during parent/teacher conferences. Progress reports and report cards are sent home on a regular basis and parent/teacher conferences are planned when necessary. The compact is printed in the GSES Student Handbook for those without Internet access and posted on the school webpage for those with Internet access. Updated grades are maintained on INow. Parents may access those grades through parent portal at their convenience.

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

The PTO meets monthly and the SILT meets in August, September, October, January and April. Each of these groups has a representative on the PIP Committee that meets in October and April. These groups are in communication with the SILT team who meets to revise, evaluate, and review the ACIP. Three parents and one community member serve on the SILT Team representing all parents of our school. The SILT meetings are scheduled on the yearly calendar and all parents are notified of these important dates. Parents are encouraged to give input regarding any necessary revisions of the plan. After the plan is finalized and approved, notices are sent home in the parent

communication folders and the monthly newsletter informing parents that a copy of the ACIP plan is available for review on the website and in the office. A parent who finds the plan unsatisfactory has the right to file a grievance, according to the Baldwin County Board of Education School Board grievance procedure. The Gulf Shores Elementary School Title I Parent Survey is distributed annually allowing input and comments from parents. Compilation of data and comments allows the PIP and SILT teams, as well as the administration and teachers, to study the results and draw conclusions about needed improvements.

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)

Gulf Shores Elementary School engages parents through a variety of formats. The year begins with the annual Title I Parent Meeting held in August and additional Title I parent meetings that are planned throughout the year like Parent Conference Day and Meet the Teacher. Parents can access an overview of the College and Career Ready Standards through the BCBOE website. Parents also get information about assessments through newsletters, teacher memos, and conferences. Parents receive Scantron reports and information to assist them with understanding the report is posted on the school website. I-Now Parent Portal enables parents to access grades at any time. Meet the Teacher and grade level orientation meetings allow teachers to model how to access the school website and other pertinent resources. Information about available services and parental involvement rights are discussed at the Annual Title I Parent Meeting. Parents learn the importance of their role in helping their child be successful in school and the best ways to work in partnership with their child's teachers. Videos explaining various instructional topics are available on the school YouTube channel. Publications like the monthly newsletter and the reading newsletter offer advice and tips on instructional strategies. The Dolphin Discovery Parent Resource Center displays topics of interest for parents of elementary students. Finally, the school website lists the College and Career Ready 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)

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) Gulf Shores Elementary School SILT Team for Title I works diligently to ensure that all parent materials and training are closely aligned with the school's identified goals. Parent workshops, based on what parents want to learn more about to support their children's education are scheduled during the year. Classroom teachers send home newsletters and videos are available on GSES Productions YouTube that include teaching tips and homework help. Teachers contact parents in a variety of ways to communicate additional instructional strategies, tools, and resources for all academic areas. The monthly newsletter addresses health, guidance, attendance, academic, and social concerns.

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)

Gulf Shores Elementary School continues to work with its teachers through professional development 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 SILT Team places special emphasis on the need to ensure a closer connection with the transient population. For parents with no access to the Internet, teachers and the front office print copies of requested information. The school works collaboratively with the Baldwin County Education Coalition and Coastal Baldwin Education Enrichment Foundation in implementing the Co-owned Strategic Plan. Many opportunities are available for parents to volunteer: The PTO and their many activities, classroom helpers, field trip chaperones, assisting with dismissal, volunteering to work with students, PIP, SILT and for many other programs, initiatives, and needs.

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)

Gulf Shores Elementary coordinates its parental involvement program for all Title I parents. The Parental Involvement Plan Committee (PIP) meets quarterly and is comprised of representatives from the PTO, General Public, and SILT committees. Bilingual office personnel and interpreters for multi-languages allow our ELL parents to feel more comfortable receiving information in person or on the phone. The district provides an interpreter when needed for hearing-impaired parents. Our special education teachers meet monthly to review student progress and develop plans that include parental involvement to increase student achievement. The After-School Care program serves approximately

119 children.

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)

Gulf Shores Elementary sends home information regarding all school meetings to parents of ELL children in other languages. In addition, Gulf Shores Elementary has a bilingual teacher, registrar, and two resource consultants who assist in verbally communicating with parents as needed. Finally, signers are available for hearing-impaired upon request.

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))

Gulf Shores Elementary School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Gulf Shores Elementary presently has ELL students; therefore, all parent notifications are sent to parents of these children in their native languages. In addition, we have a bilingual teacher, bilingual office personnel, and translators of various languages upon request who are available to assist in verbal communications with these parents. At this time Gulf Shores Elementary School has no migrant students. Homeless students receive additional help through community and school services. They receive uniforms, food, school supplies, backpacks, etc. in an attempt to provide for their needs and make school an enriching and safe environment. Every effort is made to accommodate parents with disabilities. Gulf Shores Elementary is a handicapped-accessible building. The system provides an interpreter for hearing-impaired parents when needed. For students who are homebound, special accommodations will continue to be made to communicate with them by phone and through home visits when needed.