



ACIP

Elberta High School

Baldwin County Board of Education

Mr. Branton Bailey
13355 Main Street
Elberta, AL 36530

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7

Improvement Plan Stakeholder Involvement

Introduction.....	9
Improvement Planning Process.....	10

Student Performance Diagnostic

Introduction.....	12
Student Performance Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	17
Report Summary.....	19

ACIP Assurances

Introduction 21

ACIP Assurances 22

2018-2019

Overview 24

Goals Summary 25

 Goal 1: We will engage learners through high quality aligned College and Career-Ready Standards, instruction and assessments in ELA/Reading. We will increase our reading total proficiency score from 60% to 63% this year..... 26

 Goal 2: We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in Math. 30

 Goal 3: We will identify barriers to teaching and learning and align support systems to address the barriers..... 33

Activity Summary by Funding Source 36

Stakeholder Feedback Diagnostic

Introduction 43

Stakeholder Feedback Data 44

Evaluative Criteria and Rubrics 45

Areas of Notable Achievement..... 46

Areas in Need of Improvement..... 47

Report Summary 48

Title I Schoolwide Diagnostic

Introduction 50

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))..... 51

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 53

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 84

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 85

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 86

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 87

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 95

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 96

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 98

Component 10: Evaluation (Sec.1114(b)(3))..... 99

Coordination of Resources - Comprehensive Budget

Introduction..... 101

FTE Teacher Units..... 102

Administrator Units..... 103

Assistant Principal..... 104

Counselor..... 105

Librarian..... 106

Career and Technical Education Administrator..... 107

Career and Technical Education Counselor..... 108

Technology..... 109

Professional Development..... 110

EL Teachers..... 111

Instructional Supplies..... 112

Library Enhancement..... 113

Title I..... 114

Title II..... 115

Title III..... 116

Title IV..... 117

Title V..... 118

Career and Technical Education-Perkins IV..... 119

Career and Technical Education-Perkins IV..... 120

Other..... 121

Local Funds..... 122

Parent and Family Engagement

Introduction..... 124

Parent and Family Engagement..... 125

Executive Summary

Introduction

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

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

Description of the School

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

In the last four years, Elberta schools have experienced many of changes. The town of Elberta has longed for its own high school and with the support of the Baldwin County Board of Education, this wish was granted. Elberta High School opened its doors to students on August 21, 2017, to 7th, 8th, and 9th-grade students. It became the ninth high school in Baldwin County. The plan is for Elberta High to add one grade each year until it is a full high school with grades seven through twelve in the year 2020. For the 2017-2018 school year Elberta High now serves grades 7-10.

Elberta is a wonderful, warm community, located in Baldwin County, Alabama and founded in 1904 by the Baldwin County Colonization Company. It is the home of the famous Elberta Sausage Festival, which is held in celebration of our town's German Heritage the last Saturday of each March and October. One can learn about our deep agricultural roots and our ethnic diversity by visiting the Baldwin County Heritage Museum. Elberta celebrated its 100th birthday in 2004. In 2014, volunteers from the community built the Centennial Kids Park equipped with wifi in the center of town. The children of the community and their families enjoy the park.

Elberta is an unincorporated community. Elberta is located just 10 miles from the beautiful Gulf Beaches in Gulf Shores, Alabama and just five miles from the Foward City of Foley, Alabama. Foley is continuing to grow adding residents to the town of Elberta. OWA, a beautiful 500+ acre world-class family resort in Foley broke ground in 2016 and is in the final stages of completion. It opened with its amusement rides in July of 2017. This park has brought employment opportunities to the residents of Elberta. The park of OWA and the addition of a high school, Elberta is expected to rise in population and see more residents become employed. Elberta is 17 miles from Pensacola, Florida. The 2010 Census indicated Elberta's Population to be 1,643. We continue to grow as a community. Regions Bank has been long- standing in the community. Centennial Bank and Dollar General joined the community a few years ago. These three businesses support the community and the schools, as well as EMC, which is located in Foley, AL.

Town sports such as basketball, baseball, softball, football, and soccer are offered from the Optimist Club and the Elberta Little League Association. Club volleyball, baseball, and soccer have become popular amongst the youth. There is also an Elberta Cheerleading Association to support the football teams. Elberta High School provides the space for a baton group made up of young men and women that practice once a week.

The school's enrollment is 584 (89% Caucasian, 5% Hispanic, 4% African-American, and 2% American Indian/Native Hawaiian/Asian). 44% percent of our students qualify for the free or reduced lunch program (45% qualify for free and 9% qualify for reduced), which designates Elberta High School as a Title 1 school, the only high school in Baldwin County to receive Title 1 funds. As of September 20, 2017, our average daily attendance for the current school year is below the district's target of 95%. 7th grade has an average daily attendance of 93%, 8th grade of 92%, and 9th grade of 93%. Elberta High School employees seventy-five full-time employees (29 are classroom teachers) teachers provide classroom instruction, special education services, ESL services, library/media services, physical education, Gifted and Talented instruction, art, and band. A full-time counselor and one curriculum leader supplement classroom instruction. The other employees provide assistance in the areas of bookkeeping, building maintenance, nursing, food service, transportation, digital renaissance advisor, and special education.

support large industries. Unfortunately, with little opportunities in the workplace, many families have economic disadvantages.

The Lillian Optimist Club works with our school in providing funding for special programs and weekly tutoring sessions with our at-risk students. They host Monday Mentor Games Day opportunity for students in need of an adult mentor. We have a phenomenal group of Peer Helpers who are trained to support one another by lending a helping hand.

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 Elberta High School is "At Elberta High School, we grow a mindset of learning, achieving, and being kind."

This remains our school's mission and purpose for our community. We verbalize our mission statement through announcements and positive language within the classroom, as well as sending home flyers to our parents and guardians.

Our school will continue to pursue exemplary opportunities and academic excellence in order to improve the quality of life for our students and community. Our goal is for us to have 100% graduation rate in 2021.

Elberta High School's motto is Warrior Strong. We believe that all individuals should take responsibility for their actions, words, and behavior.

Our mission is to instill life skills that will give our students a voice and a choice as they embark on their future endeavors. We support our mission statement and philosophy by implementing programs to support the needs of our students, faculty, and community.

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.

Notable achievements:

Our schedule provides an additional intervention period in which students who need additional intervention in the Response to Intervention (RTI) process are provided support from their content teachers each day. This period also allows all students to receive instruction on research-based strategies in Reading and Math. These strategies are provided by our curriculum leader to the classroom teacher in hopes to reach our goal to have all students College and Career Ready. During this time period, peer helpers are given the opportunity to work within the school as mentors, tutors, and role models in leadership.

EHS has 35 students attending ROTC at Robertsdale, 16 students attend South Baldwin Center for Technology, and 4 students attend the Aviation Academy. 80 students attend band. Approximately 60% are involved in an extra-curricular activity.

Our mission is to grow a mindset of kindness, learning, and achieving.

Parent Involvement -The E-team is an active parent group that meets monthly, provides duty-free lunch for teachers once a month, and organizes teacher appreciation activities throughout the school year. This relationship is a win-win for the school, parents, and students. Through participation in this group, parents are actively involved in being an integral part of the school and teachers and students benefit from their participation and time that they volunteer.

Communication is a top priority at Elberta High School. Parents receive important information via weekly phone calls, weekly calendars, parent letters, Remind 101, weekly newsletters, Facebook, Instagram, Twitter, Google Classroom, and our school website.

Goals for improvement: EHS will strive to improve Reading and Math Scantron Test Scores with students making gains and meeting learning targets. A focus to improve parental involvement and increasing student extra-curricular involvement will also be a primary area of focus.

Additional Information

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

To gather data from our stakeholders, we sent out surveys to each family.

A committee co-chaired by the principal, assistant principal and school counselor analyzed the results of the surveys and facilitated the development of the report.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

School social media accounts include Facebook, Twitter, Instagram, SnapChat, Live Stream and the school website and all are used to improve stakeholder involvement. Flyers are sent to promote activities and teachers will be making 5 positive comments and documenting in Google Classroom.

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

The Title 1 stakeholder group developed a plan with the school administration to improve school to parent communication. The communication improvement involved more teacher to parent communication. The goal being that educators use Google Classroom to afford parents and stakeholders information on happenings in the classroom.

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

Teachers were given a directive to communicate with stakeholders and/or parents using social media and 5 positive contact postcards. Sample communication will include assignments, attendance, concerns, and classroom updates as well. The school also continues to maintain a website, and has strived to improve in putting school news and updates on the site. Social media accounts work to quickly provide school news and information. The school and district have the ability to send email and telephone information to the community via the school rapid notification system. The school also sends out weekly emails for families which include upcoming events as well as important announcements and reminders.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Gains Analysis Proficiency Data

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

Reading:

7th grade 57% met Target Goal, 2967 Average Score, 46.9% Level 3 & 4

8th grade 59% met Target Goal, 3041 Average Score, 52% Level 3 & 4

9th grade 60% met Target Goal, 3022 Average Score, 100% Level 3 & 4

Math:

7th grade 64% met Target Goal, Average Score 2791, 52.3% Level 3 & 4

8th grade 52% met Target Goal, Average Score 2845, 51.9 % Level 3 & 4

9th grade 38% met Target Goal, Average Score 2795, 100% Level 3 & 4

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

Reading positive trends--7th grade increase in Q 3 & 4; 8th Q3 increase; 9th Q3 & Q4 increase

Reading 2016

7th grade Quartile 3 = 29.2% and Quartile 4 = 23.3%

8th grade Quartile 3 = 27.4% and Quartile 4 = 34.7%

9th grade Quartile 3 = 29.7% and Quartile 4 = 25.8%

Reading 2017

7th grade Quartile 3 = 30.8% and Quartile 4 = 29.5%

8th grade Quartile 3 = 31.1% and Quartile 4 = 28.2%

9th grade Quartile 3 = 33.8% and Quartile 4 = 27.9%

Math positive trends--7th increase Q3 & Q4; 8th Q3 increase

Math 2016

7th grade Quartile 3 = 27.7% and Quartile 4 = 22.2%

8th grade Quartile 3 = 28.1% and Quartile 4 = 33.9%

9th grade Quartile 3 = 28.2% and Quartile 4 = 29.6%

Math 2017

7th grade Quartile 3 = 31.5% and Quartile 4 = 25.4%

8th grade Quartile 3 = 31.1% and Quartile 4 = 27.2%

9th grade Quartile 3 = 21.4% and Quartile 4 = 24.7%

Which area(s) indicate the overall highest performance?

Reading - Fiction is the unit with the highest scale score and showed most attainment for the school overall. The unit with the highest scale score and showed the most attainment for each grade level:

Grade 7 - Fiction

Grade 8 - Long Passage

Grade 9 - Long Passage

Math - Data Analysis & Probability has the highest scale score/percentage and showed the most attainment for the school overall. The unit with the highest scale score and showed the most attainment for each grade level:

Grade 7 - Data Analysis and Probability

Grade 8 - Algebra

Grade 9 - Number and Operations.

No patterns noted.

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

Math-Gifted that are outperforming as compared to All Students across grade levels. The 9th-grade gifted subgroup shows the greatest difference from all students (314).

Math - There is a pattern in the subgroup, Gifted, that are outperforming as compared to All students across grade levels. The 9th-grade gifted subgroup shows the greatest difference from all students (229.6).

Between which subgroups is the achievement gap closing?

Reading:

The subgroups White, MultiRace: Two or More, Economically Disadvantaged and Gifted are closing the achievement gap.

Math:

The subgroups Economically Disadvantaged White, and Gifted are closing the achievement gap.

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

Findings are consistent with classroom assessment data and achievement series assessment data.

Areas in Need of Improvement

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

Reading Percentage for Quartile 1 and Quartile 2:

7th grade - Q1 = 13.9, Q2 = 26.9

8th grade - Q1 = 16.5, Q2 = 24.3

9th grade - Q1 = 21.4, Q2 = 18.9

Vocabulary average score of 3001 is the lowest standard area of performance

Math Percentage for Quartile 1 and Quartile 2:

7th grade - Q1 = 10, Q2 = 33.1

8th grade - Q1 = 11.7, Q2 = 30.1

9th grade - Q1 = 24.7, Q2 = 29.2

Algebra and Measurement average score of 2797 are the lowest standard area of performance

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

Vocabulary average score of 3001 is the lowest standard area of performance

Algebra and Measurement average score of 2797 are the lowest standard area of performance

As indicated in last year's data vocabulary continues to be the lowest area of performance.

This year in mathematics the area of lowest performance is different that the previous year. This year Algebra and Measurement both have the lowest school wide average score, whereas data analysis and probability were the lowest scores.

Which area(s) indicate the overall lowest performance?

Reading -

Nonfiction is the unit with the lowest scale score/percentage and showed the least attainment for the school overall.

The unit with the lowest scale score and showed the least attainment for each grade level:

7th grade - vocabulary

8th grade - fiction

9th grade - nonfiction

Math -

Algebra and Measurement average score of 2797 are the lowest standard area of performance with the lowest scale score/percentage and
SY 2018-2019

showed the least attainment for the school overall. The unit with the lowest scale score and showed the least attainment for each grade level:

7th grade - Algebra

8th grade - Measurement

9th grade - Geometry

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

Reading:

The subgroups showing a trend toward decreasing performance are Hispanic, Black, and Special Education. The 8th grade Black/African American subgroups shows the greatest difference from all students.

Math:

The subgroups showing a trend toward decreasing performance are Hispanic, Black and Special Education. The 9th grade Black/African American subgroup shows the greatest difference from all students.

Between which subgroups is the achievement gap becoming greater?

The following subgroups achievement gap is becoming greater:

Reading:

Economically Disadvantaged, Gifted, Special Education, Black, and white

Math:

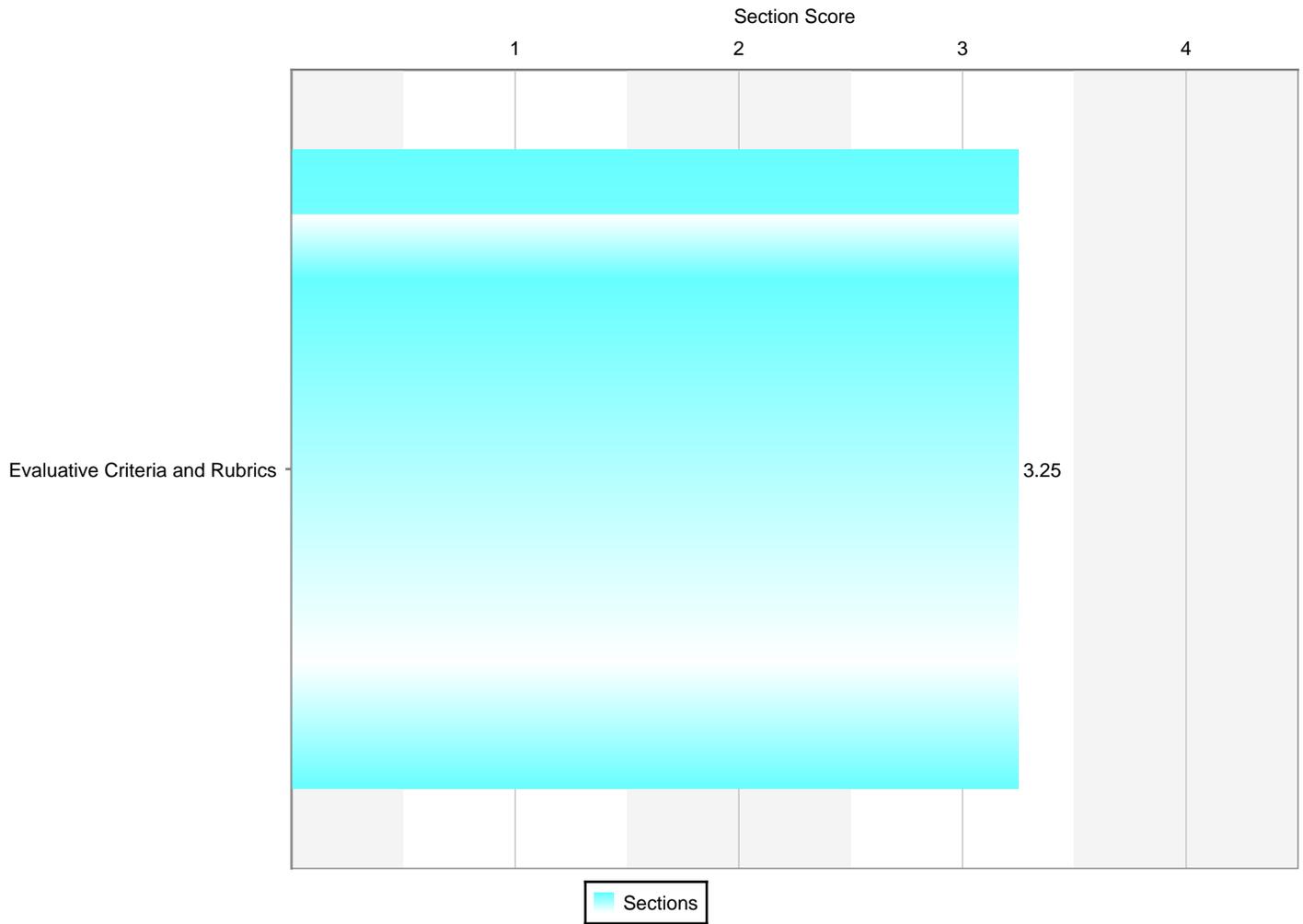
Hispanic, American Indian, Multi-Race, White, Black/African American, Economically Disadvantaged, and Special Education.

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

Findings are consistent with data from Achievement Series, RTI data collection, and classroom formative and summative assessments.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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		Assurance 2

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		Assurance 3

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		School Parent Compact

2018-2019

Overview

Plan Name

2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	We will engage learners through high quality aligned College and Career-Ready Standards, instruction and assessments in ELA/Reading. We will increase our reading total proficiency score from 60% to 63% this year.	Objectives: 1 Strategies: 5 Activities: 17	Academic	\$20500
2	We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in Math.	Objectives: 1 Strategies: 4 Activities: 16	Academic	\$11000
3	We will identify barriers to teaching and learning and align support systems to address the barriers.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$2000

Goal 1: We will engage learners through high quality aligned College and Career-Ready Standards, instruction and assessments in ELA/Reading. We will increase our reading total proficiency score from 60% to 63% this year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency all students in Reading by 05/01/2019 as measured by Scantron Performance Series results.

Strategy 1:

Depth of Knowledge - Teachers will unwrap their standards to determine the depth of knowledge that each standard should be taught and assessed then plan instruction to meet learners needs

Research Cited: Local

Activity - Thinking Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will model Thinking Process Explicitly - anchor charts, graphic organizers, lesson plans indicating multiple tasks at varying DOK levels	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration , curriculum leader, and teachers

Activity - Exit Slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration , instructional coach and teachers

Activity - Planning for DOK Levels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration , instructional coach and teachers

Activity - Reading Across Curriculum Supplemental Readings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Elberta High School

The New York Times Upfront and Science World will be used to promote current issues and encourage increased awareness of the science world. Improve student understanding as they discuss current events and real world happenings using high order DOK questioning.	Community Engagement, Academic Support Program, Direct Instruction	10/01/2018	05/24/2019	\$1200	Title I Part A	Faculty, Admin, Curriculum Leader
--	--	------------	------------	--------	----------------	-----------------------------------

Strategy 2:

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

Research Cited: Local

Activity - Exit/Admin Tickets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A simple but effective formative assessment is the Exit Ticket. Exit Tickets are small pieces of paper or index cards that student deposit as they leave the classroom. Students are required to write down an accurate interpretation of the main idea behind the lesson taught that day, and then provide more detail about the topic.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration, instructional coach and teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to verbalize what they are learning (learning target) Before lesson be able to explain what they will learn. During the lesson be able to explain what they are doing and how it supports the learning target. After the lesson be able to reflect on what they did today and how it helped them reach the learning target.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administrators, instructional coach and teachers

Strategy 3:

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

Research Cited: Local

Activity - Differentiation of Reading Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and plan for a variety of differentiated instructional activities/tasks " Independent Work " Interest Centers/Groups " Adjusting Questions	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administrators, instructional coach and teachers

Activity - Assessment Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Elberta High School

Use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance/Achievement Series, Next Steps in Guided Reading Assessment Kit, DIBELS next, S.P.I.R.E., etc.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administrators, instructional coach and teachers
Activity - Strategic Questioning Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Questioning strategies may be used with individuals, small groups, or the entire class. Effective formative assessment strategies involve asking student to answer well-thought-out, higher-order such as "why" and "how." Higher order questions require more in-depth thinking from the students, and help the teacher discern the level and extent of the students' understanding. Another strategic questioning used in formative assessment is to give the students a "wait time" to respond. Studies have found that most students become more engaged in classroom dialogue when higher-order questions are combined with a wait period.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administrators, instructional coach and teachers
Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language-Live and Guided Reading will be used to support struggling readers. Guided Reading Tutor will be used to assist current Guided Reading Teachers and struggling students.	Academic Support Program, Behavioral Support Program, Direct Instruction	10/01/2019	10/01/2019	\$13300	Title I Part A, No Funding Required	Administration, Curriculum Leader, Faculty
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use ixl to provide differentiated instruction.	Academic Support Program, Direct Instruction	08/01/2018	05/01/2019	\$3000	Title I Part A	Administration, Staff, Curriculum Leader
Activity - Supplemental Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School level novels will be purchased to supplement the additional high school grades.	Academic Support Program, Direct Instruction	10/04/2018	05/01/2019	\$1000	Title I Part A	Administration, Staff, Curriculum Leader
Activity - NearPod	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Elberta High School

Nearpod is an interactive classroom tool for teachers to engage students with interactive lessons. This is a tool that will be used cross curriculum.	Academic Support Program, Direct Instruction	10/01/2018	05/17/2019	\$1000	Title I Part A	All faculty, Admin, Curriculum leader
---	--	------------	------------	--------	----------------	---------------------------------------

Strategy 4:

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

Research Cited: Local

Activity - Running Records	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administrator, instructional coach, teachers

Activity - Exit Slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administrators, instructional coach and teachers

Activity - Scantron PS and AS Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of Scantron Performance and Achievements Series as a formative assessment.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administrators, instructional coach and teachers

Strategy 5:

Professional Development - Fall professional development on library media

Research Cited: local

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

During the Fall of 2018 all teachers will participate in the Library Media professional learning workshop.	Academic Support Program, Professional Learning, Direct Instruction	10/01/2018	12/14/2018	\$1000	Title I Part A	Administration , Staff, Curriculum Leader
--	---	------------	------------	--------	----------------	---

Goal 2: We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in Math.

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/01/2019 as measured by Scantron Performance Series results.

Strategy 1:

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

Research Cited: Local

Activity - Planning for DOK Levels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration , instructional coach and teachers

Activity - Assessments at DOK Level	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give a classroom assessment that matches the daily learning target's DOK level.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration , instructional coach and teachers

Activity - Variety of Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration , instructional coach, and teachers

Strategy 2:

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

Research Cited: Local

Activity - Daily Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration , instructional coach and teachers
Activity - Assessment Data for LT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction to students based on learning targets from the previous grade level that were not mastered as indicated by the Performance Series Assessment and other assessment data available through Scantron Analytics.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration , instructional coach and teachers
Activity - Student Explanation of LT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration , instructional coach and teachers

Strategy 3:

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

Research Cited: Local

Activity - Exit Slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s).	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration , instructional coach and teachers
Activity - Data-Based Intervention Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data available through Scantron Analytics.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration , instructional coach and teachers

Activity - Supplemental Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Calculators to support and enhance student learning will be purchased and students will be taught how to use advanced specialty calculators.	Academic Support Program, Direct Instruction	08/01/2018	05/01/2019	\$1000	Title I Part A	Administration , Curriculum Leader, Faculty

Strategy 4:

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

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

Research Cited: Local

Activity - Problem Solving Tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use real-world problem-solving tasks that encourage students to apply their mathematical knowledge in a deep manner. Students will defend their thinking during mathematical discourse as a way to share their mathematical reasoning.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration , instructional coach and teachers

Activity - Trans-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trans-Math will be used to provide differentiated lessons to students needed math remediation.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administrators, instructional coach and teachers

Activity - Math Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide mathematics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series assessments.	Academic Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administrators, instructional coach and teachers

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

Technology based software (iXL) will be used to provide for differentiated student needs.	Academic Support Program, Direct Instruction	08/20/2018	05/01/2019	\$3000	Title I Part A	Administration, Staff, Curriculum Leader
Activity - Direct Instruction-Tutors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will work students identified by RTI as Tier 3. Students will be pulled from elective courses or during advisory periods to receive directed tutored instruction in area of need.	Academic Support Program, Behavioral Support Program, Direct Instruction	10/01/2018	05/01/2019	\$5000	Other	Administration, Curriculum Leader, Faculty
Activity - Kuta Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Software for math teachers that creates worksheets to allow for individualized direct instruction	Academic Support Program, Direct Instruction	10/01/2018	05/10/2019	\$1000	Title I Part A	Admin, Math faculty
Activity - NearPod	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Nearpod is an interactive classroom tool for teachers to engage students with interactive lessons.	Academic Support Program, Direct Instruction	10/01/2018	05/24/2019	\$1000	Title I Part A	All faculty, admin, curriculum leader

Goal 3: We will identify barriers to teaching and learning and align support systems to address the barriers.

Measurable Objective 1:

increase student growth by creating and cultivating programs to improve student involvement, student academic/social growth, and school culture. by 05/01/2019 as measured by student attendance and grades.

Strategy 1:

Advisory Period - All students will have a period each day in which they have an opportunity to attend club meetings, collaborate to complete projects and course work, and/or receive remediation for identified areas of need.

Research Cited: Local

Activity - Advisory Teacher Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with information to assist them in providing remediation to identified students.	Academic Support Program, Behavioral Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration , counselors and teachers
Activity - Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily time has been set aside to ensure that students have opportunities within the school day to be involved in extra-curricular activities.	Career Preparation/Orientation, Extra Curricular, Academic Support Program, Behavioral Support Program	08/01/2018	05/01/2019	\$0	No Funding Required	Administration , Club Sponsors, Curriculum Leader, Faculty
Activity - Data Sheets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Sheets will be completed on all students twice per month.	Academic Support Program, Behavioral Support Program, Other, Direct Instruction	09/01/2018	05/01/2019	\$1000	Title I Part A	Administration , Staff, Curriculum Leader

Strategy 2:

Parental Involvement - Teachers will send positive postcards to parents to highlight the positive attributes of their child/student.

Research Cited: local

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

ACIP

Elberta High School

Teachers will send 5 positive postcards to parents in an effort to build relationships between parents/students/school and improve student self-esteem	Parent Involvement, Academic Support Program, Behavioral Support Program	10/01/2018	05/01/2019	\$1000	Title I Part A	Administration, Staff, Curriculum Leader
--	--	------------	------------	--------	----------------	--

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
Daily Learning Targets	Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administration, instructional coach and teachers
Scantron PS and AS Results	Use results of Scantron Performance and Achievements Series as a formative assessment.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administrators, instructional coach and teachers
Problem Solving Tasks	Teachers will use real-world problem-solving tasks that encourage students to apply their mathematical knowledge in a deep manner. Students will defend their thinking during mathematical discourse as a way to share their mathematical reasoning.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administration, instructional coach and teachers
Data-Based Intervention Lessons	Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data available through Scantron Analytics.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administration, instructional coach and teachers
Trans-Math	Trans-Math will be used to provide differentiated lessons to students needed math remediation.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administrators, instructional coach and teachers
Planning for DOK Levels	Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards	Academic Support Program	08/01/2018	05/01/2019	\$0	Administration, instructional coach and teachers
Exit Slips	Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s).	Academic Support Program	08/01/2018	05/01/2019	\$0	Administration, instructional coach and teachers
Thinking Process	Teacher will model Thinking Process Explicitly - anchor charts, graphic organizers, lesson plans indicating multiple tasks at varying DOK levels	Academic Support Program	08/01/2018	05/01/2019	\$0	Administration, curriculum leader, and teachers

Assessment Results	Use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance/Achievement Series, Next Steps in Guided Reading Assessment Kit, DIBELS next, S.P.I.R.E., etc.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administrator s, instructional coach and teachers
Exit Slips	Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administrator s, instructional coach and teachers
Variety of Assessments	Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administration , instructional coach, and teachers
Math Activities	Teachers will provide mathematics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series assessments.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administrator s, instructional coach and teachers
Advisory Teacher Meetings	Teachers will be provided with information to assist them in providing remediation to identified students.	Academic Support Program, Behavioral Support Program	08/01/2018	05/01/2019	\$0	Administration , counselors and teachers
Exit/Admin Tickets	A simple but effective formative assessment is the Exit Ticket. Exit Tickets are small pieces of paper or index cards that student deposit as they leave the classroom. Students are required to write down an accurate interpretation of the main idea behind the lesson taught that day, and then provide more detail about the topic.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administration , instructional coach and teachers
Running Records	Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administrator, instructional coach, teachers
Graphic Organizers	Students will be able to verbalize what they are learning (learning target) Before lesson be able to explain what they will learn. During the lesson be able to explain what they are doing and how it supports the learning target. After the lesson be able to reflect on what they did today and how it helped them reach the learning target.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administrator s, instructional coach and teachers

ACIP

Elberta High School

Strategic Questioning Strategies	Questioning strategies may be used with individuals, small groups, or the entire class. Effective formative assessment strategies involve asking student to answer well-thought-out, higher-order such as "why" and "how." Higher order questions require more in-depth thinking from the students, and help the teacher discern the level and extent of the students' understanding. Another strategic questioning used in formative assessment is to give the students a "wait time" to respond. Studies have found that most students become more engaged in classroom dialogue when higher-order questions are combined with a wait period.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administrators, instructional coach and teachers
Differentiation of Reading Instructional Resources	Identify and plan for a variety of differentiated instructional activities/tasks " Independent Work " Interest Centers/Groups " Adjusting Questions	Academic Support Program	08/01/2018	05/01/2019	\$0	Administrators, instructional coach and teachers
Exit Slips	Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administration, instructional coach and teachers
Planning for DOK Levels	Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administration, instructional coach and teachers
Student Explanation of LT	Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administration, instructional coach and teachers
Assessments at DOK Level	Teachers will give a classroom assessment that matches the daily learning target's DOK level.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administration, instructional coach and teachers
Supplemental Instruction	Language-Live and Guided Reading will be used to support struggling readers. Guided Reading Tutor will be used to assist current Guided Reading Teachers and struggling students.	Academic Support Program, Behavioral Support Program, Direct Instruction	10/01/2019	10/01/2019	\$0	Administration, Curriculum Leader, Faculty
Assessment Data for LT	Teachers will provide instruction to students based on learning targets from the previous grade level that were not mastered as indicated by the Performance Series Assessment and other assessment data available through Scantron Analytics.	Academic Support Program	08/01/2018	05/01/2019	\$0	Administration, instructional coach and teachers

ACIP

Elberta High School

Clubs	Daily time has been set aside to ensure that students have opportunities within the school day to be involved in extra-curricular activities.	Career Preparation/Orientation, Extra Curricular, Academic Support Program, Behavioral Support Program	08/01/2018	05/01/2019	\$0	Administration, Club Sponsors, Curriculum Leader, Faculty
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Instruction-Tutors	Tutors will work students identified by RTI as Tier 3. Students will be pulled from elective courses or during advisory periods to receive directed tutored instruction in area of need.	Academic Support Program, Behavioral Support Program, Direct Instruction	10/01/2018	05/01/2019	\$5000	Administration, Curriculum Leader, Faculty
Total					\$5000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Technology based software (iXL) will be used to provide for differentiated student needs.	Academic Support Program, Direct Instruction	08/20/2018	05/01/2019	\$3000	Administration, Staff, Curriculum Leader
DAta Sheets	Data Sheets will be completed on all students twice per month.	Academic Support Program, Behavioral Support Program, Other, Direct Instruction	09/01/2018	05/01/2019	\$1000	Administration, Staff, Curriculum Leader

ACIP

Elberta High School

NearPod	Nearpod is an interactive classroom tool for teachers to engage students with interactive lessons.	Academic Support Program, Direct Instruction	10/01/2018	05/24/2019	\$1000	All faculty, admin, curriculum leader
NearPod	Nearpod is an interactive classroom tool for teachers to engage students with interactive lessons. This is a tool that will be used cross curriculum.	Academic Support Program, Direct Instruction	10/01/2018	05/17/2019	\$1000	All faculty, Admin, Curriculum leader
Supplemental Tools	Calculators to support and enhance student learning will be purchased and students will be taught how to use advanced specialty calculators.	Academic Support Program, Direct Instruction	08/01/2018	05/01/2019	\$1000	Administration , Curriculum Leader, Faculty
Supplemental Instruction	Language-Live and Guided Reading will be used to support struggling readers. Guided Reading Tutor will be used to assist current Guided Reading Teachers and struggling students.	Academic Support Program, Behavioral Support Program, Direct Instruction	10/01/2019	10/01/2019	\$13300	Administration , Curriculum Leader, Faculty
Supplemental Tools	High School level novels will be purchased to supplement the additional high school grades.	Academic Support Program, Direct Instruction	10/04/2018	05/01/2019	\$1000	Administration , Staff, Curriculum Leader
Technology	Teachers will use ixl to provide differentiated instruction.	Academic Support Program, Direct Instruction	08/01/2018	05/01/2019	\$3000	Administration , Staff, Curriculum Leader
Professional Development	During the Fall of 2018 all teachers will participate in the Library Media professional learning workshop.	Academic Support Program, Professional Learning, Direct Instruction	10/01/2018	12/14/2018	\$1000	Administration , Staff, Curriculum Leader
Reading Across Curriculum Supplemental Readings	The New York Times Upfront and Science World will be used to promote current issues and encourage increased awareness of the science world. Improve student understanding as they discuss current events and real world happenings using high order DOK questioning.	Community Engagement, Academic Support Program, Direct Instruction	10/01/2018	05/24/2019	\$1200	Faculty, Admin, Curriculum Leader

ACIP

Elberta High School

Postcards	Teachers will send 5 positive postcards to parents in an effort to build relationships between parents/students/school and improve student self-esteem	Parent Involvement, Academic Support Program, Behavioral Support Program	10/01/2018	05/01/2019	\$1000	Administration, Staff, Curriculum Leader
Kuta Software	Software for math teachers that creates worksheets to allow for individualized direct instruction	Academic Support Program, Direct Instruction	10/01/2018	05/10/2019	\$1000	Admin, Math faculty
Total					\$28500	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Advance ed parent, student, and staff surveys were given and the Title 1 Parent Involvement Survey.	

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

For students - In My school, the principal and teachers have high expectations of me with an average score of 4.03.

For Parents - Our School's purpose statement is clearly focused on student success with an average score of 4.36

For Staff - Our school leaders monitor data related to student achievement with an average score of 4.37 and Our school leaders monitor data related to school continuous improvement goals with an average score of 4.39. Our school has a continuous improvement process based on data, goals, actions, and measures for growth with an average score of 4.41.

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

No other data to compare.

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

We consistently are told teachers and staff provide a caring and safe learning environment for the students. Teachers and staff have high expectations and provide students with challenging curriculum and up to date technology to facilitate learning and preparedness for success in the next school year.

Areas in Need of Improvement

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

Staff - In our school, a formal process is in place to support new staff members in their professional practice with an average score of 3.47

Student - In my school, students help each other even if they are not friends with an average score of 2.62

Parents - All of my child's teachers keep me informed regularly of how my child is being graded with an average score of 3.74

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

We are unable to identify an area(s) showing a trend at this time as we do not have similar information from prior times.

What are the implications for these stakeholder perceptions?

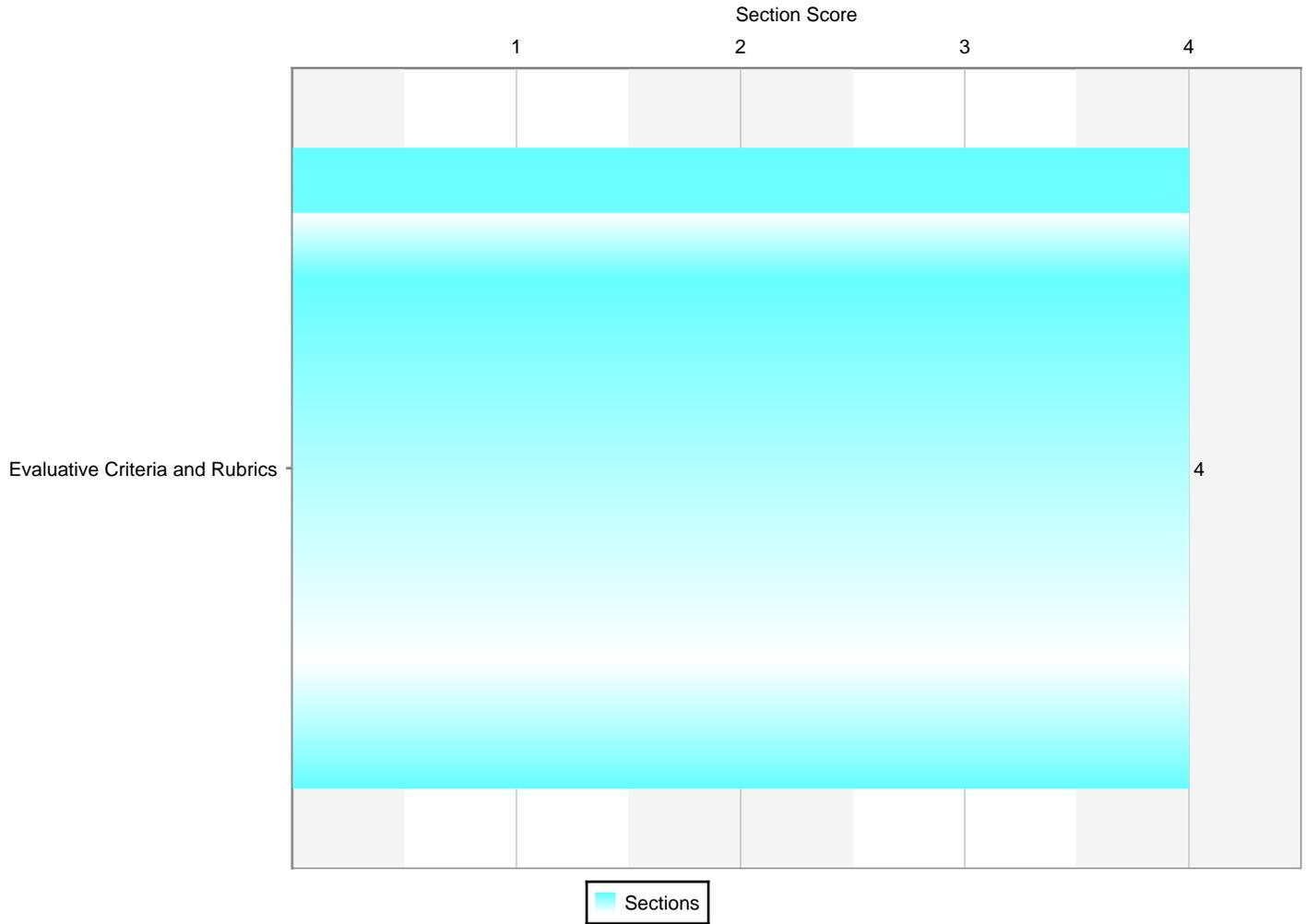
- The stakeholders appreciate the up to date technology.
- They enjoy the environment of a small school.
- More parent involvement is needed.
- More communication among the stakeholders is needed.

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

The reported findings are consistent with conversations we have with stakeholders.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Data meetings were held and the faculty reviewed the Scantron results. Strengths and weaknesses were identified, and research strategies were chosen to improve academic performance. Scantron Performance Series Assessments were administered to students in the Fall, Winter and Spring. Winter and Spring assessments identified student gains and areas still in need of support. RTI meetings were also held to discuss growth of students identified as Tier 2 or 3. Scantron Achievement series data also supplemented decision making.

What were the results of the comprehensive needs assessment?

Scantron Performance Series data indicated 52% of 7th graders , 58% of 8th graders, and 58% of 9th graders did not meet targeted gains in math.

In Reading 48% of 7th, 46% of 8th, and 45% of 9th graders did not meet target growth.

What conclusions were drawn from the results?

From the results it was concluded that several students need remediation in basic math and reading skills. Teachers will use the Scantron results to build appropriate intervention strategies for students struggling in math and reading. Using RTI and tutors and guided reading students will be provided with more intense remediation of lacking skills. Further, Trans-Math, Language Live, and Guided reading will be used as a differentiation tool to provide additional remediation as needed.

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

As a result of analyzing perception, student achievement, school programs/process, and demographic data we have determined that our focus should continue to be on improving math and reading skills for all students. Further, with a large number of students not meeting target goals in reading and math, science and history or impacted. Title 1 monies will be used to reduce class size in mathematics. Grant monies will be used to fund school day tutors for non-special education students struggling in math and reading. Trans-Math, Language Live, and Guided Reading will also supplement instruction and serve as a remediation piece.

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

The school goals are the driving force behind our efforts for the year to address our areas of need. The data derived from the Scantron assessments led to the selection of our goals will be utilized as a baseline aligning with the results from continuous progress monitoring. Goals to improve school climate, and stakeholder involvement stem from the AdvancED surveys.

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

By choosing the reading and math goals detailed in our plan, there are many types of data that can lead to an understanding of whether we are achieving our goals or not. Our goals can be achieved through various types of instruction and activities, whether it be social studies, science, technology, or project-based learning. Teacher observation, rubrics, student work samples, test, tutorials, and even games can be data used for our selected goals.

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

The goals we have selected are of the utmost importance to all students in a school population. The goals will focus on skills that our disadvantaged students need to make strides in in an effort to close the achievement gap between them and our students who are not considered to be disadvantaged. Our focus is to raise the ability of all students to integrate knowledge and ideas in all aspects of school and life. We also want to strengthen our students' foundation in math so they can solve real-world problems and find new math concepts more relevant to life. We will focus on strategies to help all of our students gain a better ability to comprehend written material.

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

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

Goal 1:

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in Math.

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/01/2019 as measured by Scantron Performance Series results.

Strategy1:

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

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

Research Cited: Local

Activity - Problem Solving Tasks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use real-world problem-solving tasks that encourage students to apply their mathematical knowledge in a deep manner. Students will defend their thinking during mathematical discourse as a way to share their mathematical reasoning.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Trans-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trans-Math will be used to provide differentiated lessons to students needed math remediation.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

ACIP

Elberta High School

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology based software (iXL) will be used to provide for differentiated student needs.	Direct Instruction Academic Support Program	08/20/2018	05/01/2019	\$3000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Direct Instruction-Tutors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work students identified by RTI as Tier 3. Students will be pulled from elective courses or during advisory periods to receive directed tutored instruction in area of need.	Behavioral Support Program Direct Instruction Academic Support Program	10/01/2018	05/01/2019	\$5000 - Other	Administration, Curriculum Leader, Faculty

Activity - Math Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide mathematics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series assessments.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Strategy2:

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

Research Cited: Local

Activity - Assessments at DOK Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give a classroom assessment that matches the daily learning target's DOK level.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Planning for DOK Levels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Variety of Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach, and teachers

Strategy3:

Learning Targets - Identify and utilize purposeful learning targets based on guidance/pacing documents and the unwrapped standards and
SY 2018-2019

plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Research Cited: Local

Activity - Assessment Data for LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction to students based on learning targets from the previous grade level that were not mastered as indicated by the Performance Series Assessment and other assessment data available through Scantron Analytics.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Daily Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Student Explanation of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Strategy4:

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

Research Cited: Local

Activity - Data-Based Intervention Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data available through Scantron Analytics.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s).	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

ACIP

Elberta High School

Activity - Supplemental Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Calculators to support and enhance student learning will be purchased and students will be taught how to use advanced specialty calculators.	Direct Instruction Academic Support Program	08/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Curriculum Leader, Faculty

Goal 2:

We will identify barriers to teaching and learning and align support systems to address the barriers.

Measurable Objective 1:

increase student growth by creating and cultivating programs to improve student involvement, student academic/social growth, and school culture. by 05/01/2019 as measured by student attendance and grades.

Strategy1:

Advisory Period - All students will have a period each day in which they have an opportunity to attend club meetings, collaborate to complete projects and course work, and/or receive remediation for identified areas of need.

Research Cited: Local

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily time has been set aside to ensure that students have opportunities within the school day to be involved in extra-curricular activities.	Academic Support Program Extra Curricular Behavioral Support Program Career Preparation/Orientation	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, Club Sponsors, Curriculum Leader, Faculty

Activity - Data Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Sheets will be completed on all students twice per month.	Other Direct Instruction Behavioral Support Program Academic Support Program	09/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

ACIP

Elberta High School

Activity - Advisory Teacher Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with information to assist them in providing remediation to identified students.	Academic Support Program Behavioral Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, counselors and teachers

Strategy2:

Parental Involvement - Teachers will send positive postcards to parents to highlight the positive attributes of their child/student.

Research Cited: local

Activity - Postcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will send 5 positive postcards to parents in an effort to build relationships between parents/students/school and improve student self-esteem	Academic Support Program Parent Involvement Behavioral Support Program	10/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Goal 3:

We will engage learners through high quality aligned College and Career-Ready Standards, instruction and assessments in ELA/Reading.

We will increase our reading total proficiency score from 60% to 63% this year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency all students in Reading by 05/01/2019 as measured by Scantron Performance Series results.

Strategy1:

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

Research Cited: Local

Activity - Differentiation of Reading Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and plan for a variety of differentiated instructional activities/tasks " Independent Work " Interest Centers/Groups " Adjusting Questions	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

ACIP

Elberta High School

Activity - Assessment Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance/Achievement Series, Next Steps in Guided Reading Assessment Kit, DIBELS next, S.P.I.R.E., etc.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Strategic Questioning Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Questioning strategies may be used with individuals, small groups, or the entire class. Effective formative assessment strategies involve asking student to answer well-thought-out, higher-order such as "why" and "how." Higher order questions require more in-depth thinking from the students, and help the teacher discern the level and extent of the students' understanding. Another strategic questioning used in formative assessment is to give the students a "wait time" to respond. Studies have found that most students become more engaged in classroom dialogue when higher-order questions are combined with a wait period.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Supplemental Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School level novels will be purchased to supplement the additional high school grades.	Direct Instruction Academic Support Program	10/04/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ixl to provide differentiated instruction.	Academic Support Program Direct Instruction	08/01/2018	05/01/2019	\$3000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language-Live and Guided Reading will be used to support struggling readers.	Behavioral Support Program Academic Support Program Direct Instruction	10/01/2019	10/01/2019	\$0 - No Funding Required	Administration, Curriculum Leader, Faculty

Strategy2:

Depth of Knowledge - Teachers will unwrap their standards to determine the depth of knowledge that each standard should be taught and assessed then plan instruction to meet learners needs

Research Cited: Local

Activity - Planning for DOK Levels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Thinking Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model Thinking Process Explicitly - anchor charts, graphic organizers, lesson plans indicating multiple tasks at varying DOK levels	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, curriculum leader, and teachers

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Strategy3:

Professional Development - Fall professional development on library media

Research Cited: local

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the Fall of 2018 all teachers will participate in the Library Media professional learning workshop.	Direct Instruction Professional Learning Academic Support Program	10/01/2018	12/14/2018	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Strategy4:

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

Research Cited: Local

Activity - Running Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrator, instructional coach, teachers

ACIP

Elberta High School

Activity - Scantron PS and AS Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of Scantron Performance and Achievements Series as a formative assessment.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Strategy5:

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

Research Cited: Local

Activity - Exit/Admin Tickets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A simple but effective formative assessment is the Exit Ticket. Exit Tickets are small pieces of paper or index cards that student deposit as they leave the classroom. Students are required to write down an accurate interpretation of the main idea behind the lesson taught that day, and then provide more detail about the topic.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to verbalize what they are learning (learning target) Before lesson be able to explain what they will learn. During the lesson be able to explain what they are doing and how it supports the learning target. After the lesson be able to reflect on what they did today and how it helped them reach the learning target.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in Math.

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/01/2019 as measured by Scantron Performance

Series results.

Strategy1:

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

Research Cited: Local

Activity - Supplemental Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Calculators to support and enhance student learning will be purchased and students will be taught how to use advanced specialty calculators.	Academic Support Program Direct Instruction	08/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Curriculum Leader, Faculty

Activity - Data-Based Intervention Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data available through Scantron Analytics.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s).	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Strategy2:

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

Research Cited: Local

Activity - Daily Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Assessment Data for LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction to students based on learning targets from the previous grade level that were not mastered as indicated by the Performance Series Assessment and other assessment data available through Scantron Analytics.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Student Explanation of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Strategy3:

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

Research Cited: Local

Activity - Variety of Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach, and teachers

Activity - Assessments at DOK Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give a classroom assessment that matches the daily learning target's DOK level.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Planning for DOK Levels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Strategy4:

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

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

Research Cited: Local

ACIP

Elberta High School

Activity - Trans-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trans-Math will be used to provide differentiated lessons to students needed math remediation.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Direct Instruction-Tutors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work students identified by RTI as Tier 3. Students will be pulled from elective courses or during advisory periods to receive directed tutored instruction in area of need.	Academic Support Program Direct Instruction Behavioral Support Program	10/01/2018	05/01/2019	\$5000 - Other	Administration, Curriculum Leader, Faculty

Activity - Problem Solving Tasks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use real-world problem-solving tasks that encourage students to apply their mathematical knowledge in a deep manner. Students will defend their thinking during mathematical discourse as a way to share their mathematical reasoning.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Math Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide mathematics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series assessments.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology based software (iXL) will be used to provide for differentiated student needs.	Academic Support Program Direct Instruction	08/20/2018	05/01/2019	\$3000 - Title I Part A	Administration, Staff, Curriculum Leader

Goal 2:

We will identify barriers to teaching and learning and align support systems to address the barriers.

Measurable Objective 1:

increase student growth by creating and cultivating programs to improve student involvement, student academic/social growth, and school culture. by 05/01/2019 as measured by student attendance and grades.

Strategy1:

Advisory Period - All students will have a period each day in which they have an opportunity to attend club meetings, collaborate to complete

ACIP

Elberta High School

projects and course work, and/or receive remediation for identified areas of need.

Research Cited: Local

Activity - Data Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Sheets will be completed on all students twice per month.	Academic Support Program Behavioral Support Program Direct Instruction Other	09/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Advisory Teacher Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with information to assist them in providing remediation to identified students.	Behavioral Support Program Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, counselors and teachers

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily time has been set aside to ensure that students have opportunities within the school day to be involved in extra-curricular activities.	Career Preparation/ Orientation Academic Support Program Extra Curricular Behavioral Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, Club Sponsors, Curriculum Leader, Faculty

Strategy2:

Parental Involvement - Teachers will send positive postcards to parents to highlight the positive attributes of their child/student.

Research Cited: local

Activity - Postcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will send 5 positive postcards to parents in an effort to build relationships between parents/students/school and improve student self-esteem	Behavioral Support Program Academic Support Program Parent Involvement	10/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Goal 3:

We will engage learners through high quality aligned College and Career-Ready Standards, instruction and assessments in ELA/Reading.

We will increase our reading total proficiency score from 60% to 63% this year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency all students in Reading by 05/01/2019 as measured by Scantron Performance Series results.

Strategy1:

Depth of Knowledge - Teachers will unwrap their standards to determine the depth of knowledge that each standard should be taught and assessed then plan instruction to meet learners needs

Research Cited: Local

Activity - Planning for DOK Levels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Thinking Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model Thinking Process Explicitly - anchor charts, graphic organizers, lesson plans indicating multiple tasks at varying DOK levels	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, curriculum leader, and teachers

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Strategy2:

Professional Development - Fall professional development on library media

Research Cited: local

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the Fall of 2018 all teachers will participate in the Library Media professional learning workshop.	Direct Instruction Academic Support Program Professional Learning	10/01/2018	12/14/2018	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Strategy3:

Formative Assessments - Create and utilize formative assessment that requires students to formulate responses to questions that have more

than one possible answer and requires students to justify the response they give.

Research Cited: Local

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Scantron PS and AS Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of Scantron Performance and Achievements Series as a formative assessment.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Running Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrator, instructional coach, teachers

Strategy4:

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

Research Cited: Local

Activity - Exit/Admin Tickets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A simple but effective formative assessment is the Exit Ticket. Exit Tickets are small pieces of paper or index cards that student deposit as they leave the classroom. Students are required to write down an accurate interpretation of the main idea behind the lesson taught that day, and then provide more detail about the topic.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to verbalize what they are learning (learning target) Before lesson be able to explain what they will learn. During the lesson be able to explain what they are doing and how it supports the learning target. After the lesson be able to reflect on what they did today and how it helped them reach the learning target.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Strategy5:

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

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

Research Cited: Local

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ixl to provide differentiated instruction.	Academic Support Program Direct Instruction	08/01/2018	05/01/2019	\$3000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Supplemental Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School level novels will be purchased to supplement the additional high school grades.	Academic Support Program Direct Instruction	10/04/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language-Live and Guided Reading will be used to support struggling readers.	Behavioral Support Program Academic Support Program Direct Instruction	10/01/2019	10/01/2019	\$0 - No Funding Required	Administration, Curriculum Leader, Faculty

Activity - Differentiation of Reading Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and plan for a variety of differentiated instructional activities/tasks " Independent Work " Interest Centers/Groups " Adjusting Questions	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Strategic Questioning Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Questioning strategies may be used with individuals, small groups, or the entire class. Effective formative assessment strategies involve asking student to answer well-thought-out, higher-order such as "why" and "how." Higher order questions require more in-depth thinking from the students, and help the teacher discern the level and extent of the students' understanding. Another strategic questioning used in formative assessment is to give the students a "wait time" to respond. Studies have found that most students become more engaged in classroom dialogue when higher-order questions are combined with a wait period.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Assessment Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance/Achievement Series, Next Steps in Guided Reading Assessment Kit, DIBELS next, S.P.I.R.E., etc.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in Math.

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/01/2019 as measured by Scantron Performance Series results.

Strategy1:

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

Research Cited: Local

ACIP

Elberta High School

Activity - Data-Based Intervention Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data available through Scantron Analytics.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Supplemental Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Calculators to support and enhance student learning will be purchased and students will be taught how to use advanced specialty calculators.	Direct Instruction Academic Support Program	08/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Curriculum Leader, Faculty

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s).	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Strategy2:

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

Research Cited: Local

Activity - Variety of Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach, and teachers

Activity - Planning for DOK Levels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Assessments at DOK Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give a classroom assessment that matches the daily learning target's DOK level.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Strategy3:

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

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

Research Cited: Local

Activity - Math Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide mathematics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series assessments.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Trans-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trans-Math will be used to provide differentiated lessons to students needed math remediation.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Problem Solving Tasks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use real-world problem-solving tasks that encourage students to apply their mathematical knowledge in a deep manner. Students will defend their thinking during mathematical discourse as a way to share their mathematical reasoning.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology based software (iXL) will be used to provide for differentiated student needs.	Direct Instruction Academic Support Program	08/20/2018	05/01/2019	\$3000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Direct Instruction-Tutors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work students identified by RTI as Tier 3. Students will be pulled from elective courses or during advisory periods to receive directed tutored instruction in area of need.	Behavioral Support Program Academic Support Program Direct Instruction	10/01/2018	05/01/2019	\$5000 - Other	Administration, Curriculum Leader, Faculty

Strategy4:

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

Research Cited: Local

Activity - Daily Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Student Explanation of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Assessment Data for LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction to students based on learning targets from the previous grade level that were not mastered as indicated by the Performance Series Assessment and other assessment data available through Scantron Analytics.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Goal 2:

We will identify barriers to teaching and learning and align support systems to address the barriers.

Measurable Objective 1:

increase student growth by creating and cultivating programs to improve student involvement, student academic/social growth, and school culture. by 05/01/2019 as measured by student attendance and grades.

Strategy1:

Parental Involvement - Teachers will send positive postcards to parents to highlight the positive attributes of their child/student.

Research Cited: local

Activity - Postcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will send 5 positive postcards to parents in an effort to build relationships between parents/students/school and improve student self-esteem	Parent Involvement Academic Support Program Behavioral Support Program	10/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Strategy2:

Advisory Period - All students will have a period each day in which they have an opportunity to attend club meetings, collaborate to complete projects and course work, and/or receive remediation for identified areas of need.

Research Cited: Local

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily time has been set aside to ensure that students have opportunities within the school day to be involved in extra-curricular activities.	Academic Support Program Behavioral Support Program Career Preparation/Orientation Extra Curricular	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, Club Sponsors, Curriculum Leader, Faculty

Activity - Advisory Teacher Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with information to assist them in providing remediation to identified students.	Behavioral Support Program Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, counselors and teachers

Activity - Data Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Sheets will be completed on all students twice per month.	Direct Instruction Behavioral Support Program Academic Support Program Other	09/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Goal 3:
We will engage learners through high quality aligned College and Career-Ready Standards, instruction and assessments in ELA/Reading.
We will increase our reading total proficiency score from 60% to 63% this year.

Measurable Objective 1:
A 3% increase of All Students will demonstrate a proficiency all students in Reading by 05/01/2019 as measured by Scantron Performance Series results.

Strategy1:
Professional Development - Fall professional development on library media
Research Cited: local

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the Fall of 2018 all teachers will participate in the Library Media professional learning workshop.	Professional Learning Direct Instruction Academic Support Program	10/01/2018	12/14/2018	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Strategy2:

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

Research Cited: Local

Activity - Strategic Questioning Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Questioning strategies may be used with individuals, small groups, or the entire class. Effective formative assessment strategies involve asking student to answer well-thought-out, higher-order such as "why" and "how." Higher order questions require more in-depth thinking from the students, and help the teacher discern the level and extent of the students' understanding. Another strategic questioning used in formative assessment is to give the students a "wait time" to respond. Studies have found that most students become more engaged in classroom dialogue when higher-order questions are combined with a wait period.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ixl to provide differentiated instruction.	Direct Instruction Academic Support Program	08/01/2018	05/01/2019	\$3000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Differentiation of Reading Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and plan for a variety of differentiated instructional activities/tasks " Independent Work " Interest Centers/Groups " Adjusting Questions	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Supplemental Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School level novels will be purchased to supplement the additional high school grades.	Direct Instruction Academic Support Program	10/04/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language-Live and Guided Reading will be used to support struggling readers.	Academic Support Program Behavioral Support Program Direct Instruction	10/01/2019	10/01/2019	\$0 - No Funding Required	Administration, Curriculum Leader, Faculty

Activity - Assessment Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance/Achievement Series, Next Steps in Guided Reading Assessment Kit, DIBELS next, S.P.I.R.E., etc.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Strategy3:

Depth of Knowledge - Teachers will unwrap their standards to determine the depth of knowledge that each standard should be taught and assessed then plan instruction to meet learners needs

Research Cited: Local

Activity - Planning for DOK Levels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Thinking Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model Thinking Process Explicitly - anchor charts, graphic organizers, lesson plans indicating multiple tasks at varying DOK levels	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, curriculum leader, and teachers

Strategy4:

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

Research Cited: Local

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to verbalize what they are learning (learning target) Before lesson be able to explain what they will learn. During the lesson be able to explain what they are doing and how it supports the learning target. After the lesson be able to reflect on what they did today and how it helped them reach the learning target.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Exit/Admin Tickets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A simple but effective formative assessment is the Exit Ticket. Exit Tickets are small pieces of paper or index cards that student deposit as they leave the classroom. Students are required to write down an accurate interpretation of the main idea behind the lesson taught that day, and then provide more detail about the topic.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Strategy5:

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

Research Cited: Local

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Running Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrator, instructional coach, teachers

Activity - Scantron PS and AS Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of Scantron Performance and Achievements Series as a formative assessment.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

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

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in Math.

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/01/2019 as measured by Scantron Performance Series results.

Strategy1:

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

Research Cited: Local

Activity - Supplemental Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Calculators to support and enhance student learning will be purchased and students will be taught how to use advanced specialty calculators.	Direct Instruction Academic Support Program	08/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Curriculum Leader, Faculty

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s).	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Data-Based Intervention Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data available through Scantron Analytics.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Strategy2:

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

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

Research Cited: Local

ACIP

Elberta High School

Activity - Math Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide mathematics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series assessments.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Problem Solving Tasks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use real-world problem-solving tasks that encourage students to apply their mathematical knowledge in a deep manner. Students will defend their thinking during mathematical discourse as a way to share their mathematical reasoning.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Trans-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trans-Math will be used to provide differentiated lessons to students needed math remediation.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology based software (iXL) will be used to provide for differentiated student needs.	Academic Support Program Direct Instruction	08/20/2018	05/01/2019	\$3000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Direct Instruction-Tutors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work students identified by RTI as Tier 3. Students will be pulled from elective courses or during advisory periods to receive directed tutored instruction in area of need.	Direct Instruction Academic Support Program Behavioral Support Program	10/01/2018	05/01/2019	\$5000 - Other	Administration, Curriculum Leader, Faculty

Strategy3:

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

Research Cited: Local

Activity - Variety of Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach, and teachers

Activity - Assessments at DOK Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give a classroom assessment that matches the daily learning target's DOK level.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Planning for DOK Levels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Strategy4:

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

Research Cited: Local

Activity - Student Explanation of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Assessment Data for LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction to students based on learning targets from the previous grade level that were not mastered as indicated by the Performance Series Assessment and other assessment data available through Scantron Analytics.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Daily Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Goal 2:

We will identify barriers to teaching and learning and align support systems to address the barriers.

Measurable Objective 1:

increase student growth by creating and cultivating programs to improve student involvement, student academic/social growth, and school culture. by 05/01/2019 as measured by student attendance and grades.

Strategy1:

Advisory Period - All students will have a period each day in which they have an opportunity to attend club meetings, collaborate to complete projects and course work, and/or receive remediation for identified areas of need.

Research Cited: Local

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily time has been set aside to ensure that students have opportunities within the school day to be involved in extra-curricular activities.	Behavioral Support Program Academic Support Program Extra Curricular Career Preparation/Orientation	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, Club Sponsors, Curriculum Leader, Faculty

Activity - Data Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Sheets will be completed on all students twice per month.	Direct Instruction Other Behavioral Support Program Academic Support Program	09/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Advisory Teacher Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with information to assist them in providing remediation to identified students.	Academic Support Program Behavioral Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, counselors and teachers

Strategy2:

Parental Involvement - Teachers will send positive postcards to parents to highlight the positive attributes of their child/student.

Research Cited: local

Activity - Postcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will send 5 positive postcards to parents in an effort to build relationships between parents/students/school and improve student self-esteem	Academic Support Program Behavioral Support Program Parent Involvement	10/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Goal 3:

We will engage learners through high quality aligned College and Career-Ready Standards, instruction and assessments in ELA/Reading. We will increase our reading total proficiency score from 60% to 63% this year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency all students in Reading by 05/01/2019 as measured by Scantron Performance Series results.

Strategy1:

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

Research Cited: Local

Activity - Exit/Admin Tickets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A simple but effective formative assessment is the Exit Ticket. Exit Tickets are small pieces of paper or index cards that student deposit as they leave the classroom. Students are required to write down an accurate interpretation of the main idea behind the lesson taught that day, and then provide more detail about the topic.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to verbalize what they are learning (learning target) Before lesson be able to explain what they will learn. During the lesson be able to explain what they are doing and how it supports the learning target. After the lesson be able to reflect on what they did today and how it helped them reach the learning target.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Strategy2:

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

Research Cited: Local

Activity - Running Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrator, instructional coach, teachers

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Scantron PS and AS Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of Scantron Performance and Achievements Series as a formative assessment.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Strategy3:

Professional Development - Fall professional development on library media

Research Cited: local

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the Fall of 2018 all teachers will participate in the Library Media professional learning workshop.	Academic Support Program Direct Instruction Professional Learning	10/01/2018	12/14/2018	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Strategy4:

Depth of Knowledge - Teachers will unwrap their standards to determine the depth of knowledge that each standard should be taught and assessed then plan instruction to meet learners needs

Research Cited: Local

Activity - Planning for DOK Levels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Thinking Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model Thinking Process Explicitly - anchor charts, graphic organizers, lesson plans indicating multiple tasks at varying DOK levels	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, curriculum leader, and teachers

Strategy5:

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

Research Cited: Local

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ixl to provide differentiated instruction.	Academic Support Program Direct Instruction	08/01/2018	05/01/2019	\$3000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Strategic Questioning Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Questioning strategies may be used with individuals, small groups, or the entire class. Effective formative assessment strategies involve asking student to answer well-thought-out, higher-order such as "why" and "how." Higher order questions require more in-depth thinking from the students, and help the teacher discern the level and extent of the students' understanding. Another strategic questioning used in formative assessment is to give the students a "wait time" to respond. Studies have found that most students become more engaged in classroom dialogue when higher-order questions are combined with a wait period.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language-Live and Guided Reading will be used to support struggling readers.	Direct Instruction Academic Support Program Behavioral Support Program	10/01/2019	10/01/2019	\$0 - No Funding Required	Administration, Curriculum Leader, Faculty

Activity - Supplemental Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School level novels will be purchased to supplement the additional high school grades.	Academic Support Program Direct Instruction	10/04/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Differentiation of Reading Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and plan for a variety of differentiated instructional activities/tasks " Independent Work " Interest Centers/Groups " Adjusting Questions	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Assessment Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance/Achievement Series, Next Steps in Guided Reading Assessment Kit, DIBELS next, S.P.I.R.E., etc.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

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.

Interpretation of test results are provided in Spanish and the ESL teacher coordinates with country translator when needed. The county also provides transcription services if needed.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Elberta High School seeks to hire only highly qualified teachers. Recruitment and employment procedures are designed to identify applicants that meet the Alabama State Department of Education, as well as, AdvancED standards. Teachers are hired based on certification and highly qualified status for any position that is open at CBMS. Mentor teachers are in place for novice/first year teachers in order to provide them with information on effective instructional practices, classroom management strategies, and school-wide routines and expectations. Tutoring and intervention is conducted by highly qualified, certified teacher(s). Professional development is provided to all certified staff to enhance their knowledge of programs and effective use of programs within the school setting.

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?

Title money was used to fund a math position and that position was non-renewed; one teacher transferred back to her original school and one teacher was non-renewed.

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

All teachers on campus are highly qualified with many holding advanced level degrees including Masters, Specialist, and Doctorate degrees.

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

Turnover rate has not been high and many new positions were added this year to supplement the 10th grade and increasing enrollment.

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.

Trainings on using Scantron Analytics will continue so that teachers can have more efficient use of the many data types available and this will be used to guide instruction. DOK trainings will be provided to ensure all levels of questioning are being utilized. Data from various sources including classroom data and Scantron data indicate a need for improved DOK skills and teacher feedback and testing data suggest further analytics training would be beneficial.

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

Scantron, Scantron Analytics, DOK, RTI, eLearning and additional county led professional development opportunities will be offered. Fall school-based library media training will be provided.

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

All new teachers are assigned a mentor teacher who is a veteran teacher in the same content area. The mentor teacher provides guidance and oversight and on-going support.

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

Professional development is sustained and ongoing due to need and through various offerings provided by the county and state. Curriculum Leaders assess student data and welcome teacher/administrator feedback to design and provide sustained and ongoing training.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in Math.

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/01/2019 as measured by Scantron Performance Series results.

Strategy1:

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

Research Cited: Local

Activity - Student Explanation of LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Daily Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Assessment Data for LT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction to students based on learning targets from the previous grade level that were not mastered as indicated by the Performance Series Assessment and other assessment data available through Scantron Analytics.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Strategy2:

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

Research Cited: Local

Activity - Planning for DOK Levels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Assessments at DOK Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give a classroom assessment that matches the daily learning target's DOK level.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Variety of Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach, and teachers

Strategy3:

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

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

Research Cited: Local

Activity - Math Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide mathematics centers that are differentiated for students based on their assessment results from Performance Series and Achievement Series assessments.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Trans-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trans-Math will be used to provide differentiated lessons to students needed math remediation.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology based software (iXL) will be used to provide for differentiated student needs.	Academic Support Program Direct Instruction	08/20/2018	05/01/2019	\$3000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Problem Solving Tasks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use real-world problem-solving tasks that encourage students to apply their mathematical knowledge in a deep manner. Students will defend their thinking during mathematical discourse as a way to share their mathematical reasoning.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Direct Instruction-Tutors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work students identified by RTI as Tier 3. Students will be pulled from elective courses or during advisory periods to receive directed tutored instruction in area of need.	Direct Instruction Academic Support Program Behavioral Support Program	10/01/2018	05/01/2019	\$5000 - Other	Administration, Curriculum Leader, Faculty

Strategy4:

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

Research Cited: Local

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s).	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Supplemental Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Calculators to support and enhance student learning will be purchased and students will be taught how to use advanced specialty calculators.	Academic Support Program Direct Instruction	08/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Curriculum Leader, Faculty

ACIP

Elberta High School

Activity - Data-Based Intervention Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data available through Scantron Analytics.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Goal 2:

We will identify barriers to teaching and learning and align support systems to address the barriers.

Measurable Objective 1:

increase student growth by creating and cultivating programs to improve student involvement, student academic/social growth, and school culture. by 05/01/2019 as measured by student attendance and grades.

Strategy1:

Parental Involvement - Teachers will send positive postcards to parents to highlight the positive attributes of their child/student.

Research Cited: local

Activity - Postcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will send 5 positive postcards to parents in an effort to build relationships between parents/students/school and improve student self-esteem	Academic Support Program Parent Involvement Behavioral Support Program	10/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Strategy2:

Advisory Period - All students will have a period each day in which they have an opportunity to attend club meetings, collaborate to complete projects and course work, and/or receive remediation for identified areas of need.

Research Cited: Local

Activity - Data Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Sheets will be completed on all students twice per month.	Academic Support Program Direct Instruction Other Behavioral Support Program	09/01/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily time has been set aside to ensure that students have opportunities within the school day to be involved in extra-curricular activities.	Extra Curricular Career Preparation/ Orientation Academic Support Program Behavioral Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, Club Sponsors, Curriculum Leader, Faculty

Activity - Advisory Teacher Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with information to assist them in providing remediation to identified students.	Behavioral Support Program Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, counselors and teachers

Goal 3:

We will engage learners through high quality aligned College and Career-Ready Standards, instruction and assessments in ELA/Reading. We will increase our reading total proficiency score from 60% to 63% this year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency all students in Reading by 05/01/2019 as measured by Scantron Performance Series results.

Strategy1:

Depth of Knowledge - Teachers will unwrap their standards to determine the depth of knowledge that each standard should be taught and assessed then plan instruction to meet learners needs

Research Cited: Local

Activity - Thinking Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will model Thinking Process Explicitly - anchor charts, graphic organizers, lesson plans indicating multiple tasks at varying DOK levels	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, curriculum leader, and teachers

Activity - Planning for DOK Levels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Strategy2:

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

Research Cited: Local

Activity - Exit Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Scantron PS and AS Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of Scantron Performance and Achievements Series as a formative assessment.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Running Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrator, instructional coach, teachers

Strategy3:

Professional Development - Fall professional development on library media

Research Cited: local

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the Fall of 2018 all teachers will participate in the Library Media professional learning workshop.	Academic Support Program Direct Instruction Professional Learning	10/01/2018	12/14/2018	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Strategy4:

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

Research Cited: Local

ACIP

Elberta High School

Activity - Differentiation of Reading Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and plan for a variety of differentiated instructional activities/tasks " Independent Work " Interest Centers/Groups " Adjusting Questions	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ixl to provide differentiated instruction.	Direct Instruction Academic Support Program	08/01/2018	05/01/2019	\$3000 - Title I Part A	Administration, Staff, Curriculum Leader

Activity - Assessment Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance/Achievement Series, Next Steps in Guided Reading Assessment Kit, DIBELS next, S.P.I.R.E., etc.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Strategic Questioning Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Questioning strategies may be used with individuals, small groups, or the entire class. Effective formative assessment strategies involve asking student to answer well-thought-out, higher-order such as "why" and "how." Higher order questions require more in-depth thinking from the students, and help the teacher discern the level and extent of the students' understanding. Another strategic questioning used in formative assessment is to give the students a "wait time" to respond. Studies have found that most students become more engaged in classroom dialogue when higher-order questions are combined with a wait period.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language-Live and Guided Reading will be used to support struggling readers.	Behavioral Support Program Academic Support Program Direct Instruction	10/01/2019	10/01/2019	\$0 - No Funding Required	Administration, Curriculum Leader, Faculty

ACIP

Elberta High School

Activity - Supplemental Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High School level novels will be purchased to supplement the additional high school grades.	Academic Support Program Direct Instruction	10/04/2018	05/01/2019	\$1000 - Title I Part A	Administration, Staff, Curriculum Leader

Strategy5:

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

Research Cited: Local

Activity - Exit/Admin Tickets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A simple but effective formative assessment is the Exit Ticket. Exit Tickets are small pieces of paper or index cards that student deposit as they leave the classroom. Students are required to write down an accurate interpretation of the main idea behind the lesson taught that day, and then provide more detail about the topic.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administration, instructional coach and teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to verbalize what they are learning (learning target) Before lesson be able to explain what they will learn. During the lesson be able to explain what they are doing and how it supports the learning target. After the lesson be able to reflect on what they did today and how it helped them reach the learning target.	Academic Support Program	08/01/2018	05/01/2019	\$0 - No Funding Required	Administrators, instructional coach and teachers

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?

Departmental meetings are held monthly at a minimum. During departmental meetings classroom strategies regarding instruction, progress of students, and student assessment data are discussed. The curriculum leader meets with teachers to discuss class progress and assist the teacher in strategy development to ensure gains by all students. DOK, Learning Targets, Differentiation, and Formative Assessments are key monthly meeting topics.

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?

Students in need of assistance are identified by the system developed screener, Scantron results, faculty/curriculum leader meetings, teacher input, and RTI meetings.

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?

Identified students receive intervention from the classroom teacher, iXL, group instruction, inclusion settings, and tutors. Students receive intervention in the regular classroom setting on deficient skills. Those in need of more intensive intervention receive remediation beyond the classroom and attend tutoring sessions for directed strategic intervention. Guided reading, Trans-Math, and Language Live also provide additional assistance for struggling students. An academic focus class was added to the master schedule to incorporate the various programs and ensure skill specific student needs were met.

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.

Chromebooks provide access to teacher classrooms online. The online classrooms provide supplemental material to support student learning beyond the regular day. Internet access is not required as material can be uploaded and opened from areas without internet access. Teachers provide tutoring opportunities to assist academically challenged students in the mornings and afternoons.

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.

Chromebooks provide access to teacher online classrooms which include supplemental material to support student learning beyond the regular day. Before and after school tutoring is also provided.

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.

During the online registration process the parent/guardian indicates status. Students that match the criteria for identification with a special

group are referred to the appropriate staff member or department. All services are made available to all students who meet the criteria for any group(s).

The following programs are available at EHS: free/reduced lunch, ELL classes, ESL translators, Special Education Services, mental health counseling via AltaPointe, homeless services.

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.

Programs used at Elberta High School include Scantron, iXL, pre-AP, Language Live, Trans-Math, Guided Reading, and RTI. iXL is used in the Math and ELA classes. iXL provides math and ELA content standards support by providing activities to complete and a quick student results feedback. Scantron performance in the fall, winter and spring (3 testings periods) provide data to drive instruction and gives a detailed report of areas of improvement or decline. All programs are coordinated and integrated to achieve academic growth for all students. The ultimate goal being improved math and reading scores on state assessments

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)?

EHS coordinates with outside agencies on a regular basis to ensure that support is provided to students and parents in the areas of homelessness, mental health and well being.

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

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

The school evaluates the implementation of school wide programs through formal objective assessments such as Scantron Performance and Achievement Series testing. Leadership Team meetings, faculty meetings, and weekly meetings with the Curriculum Leader all serve as evaluative measures.

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?

Schoolwide data from Scantron testing is analyzed. Teachers work together cross curriculum and curriculum teams to review areas of need. The curriculum/data leaders for each school constantly reviews and analyzes data to present to content area teachers. Students needing additional support are assisted by tutors and intervention programs such as RTI. Academic Focus classes are organized based on student need and provide an additional level of support.

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?

Student growth is continually analyzed throughout the year and data from the classroom and the Scantron assessments are used to monitor. Data/curriculum leader continually monitors and reports findings as do classroom teachers.

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 will have follow-up continuous improvement committee meetings with department heads, PST team, and building leadership team to revise the plan as necessary.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

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

Provide the number of classroom teachers.

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

Administrator Units

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

Provide the number of administrators.

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

Assistant Principal

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

Provide the number of Assistant Principals.

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

Counselor

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

Provide the number of Counselors.

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

Librarian

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

Provide the number of Librarians.

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

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

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

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

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

Technology

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

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

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

Professional Development

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

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

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

EL Teachers

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

Provide the number of EL Teachers.

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

Instructional Supplies

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

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

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

Library Enhancement

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

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

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

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	114792.36

Provide a brief explanation and breakdown of expenses.

Instructional Personnel: \$59885.27
Instructional Purch Serv: \$12000.00
Instructional Supplies: \$19685.82
Parental Involvement: \$1576.36
Professional Development: \$14144.91
Ed Media: \$1000.00
Equipment Serv:\$6500.00

Title II

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

Provide a brief explanation and a breakdown of expenses.

Services provided-funds not allocated directly to schools

Title III

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

Provide a brief explanation and a breakdown of expenses.

Services provided - funds not allocated directly to schools

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

na

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

The school website, social media outlets and the Baldwin County Board of Education's website provide information regarding activities and expectations for student progress. The administrative staff and faculty may be contacted at anytime via email from these websites. The handbook presented to each parent/guardian at the beginning of school by means of the student agenda, email, website, and/or hard copy includes a wealth of information. We will conduct the required Annual Title I Meeting for parents in the fall of 2018.

Parents will be notified of the meeting through (1) notices sent home, (2) SchoolMessenger (rapid notification system), (4) school website, (5) Facebook page, and (6) signage

Topics to be discussed at this meeting will be:

- What it means to be a Title I School
- The 1% Set-Aside
- The LEA Title 1 Plan
- The LEA Parental Involvement Plan
- The Continuous Improvement Plan (CIP)
- The School Parental Involvement Plan
- School-Parent Compacts
- Requesting qualifications of your child's teacher
- Notifications of teachers who are not Highly Qualified
- The 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 CIP, the revisions of compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan
- Introduction of Parent Leaders/Contacts
- Timeline for the years' Parent Involvement Opportunities (including opportunities to share in 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 believe that parental involvement leads to an improved school culture and positively impacts student learning. Measures have been put in place to offer parent meetings on a flexible schedule. The annual meeting for parents will occur at the Title I Parent Meeting in the fall. Feedback from parents indicates afternoon meetings work best and we will work to accommodate the need.
2. We believe in involving parents in all aspects of our school and especially with the Title I programs through the Continuous Improvement Team Title I committee. All parents will be encouraged and invited to be a part of the CBMS Continuous Improvement Team.
3. Title 1 funds for parental involvement will be used to promote parent involvement including: flyers, signage, and mailings.

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))

Parent/Educator partnerships are vital to student success. A Parent Meeting is scheduled and conducted each semester. Parent conferences, daily grades, letters, phone calls, School Messenger, Remind 101, emails, school website, and social media outlets help to ensure open communication, which strengthens partnerships.

Communication of progress is sent home mid-quarter and student grade and attendance information is available 24/7 on INOW. Incentive programs are used to highlight successes and focus on attendance and academic growth.

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

The School-Parent Compact was developed through a coordinated effort by the faculty and parent representatives. Revisions are made before student return to school in the Fall and input from parents and the school leadership team is the basis for revisions. The Parent Advisory Committee is given a copy of the compact and the AP and committee review the compact and suggest revisions.

A copy of the compact will be sent home to all parents. The compacts will be explained to parents at the annual meeting and discussed with teachers at faculty meetings. The compact will be discussed with teachers at faculty meetings and each teacher will be given the responsibility of explaining the compact to their students and obtaining the students'

signatures. Teachers will then sign the compact and house them in their classrooms for use during parent-teacher and/or student-teacher conferences. Teachers will be tasked with maintaining the evidence of sent and received signed contracts. Two attempts to gain parent signatures will be documented by the homeroom teacher.

The compact will be evaluated and revised annually.

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

A Parent Meeting is scheduled and conducted each semester. Parents may submit comments of dissatisfaction through whatever form of communication they desire. The most common form of communication is phone calls, email and via letter.

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)

Google Classroom and Inow are 24/7 access points for parental involvement as they provide links to classroom lessons and student grades and attendance. Trainings for parents to better understand state assessments will be provided and parents will be given information regarding the technology available to monitor student performance and classroom activities.

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)

Positive parent-teacher relationships contribute to student success. EHS front office staff communicates with stakeholders by sending calendars and posting school information on social media. Office staff also places phone calls and forwards incoming calls to the appropriate party.

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)

The E-Team is a parent involvement group. This group along with the parent advisory committee and leadership team make recommendations of programs and activities to administration. This encourages and supports parents in fully participating in the education and activities of their 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 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)

Baldwin County offers translation services and all information related to school and parent programs, meetings, emails and other activities are offered in Spanish and English. Currently those are the only languages represented on campus.

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)

All parent requests are given full attention and consideration. The leadership team collects information from faculty regarding parent requests and direct parent requests to administrative staff and reviews during monthly meetings. Changes and/or additions are made if the request will positively impact student growth.

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))

The school provides opportunities for the participation of parents with limited English proficiency, migratory students, and parents with disabilities. Every effort is made to accommodate parents with disabilities. The school is a handicapped-accessible building. The system provides an interpreter for hearing impaired parents when needed. ESL liaison and teacher work to identify and keep limited English proficiency and parents of migratory students informed