



ACIP

Robertsdale Elementary School

Baldwin County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

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

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

Robertsdale Elementary is one of the largest elementary schools in Baldwin County, AL. We serve over 1100 students in grades Pre-K through 6th Grade. We have a very large special education population. Robertsdale elementary houses 2 multi-disability units, two special education pre-k and 2 regular ed preschool units, as well as, multiple center based special needs program to serve the entire county; prek-3, 3 Project Reach units, Pathways unit, and transitional needs unit where students are transported in from other schools in the county.

Robertsdale, AL is a small town with many agricultural businesses, farms and small businesses but no large industries. Therefore, many of our students come from low- income families (Currently, over 78% of our students are on free and/or reduced lunch.). Over the last five years, several low income housing complexes have been built in Robertsdale. We have noticed a trend of transiency in many of our students who live in these complexes. We do our best to help families in need by hosting events such as food drives, the backpack weekend food program, clothing collections, holiday meal (Thanksgiving and Christmas), and working regional charities and local churches to fill basic living needs. We know that our students must have their basic needs met before they can learn.

The faculty and staff at Robertsdale Elementary work hard to provide the best education possible for our students. We have approximately 80 teachers, 50 support personnel that includes the need for 3 nurses, 2 counselors, 2 full-time assistant principals, and one principal. Our faculty and staff are working together to implement "The Leader in Me" in our school. Our primary focus this year is to re-familiarize the current staff with the 8 habits, so they can internalize them and make the a part of their everyday routine. Exposure to the habits will be done by providing parent guides throughout the year that focus on the habits and explain them. We want "The Leader in Me" to become part of who we are, not just what we do so every child is seen as a leader and find their genius.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

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

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

Belief Statements-

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

Robertsdale Elementary School is a "Leader in Me" school. Our faculty has been trained in "The 8 Habits of Highly Effective People". We are empowering our students with those traits through "The Leader in Me" program. Our goal is to get all staff on board implementing "The Leader the Me" so we can work toward becoming one of a limited number of "Leader in Me" schools in the world to attain Lighthouse status. We strive to keep our students physically fit as well as academically fit. Students may participate in school sponsored clubs; such as the Archery Club or Pep Squad. We also have a National Junior Honor Society at the elementary level as well as chances for students to apply for student leadership positions at the classroom level.

Notable Achievements and Areas of Improvement

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

Robertsdale Elementary School's most noticeable achievement is our improvement in our Scantron benchmark data. We attribute the success to implementing Scholastic's Guided Reading Program, Best Practices, and utilizing Response to Instruction framework in our school. Although some teachers have been trained in Guided Reading Cadres in the past two years, this is the first year all teachers will implement the Guided Reading Program as a major part of their reading block. Our 6th grade has exceeded the district average in both reading and math. Also, our 4th grade students were 0.5% off the district average in math for proficiency as measured by the Scantron performance spring assessment.

We also incorporate "The Leader in Me" habits by having inspirational quotes posted around the school and by recognizing improvement in and standardized assessment data. As part of the reboot, we would like each student to have a leadership binder at each grade level. This will allow students to develop their own personal academic goals, as well as an opportunity to track their attendance. Also, they will track their progress in obtaining their goal. Their folders will include attendance and tardies, Scantron benchmark scores (Fall), Winter progress, and final Spring Performance series assessments.

Robertsdale elementary staff has placed an emphasis on standards based instruction in all academic areas. Professional development was provided this summer for Guided Reading and Leader in Me. Professional development will be provided throughout the year based on instructional needs. We will continue to empower students to talk out their thinking in mathematics and reading, learn from others, justify their thinking and use multiple strategies to solve problems by working together with other students. Our staff is in year three of Scholastic's Guided Reading program. We have members in year one, two, and three as participating district cadre members. The cadre members participate in differentiated levels of training in reading and assessment.

As part of our focus for the next three years, is a reboot and expansion in The Leader in Me program. Robertsdale elementary is placing a focus on climate change for students, staff, and stakeholders as part of our continue academic growth. Also, the principal has added a meaningful intervention/enrichment period to each grade level's classroom academic schedule.

We will continue over the course of the next two years to provide deep professional learning opportunities for our teachers in reading best practices.

Additional Information

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

To increase parental and community involvement, Robertsdale Elementary School also hosts a fall festival after school. We will continue to give opportunities for students to participate in the "arts programs" to include productions like the talent show. We welcome our community into the school as much as possible.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

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

We chose parent, ??????, due to her volunteer work at our school for over many years. ????? is familiar with the way our school operates. ?????, our community representative, is ????? and a prominent member of the Robertsdale community.

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

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

Grade level representatives were chosen due to their leadership ability. They attended a summer training where goals for the ACIP were discussed and what direction the school needed to move in under new leadership. Special education representatives were a great help in determining goals and activities for the weaknesses noted in those students' scores. The Instructional Coach was selected to assist in explaining past and present data and creating goals. All draft goals were shared at a faculty meeting where all faculty had the opportunity to contribute in helping build the goals and all components that go along with the goals. Administrators were selected to advise and guide participants in organizing and completing the plan. Parent, India Rosado, was selected as a parent representative and gave information from a parent's point of view.

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

The final improvement plan for Robertsdale Elementary will be made available for all stakeholders to view. The plan will be placed on the Google Drive of our school network and teachers may access it at their convenience. The plan will also be added to our school website and Facebook page for parent and community access. Hard copies of the plan are in the front office for anyone who requests a copy. The leadership team will meet regularly. They are asked to take the information back to the teachers of their respective grade levels/departments.

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 | <p>Students were administered a survey at the end of the 2017-2018 school year through the LIM site. See attachment for results.</p> <p>Student academic performance is also attached and measured by Scantron assessments.</p> | <p>MRA Results Scantron Data Scantron Results Math 2017-2018 Scantron Results ELA, Attendance , and Behavior 2017-2018</p> |

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected. | Level 2 |

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 4. | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline. | Level 2 |

Areas of Notable Achievement

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

On the Scantron assessment, 6th grade showed notable achievement in both the areas of reading and math. In the area of reading, they had 65% proficient and the district had 61.4% proficiency. In math, they had 66% proficient and the district had 64.1% proficiency. Also, 1st and 3rd grade had gains that demonstrated their overall classes fell into quartile 3 on Scantron for reading. For math, 1st grade had gains that demonstrated their overall classes fell into quartile 3 on Scantron.

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

On the Scantron assessment, 6th grade showed notable achievement in both the areas of reading and math. In the area of reading, they had 65% proficient and the district had 61.4% proficiency. In math, they had 66% proficient and the district had 64.1% proficiency. Also, 1st and 3rd grade had gains that demonstrated their overall classes fell into quartile 3 on Scantron for reading. For math, 1st grade had gains that demonstrated their overall classes fell into quartile 3 on Scantron.

Which area(s) indicate the overall highest performance?

On the Scantron assessment, 6th grade showed notable achievement in both the areas of reading and math. In the area of reading, they had 65% proficient and the district had 61.4% proficiency. In math, they had 66% proficient and the district had 64.1% proficiency.

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

The subgroups showing a trend towards increasing performance are ESL, gifted, and economically disadvantaged.

Between which subgroups is the achievement gap closing?

The subgroups closing the achievement gap are ESL, gifted, and economically disadvantaged.

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

Scantron is given 3 times a year and is reflective of the above findings at each time period.

Areas in Need of Improvement

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

Math and reading for all tested grades are below what is expected, with the exception of 6th grade, which was higher than the district percentage.

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

All academic areas are showing improvement, but are still not meeting the district standard or proficiency level in grades 3-6.

Which area(s) indicate the overall lowest performance?

Based on the Scantron assessment, 4th grade and 5th grade show the overall lowest performance in reading. 4th grade's proficiency level was at 52% with the district proficiency being 61.1% and 5th grade's proficiency was 49% with the district proficiency level was at 55.8%. In math, 3rd and 5th grade showed the overall lowest performance coming in at 53% with the district proficiency level falling at 64% in 3rd grade and 59.9% in 5th grade.

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

African American and white students show a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

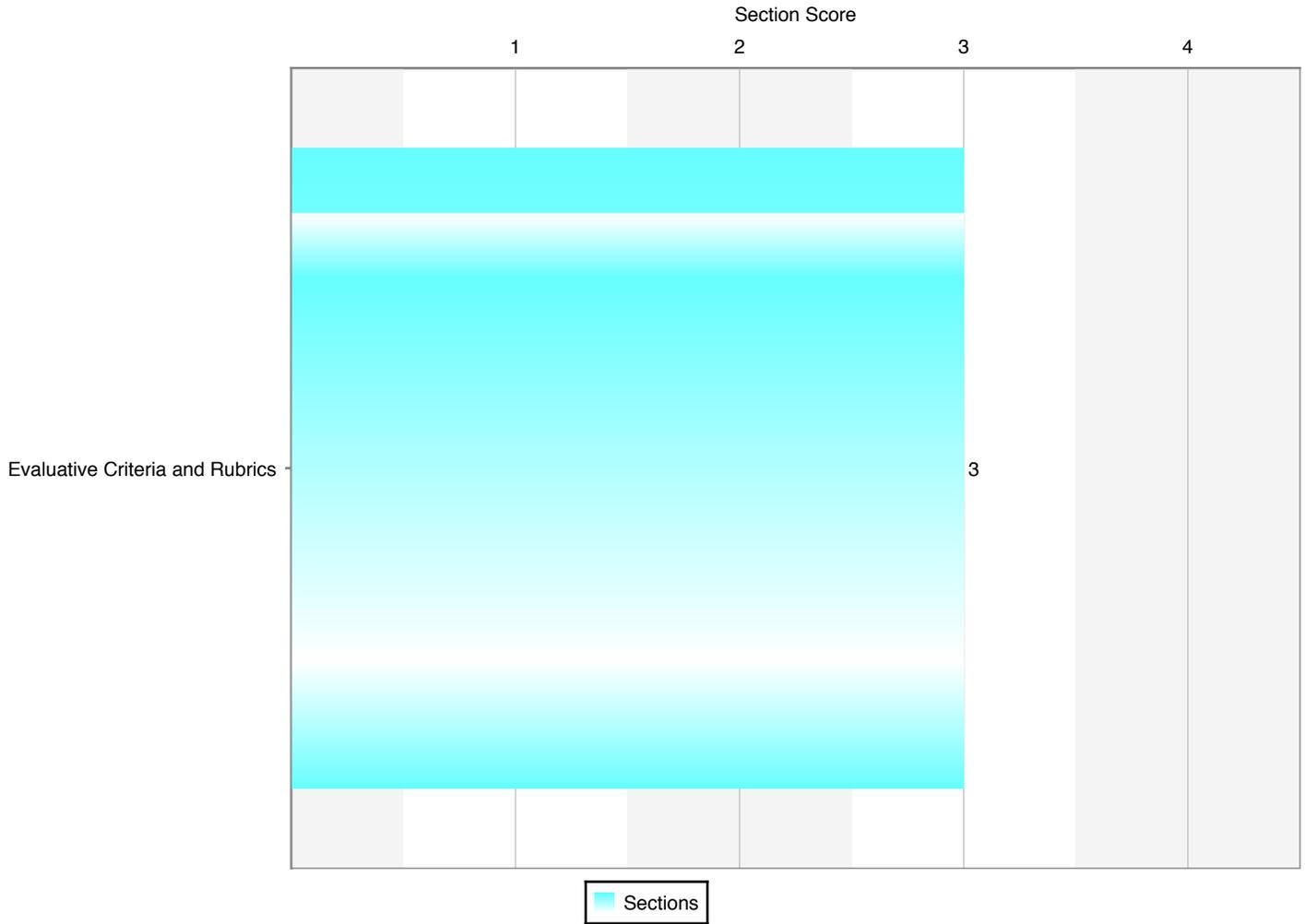
White students' scores are showing a slight increase in the achievement gap.

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

Scantron's disaggregated data reflects the negative trend of white and African American students.

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 | | ACIP Faculty Meeting |

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

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|--------------------|
| 3. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Jennifer Sinclair Director of Human Resources 2600 A North Hand Avenue Bay Minette, AL 36507 Alicia Daugherty Principal, Robertsdale Elementary School 1 Cub Drive Robertsdale, AL 36567 | Signature of Dr. D |

| 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 Involvement Plan and Sign in Sheets |

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| 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 | | Compact 2018-2019 Compact 2018-2019 Spanish |

2018-2019 Goals for ACIP

Overview

Plan Name

2018-2019 Goals for ACIP

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 assessment in mathematics in order to build student confidence and stamina in problem solving. | Objectives: 1 Strategies: 4 Activities: 8 | Academic | \$10000 |
| 2 | We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in ELA to build stamina and empower students to read for enjoyment to improve reading skills. | Objectives: 1 Strategies: 5 Activities: 13 | Academic | \$150000 |
| 3 | Leader in Me will become part of who we are and not just what we do at Robertsdale Elementary | Objectives: 1 Strategies: 1 Activities: 4 | Organizational | \$11500 |

Goal 1: We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in mathematics in order to build student confidence and stamina in problem solving.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/10/2019 as measured by Scantron Performance Series results which will go from 53% to 56%..

Strategy 1:

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

Category: Develop/Implement Learning Supports

Research Cited: Improving mathematics teaching by using manipulatives.

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

Heuser, D.

| Activity - Using Guidance /Pacing Documents | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All faculty. |

Strategy 2:

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

Category: Develop/Implement College and Career Ready Standards

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

| Activity - Post Daily Learning Target | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---------------------|
| Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All faculty members |

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| Activity - Revisit Learning Target | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|--|
| Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Academic Support Program, Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All faculty with students assigned to them. (Math) |

Strategy 3:

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

Category: Develop/Implement Turnaround Principles

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

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|---------------------|
| Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets. | Academic Support Program, Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All faculty members |

| Activity - Teacher Feedback | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s). | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | Faculty with students assigned to them. (Math) |

Strategy 4:

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

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know.

Category: Implement Community Based Support and Intervention System

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

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| Activity | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|----------------------|
| Activity - Real-World Problem Solving Teachers will use real-world problem-solving tasks that encourage students to apply their mathematical knowledge in a deep manner. Students will defend their thinking during mathematical discourse as a way to share their mathematical reasoning. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All faculty members. |
| Activity - Math Chats Math chats give students the opportunity to have conversations about the math problems, explain thinking, receive feedback, etc. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All staff |
| Activity - Math Centers Centers will focus on the level of the students and will be set up so students can have a daily skill practice, math fact fluency practice, and time with the teacher. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$10000 | Title I Schoolwide | All faculty |

Goal 2: We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in ELA to build stamina and empower students to read for enjoyment to improve reading skills.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 05/10/2019 as measured by Scantron Performance Series results which will go from 53% to 56%..

Strategy 1:

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

Category: Develop/Implement Teacher Effectiveness Plan

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

| Activity | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|----------------------|
| Activity - Questioning Deeply Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All faculty members. |

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| Activity - Model Thinking Process | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|-------------------|-----------------|--------------------------|--------------------------|-------------------------------------|
| Model Thinking Process Explicitly (Learning what is required will remain a mystery for some students unless taught explicitly.) | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All faculty members. |
| Activity - Organizers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Use Advance Organizers such as note-taking and graphic organizers BEFORE the lesson to cue students to learning targets. Questions and agendas can also be used to help students anticipate what to look for in the coming lesson | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All faculty members. |
| Activity - Assessment Tool | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Exit slips or similar assessment tool after the lesson. Example: Anecdotal notes, formative assessment tools, Exit Slip | Academic Support Program, Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | Faculty with assigned students. |
| Activity - Using Appropriate Text | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Make sure students are in the correct Lexile bands during independent, collaborative, and read alouds. | Academic Support Program, Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All faculty with assigned students. |
| Strategy 2: | | | | | | |
| Learning Targets - Using pacing/guidance documents, identify and utilize purposeful learning targets based on the unwrapped standard and plan lessons including whole group, small group, and independent tasks at the proper DOK level. | | | | | | |
| Category: Develop/Implement Research Based Best Practices for Continuous Improvement | | | | | | |
| Research Cited: Moss, Connie. "Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success." Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, ASCD, www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx. | | | | | | |
| Activity - Using Pacing/Guidance Documents | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Focus on LTs in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group and individual practice in stations. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All faculty members. |
| Activity - Verbalizing Learning Target | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| | | | | | | |

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| | | | | | | |
|---|--|------------|------------|-----|---------------------|----------|
| 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, Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | Students |
|---|--|------------|------------|-----|---------------------|----------|

Strategy 3:

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

Category: Develop/Implement Turnaround Principles

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

| Activity - Ongoing Running Records | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------------|
| Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All classroom teachers. |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Exit slips or similar assessment tool after the lesson. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All faculty with students assigned to them. |

Strategy 4:

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

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

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

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

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| Activity - ELA Centers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|--|
| Identify and plan for a variety of differentiated instructional activities/tasks <ul style="list-style-type: none"> • Independent Work • Interest Centers/Groups • Adjusting Questions | Academic Support Program, Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All faculty members. |
| Activity - Flexible Small Group | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Flexible small group instruction based on assessments and observations. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | Faculty with assigned students. |
| Activity - Intervention/Enrichment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Use available assessment data to plan for intervention/enrichment. Assessment data may include: Scantron Performance Series, Next Steps in Guided Reading Assessment Kit, S.P.I.R.E., Edge, Bridges, Phonics kit. | Academic Support Program, Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$130000 | Title I Schoolwide | All grade level teachers, as well as part time instructors, and an intervention teacher. |

Strategy 5:

Read Alouds - Teachers will offer read aloud times throughout the day rather it be through them or through an online tool for students to access a variety of text in order to increase their reading interests.

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

Research Cited: Reading aloud is the best way to help children develop word mastery and grammatical understanding, which form the basis for learning how to read, said Massaro, who studies language acquisition and literacy. -EdSource, Susan Frey, July 2015

| Activity - Reading Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|--------------------|-------------------|
| Teachers will read aloud to their students or give them the option to look up books of interests to have them read to them or to read them in an effort to build stamina, as well as reading interests. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$20000 | Title I Schoolwide | All staff |

Goal 3: Leader in Me will become part of who we are and not just what we do at Robertsdale Elementary

Measurable Objective 1:

demonstrate a behavior of embracing and living out the LIM habits by 05/10/2019 as measured by an increase of LIM lessons taught and language used by all members of RES.

Strategy 1:

Leader in Me - The Leader in Me is a process that when embraced and implemented by all folks, it has the power to change the culture of the school and community.
 Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Leader in Me schools help students and staff build the skills and competencies necessary for student achievement. -LIM Website, 2018

| Activity - LIM Website | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|------------|------------|-------------------|--------------------|-------------------|
| This website is a teaching tool for teachers. | Technology, Community Engagement, Professional Learning, Academic Support Program, Direct Instruction, Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$8500 | Title I Schoolwide | All faculty |

| Activity - Leadership Roles | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|---------------------|-------------------|
| Leadership roles are developed at the classroom level to recognize the genius in all children. | Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$0 | No Funding Required | All faculty |

| Activity - Leadership Binders | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|--------------------|-------------------|
| Leadership binders are created to help students monitor their progress in the classroom and set goals that they want to work on attaining. | Parent Involvement, Community Engagement, Academic Support Program, Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$2000 | Title I Schoolwide | All faculty |

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| Activity - LIM Books | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|--------------------|-------------------|
| Books will be utilized to teach students about the 8 habits. | Academic Support Program, Direct Instruction, Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$1000 | Title I Schoolwide | All faculty |

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 |
|----------------------------------|---|--|------------|------------|-------------------|--|
| Leadership Roles | Leadership roles are developed at the classroom level to recognize the genius in all children. | Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$0 | All faculty |
| Using Guidance /Pacing Documents | Using guidance/pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | All faculty. |
| Verbalizing Learning Target | Students will be able to verbalize what they are learning (learning target) Before lesson be able to explain what they will learn. During the lesson be able to explain what they are doing and how it supports the learning target. After the lesson be able to reflect on what they did today and how it helped them reach the learning target. | Academic Support Program, Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | Students |
| Revisit Learning Target | Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Academic Support Program, Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | All faculty with students assigned to them. (Math) |
| Using Pacing/Guidance Documents | Focus on LTs in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group and individual practice in stations. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | All faculty members. |
| Math Chats | Math chats give students the opportunity to have conversations about the math problems, explain thinking, receive feedback, etc. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 | All staff |
| Post Daily Learning Target | Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | All faculty members |
| Exit Slips | Exit slips or similar assessment tool after the lesson. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 | All faculty with students assigned to them. |
| ELA Centers | Identify and plan for a variety of differentiated instructional activities/tasks <ul style="list-style-type: none"> • Independent Work • Interest Centers/Groups • Adjusting Questions | Academic Support Program, Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | All faculty members. |

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| | | | | | | |
|----------------------------|--|--|------------|------------|-----|--|
| Ongoing Running Records | Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 | All classroom teachers. |
| Flexible Small Group | Flexible small group instruction based on assessments and observations. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 | Faculty with assigned students. |
| Model Thinking Process | Model Thinking Process Explicitly (Learning what is required will remain a mystery for some students unless taught explicitly.) | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | All faculty members. |
| Organizers | Use Advance Organizers such as note-taking and graphic organizers BEFORE the lesson to cue students to learning targets. Questions and agendas can also be used to help students anticipate what to look for in the coming lesson | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | All faculty members. |
| Questioning Deeply | Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | All faculty members. |
| Assessment Tool | Exit slips or similar assessment tool after the lesson. Example: Anecdotal notes, formative assessment tools, Exit Slip | Academic Support Program, Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | Faculty with assigned students. |
| Exit Slips | Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets. | Academic Support Program, Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | All faculty members |
| Teacher Feedback | Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s). | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 | Faculty with students assigned to them. (Math) |
| Real-World Problem Solving | Teachers will use real-world problem-solving tasks that encourage students to apply their mathematical knowledge in a deep manner. Students will defend their thinking during mathematical discourse as a way to share their mathematical reasoning. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 | All faculty members. |
| Using Appropriate Text | Make sure students are in the correct Lexile bands during independent, collaborative, and read alouds. | Academic Support Program, Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 | All faculty with assigned students. |
| Total | | | | | \$0 | |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

| | | | | | |
|-------------------------|---|------------|------------|-----------------|--|
| LIM Website | This website is a teaching tool for teachers. | 10/11/2018 | 05/10/2019 | \$8500 | All faculty |
| Leadership Binders | Leadership binders are created to help students monitor their progress in the classroom and set goals that they want to work on attaining. | 10/11/2018 | 05/10/2019 | \$2000 | All faculty |
| Math Centers | Centers will focus on the level of the students and will be set up so students can have a daily skill practice, math fact fluency practice, and time with the teacher. | 10/11/2018 | 05/10/2019 | \$10000 | All faculty |
| Intervention/Enrichment | Use available assessment data to plan for intervention/enrichment. Assessment data may include: Scantron Performance Series, Next Steps in Guided Reading Assessment Kit, S.P.I.R.E., Edge, Bridges, Phonics kit. | 10/11/2018 | 05/10/2019 | \$130000 | All grade level teachers, as well as part time instructors, and an intervention teacher. |
| LIM Books | Books will be utilized to teach students about the 8 habits. | 10/11/2018 | 05/10/2019 | \$1000 | All faculty |
| Reading Activities | Teachers will read aloud to their students or give them the option to look up books of interests to have them read to them or to read them in an effort to build stamina, as well as reading interests. | 10/11/2018 | 05/10/2019 | \$20000 | All staff |
| Total | | | | \$171500 | |

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 | A MRA survey was sent to parents at the end of the 2017-2018 school year, along with a survey from Title 1. Please see attachments. | MRA data Title I Survey |

Evaluative Criteria and Rubrics

Overall Rating: 2.0

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

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

Areas of Notable Achievement

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

Teacher surveys showed that teachers respect and support each other. Teachers believe that they have made notable improvement over the last year. There is a more open climate where teachers feel that they can voice concerns and have choice in decision making when appropriate.

Student surveys reflect strengths in the overall confidence and perseverance of students. This reflects a growth mindset and demonstrates that this school fosters a community of growth for learners.

Parent surveys reflect that there are minimal barriers to engagement. Parents feel that their children are in a supportive school environment with high teacher expectations. Parent surveys show that our school provides a positive school climate with an invitation to participate in school events. Parents reported that their students feel empowered.

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

Teacher surveys show that culture building and streamlined communication will help staff have a better understanding and truly know one another. Communication from the office is provided weekly with bulletins and calendar updates. Teachers agree that the team building opportunities provided will continue to enhance the culture and climate.

Students believe that teachers encourage them to be the best learner possible, because a variety of learning styles are provided as well as opportunities to participate in field trips, morning tutoring, and leadership roles. The students feel like the school prepares them to be both academically and socially successful with their future endeavors.

Parents believe the school provides partnership opportunities between the school and family. This partnership should foster an overall interest in enhancing the social and emotional needs of learners.

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

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

Areas in Need of Improvement

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

After surveying the staff, the Leadership Team decided that the following concerns needed to be addressed first; Lack of Communication, Lack of Consistency, and Lack of Cohesion.

Student surveys reflect a low level of opportunities for public speaking.

Parent surveys reflect that there are minimal barriers to engagement. Parents want felt that there could be improvement feel that their children are in a supportive school environment with high teacher expectations. Parent surveys show that our school provides a positive school climate with an invitation to participate in school events. Parents reported that their students feel empowered.

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

Teachers recognized weaknesses in communication, cohesion within faculty, and consistency.

Our students feel that their parents are not comfortable coming to school. Our school encourages our parents to come to lunch, open house, Title 1 meetings, character parades, fall festival, and to act as room volunteers. We still note a decline in attendance of parents in this area.

Parental involvement is hindering the development of a strong home-school bond. Parents are not aware of some of the Title 1 programs and activities that are offered because of lack of attendance at the Annual Title 1 Meeting.

What are the implications for these stakeholder perceptions?

Results show that most Faculty/Staff believe our teachers are working hard to improve student learning. With the increase in streamlined communication, teachers should feel that information is more cohesive and consistent. Teachers will be better able to serve students.

The students see a need for growth in whole person wellness and social etiquette. Students will feel more support this year from counselors, PE coaches, nurses, and teachers that will work together to support each child. Social etiquette skills will be developed through teaching home rules versus school rules.

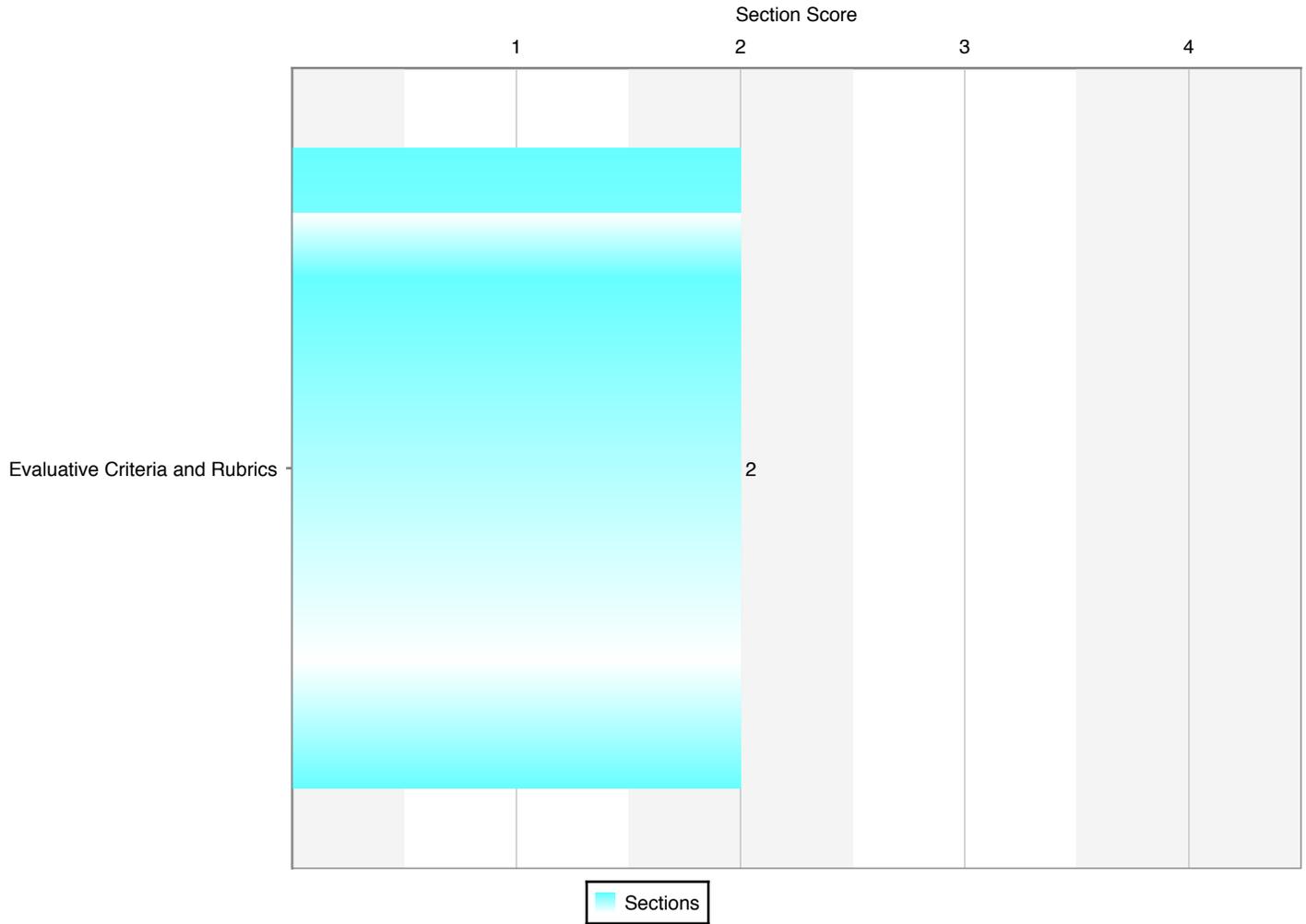
Parental involvement is an area where we would like to see growth. Our staff will continue encouraging our parents to be involved in our schools. Parents will be updated and invited to attend events at our school through Facebook, our school website, and call outs.

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

We have ample evidence that our parents, students, and staff are generally happy with their experience here. Letters of support and appreciation, "likes" on Facebook, positive email and, and student happiness are noted. Positive comments were also left on the Title 1 Parent Survey.

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?

The comprehensive needs assessment is based on MRA results, Title I Parent Involvement Surveys, faculty and staff input, and summative and formative data provided through Scantron assessments and NSGRA assessments.

What were the results of the comprehensive needs assessment?

These documents were desegregated and prioritized by our Leadership Team. The evidence and consensus was that we needed to focus equally on reading and math, as well as Leader in Me. It was determined that purposeful intervention needed to become a priority in order to work with students who were struggling in order to support their improvement.

What conclusions were drawn from the results?

We have several areas that need improvement based on the MRA results. The following areas need improvement:

Student Leadership

Environment

Student Engagement

Student Led Achievement

The following areas are noted as being in the moderately effective or effective range:

Staff Social-Emotional Teaching Readiness

Family Involvement

Staff Satisfaction

Teacher Efficacy

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

Overall, parents feel like they are welcome in the school, although they may not choose to participate frequently. Teachers and staff note that they are now being given a voice and some choice with regards to their day to day activities at school. Scantron performance series in the spring and now the fall indicated improvement, although some is small. Fall shows greater improvement as all grade levels were above the district's percentages. Demographic data shows we are closing the gap in most areas, with the exception of African American students where we have seen the gap grow larger.

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

We know that reading and math continue to be our school's academic focus, as well as building a culture of leaders amongst are students and staff. Therefore, our goals are based off of these needs.

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

The goals for this year build on prior years goals showing that reading, math, and Leader in Me are still a much needed priority.

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

All children will be working towards reading and math improvement, as well as building on their leadership skills through Leader in Me.

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 mathematics.

Measurable Objective 1:
 A 3% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/10/2019 as measured by Scantron Performance Series results which will go from 53% to 56%..

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

| Activity - Revisit Learning Target | 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. | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with students assigned to them. (Math) |

| Activity - Post Daily Learning Target | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---------------------|
| Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members |

Strategy2:
 Formative Assessment - Create and utilize formative assessments that require students to formulate responses to questions that have more than one possible answer and require students to justify, written or orally, the response they give.
 Category: Develop/Implement Turnaround Principles
 Research Cited: Popham, James. "Chapter 1. Formative Assessment: Why, What, and Whether." Transformative Assessment, doi:10.1107/s0108768104025947/bm5015sup1.cif.

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|---------------------|
| Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets. | Academic Support Program Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members |

| Activity - Teacher Feedback | 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with students assigned to them. (Math) |

Strategy3:

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

Category: Develop/Implement Learning Supports

Research Cited: Improving mathematics teaching by using manipulatives.

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

Heuser, D.

| Activity - Using Guidance /Pacing Documents | Activity Type | Begin Date | End Date | 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. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty. |

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.

Category: Implement Community Based Support and Intervention System

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

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| Activity - Math Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|-------------------|
| Centers will focus on the level of the students and will be set up so students can have a daily skill practice, math fact fluency practice, and time with the teacher. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$10000 - Title I Schoolwide | All faculty |

| Activity - Real-World Problem Solving | 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Math Chats | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Math chats give students the opportunity to have conversations about the math problems, explain thinking, receive feedback, etc. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All staff |

Goal 2:

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

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 05/10/2019 as measured by Scantron Performance Series results which will go from 53% to 56%..

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.

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

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

| Activity - Using Pacing/Guidance Documents | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Focus on LTs in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group and individual practice in stations. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

ACIP

Robertsdale Elementary School

| Activity - Verbalizing Learning Target | 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. | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Students |

Strategy2:

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

Category: Develop/Implement Teacher Effectiveness Plan

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

| Activity - Model Thinking Process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Model Thinking Process Explicitly (Learning what is required will remain a mystery for some students unless taught explicitly.) | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Assessment Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---------------------------------|
| Exit slips or similar assessment tool after the lesson. Example: Anecdotal notes, formative assessment tools, Exit Slip | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with assigned students. |

| Activity - Questioning Deeply | 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 | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Organizers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Use Advance Organizers such as note-taking and graphic organizers BEFORE the lesson to cue students to learning targets. Questions and agendas can also be used to help students anticipate what to look for in the coming lesson | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

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| Activity - Using Appropriate Text | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|-------------------------------------|
| Make sure students are in the correct Lexile bands during independent, collaborative, and read alouds. | Academic Support Program Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with assigned students. |

Strategy3:

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

Category: Develop/Implement Turnaround Principles

Research Cited: Shanahan, Timothy. "Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success." Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, Reading Rockets,

www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx.

| Activity - Ongoing Running Records | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All classroom 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with students assigned to them. |

Strategy4:

Read Alouds - Teachers will offer read aloud times throughout the day rather it be through them or through an online tool for students to access a variety of text in order to increase their reading interests.

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

Research Cited: Reading aloud is the best way to help children develop word mastery and grammatical understanding, which form the basis for learning how to read, said Massaro, who studies language acquisition and literacy. -EdSource, Susan Frey, July 2015

| Activity - Reading Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|-------------------|
| Teachers will read aloud to their students or give them the option to look up books of interests to have them read to them or to read them in an effort to build stamina, as well as reading interests. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$20000 - Title I Schoolwide | All staff |

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.

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

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

Research Cited: Shanahan, Timothy. "Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success." Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, Reading Rockets,

www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx.

| Activity - ELA Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|----------------------|
| Identify and plan for a variety of differentiated instructional activities/tasks <ul style="list-style-type: none"> • Independent Work • Interest Centers/Groups • Adjusting Questions | Academic Support Program Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Flexible Small Group | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------|
| Flexible small group instruction based on assessments and observations. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with assigned students. |

| Activity - Intervention/Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-------------------------------|--|
| Use available assessment data to plan for intervention/enrichment. Assessment data may include: Scantron Performance Series, Next Steps in Guided Reading Assessment Kit, S.P.I.R.E., Edge, Bridges, Phonics kit. | Behavioral Support Program Academic Support Program | 10/11/2018 | 05/10/2019 | \$130000 - Title I Schoolwide | All grade level teachers, as well as part time instructors, and an intervention teacher. |

Goal 3:

Leader in Me will become part of who we are and not just what we do at Robertsdale Elementary

Measurable Objective 1:

demonstrate a behavior of embracing and living out the LIM habits by 05/10/2019 as measured by a increase of LIM lessons taught and language used by all members of RES.

Strategy1:

Leader in Me - The Leader in Me is a process that when embraced and implemented by all folks, it has the power to change the culture of the school and community.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Leader in Me schools help students and staff build the skills and competencies necessary for student achievement. -LIM

Website, 2018

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| Activity - Leadership Roles | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|-------------------|
| Leadership roles are developed at the classroom level to recognize the genius in all children. | Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty |

| Activity - LIM Website | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-----------------------------|-------------------|
| This website is a teaching tool for teachers. | Community Engagement Academic Support Program Behavioral Support Program Professional Learning Direct Instruction Technology | 10/11/2018 | 05/10/2019 | \$8500 - Title I Schoolwide | All faculty |

| Activity - LIM Books | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|-------------------|
| Books will be utilized to teach students about the 8 habits. | Direct Instruction Behavioral Support Program Academic Support Program | 10/11/2018 | 05/10/2019 | \$1000 - Title I Schoolwide | All faculty |

| Activity - Leadership Binders | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|-------------------|
| Leadership binders are created to help students monitor their progress in the classroom and set goals that they want to work on attaining. | Academic Support Program Parent Involvement Community Engagement Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$2000 - Title I Schoolwide | All faculty |

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 mathematics.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/10/2019 as measured by Scantron Performance Series results which will go from 53% to 56%..

Strategy1:

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

Category: Develop/Implement Turnaround Principles

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

| Activity - Teacher Feedback | 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with students assigned to them. (Math) |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|---------------------|
| Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets. | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members |

Strategy2:

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

Category: Develop/Implement Learning Supports

Research Cited: Improving mathematics teaching by using manipulatives.

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

Heuser, D.

| Activity - Using Guidance /Pacing Documents | Activity Type | Begin Date | End Date | 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. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty. |

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.

Category: Implement Community Based Support and Intervention System

Research Cited: Huebner, Tracy. "What Research Says About . . . / Differentiated Learning." Educational Leadership:Meeting Students

Where They Are:Differentiated Learning, ASCD, www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx.

| Activity - Math Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|-------------------|
| Centers will focus on the level of the students and will be set up so students can have a daily skill practice, math fact fluency practice, and time with the teacher. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$10000 - Title I Schoolwide | All faculty |

| Activity - Math Chats | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Math chats give students the opportunity to have conversations about the math problems, explain thinking, receive feedback, etc. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All staff |

| Activity - Real-World Problem Solving | 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

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.

Category: Develop/Implement College and Career Ready Standards

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

| Activity - Post Daily Learning Target | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---------------------|
| Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members |

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| Activity - Revisit Learning Target | 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. | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with students assigned to them. (Math) |

Goal 2:

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

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 05/10/2019 as measured by Scantron Performance Series results which will go from 53% to 56%..

Strategy1:

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

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

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

Research Cited: Shanahan, Timothy. "Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success." Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, Reading Rockets,

www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx.

| Activity - ELA Centers | 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 | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Flexible Small Group | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------|
| Flexible small group instruction based on assessments and observations. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with assigned students. |

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| Activity - Intervention/Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-------------------------------|--|
| Use available assessment data to plan for intervention/enrichment. Assessment data may include: Scantron Performance Series, Next Steps in Guided Reading Assessment Kit, S.P.I.R.E., Edge, Bridges, Phonics kit. | Behavioral Support Program Academic Support Program | 10/11/2018 | 05/10/2019 | \$130000 - Title I Schoolwide | All grade level teachers, as well as part time instructors, and an intervention teacher. |

Strategy2:

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

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

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

| Activity - Verbalizing Learning Target | 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. | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Students |

| Activity - Using Pacing/Guidance Documents | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Focus on LTs in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group and individual practice in stations. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

Strategy3:

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

Category: Develop/Implement Teacher Effectiveness Plan

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

| Activity - Organizers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Use Advance Organizers such as note-taking and graphic organizers BEFORE the lesson to cue students to learning targets. Questions and agendas can also be used to help students anticipate what to look for in the coming lesson | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

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| Activity - Model Thinking Process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Model Thinking Process Explicitly (Learning what is required will remain a mystery for some students unless taught explicitly.) | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Questioning Deeply | 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 | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Assessment Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---------------------------------|
| Exit slips or similar assessment tool after the lesson. Example: Anecdotal notes, formative assessment tools, Exit Slip | Academic Support Program Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with assigned students. |

| Activity - Using Appropriate Text | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|-------------------------------------|
| Make sure students are in the correct Lexile bands during independent, collaborative, and read alouds. | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with assigned students. |

Strategy4:

Read Alouds - Teachers will offer read aloud times throughout the day rather it be through them or through an online tool for students to access a variety of text in order to increase their reading interests.

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

Research Cited: Reading aloud is the best way to help children develop word mastery and grammatical understanding, which form the basis for learning how to read, said Massaro, who studies language acquisition and literacy. -EdSource, Susan Frey, July 2015

| Activity - Reading Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|-------------------|
| Teachers will read aloud to their students or give them the option to look up books of interests to have them read to them or to read them in an effort to build stamina, as well as reading interests. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$20000 - Title I Schoolwide | All staff |

Strategy5:

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

Category: Develop/Implement Turnaround Principles

Research Cited: Shanahan, Timothy. "Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success." Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, Reading Rockets,

www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx.

| Activity - Ongoing Running Records | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All classroom 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with students assigned to them. |

Goal 3:

Leader in Me will become part of who we are and not just what we do at Robertsdale Elementary

Measurable Objective 1:

demonstrate a behavior of embracing and living out the LIM habits by 05/10/2019 as measured by a increase of LIM lessons taught and language used by all members of RES.

Strategy1:

Leader in Me - The Leader in Me is a process that when embraced and implemented by all folks, it has the power to change the culture of the school and community.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Leader in Me schools help students and staff build the skills and competencies necessary for student achievement. -LIM Website, 2018

| Activity - Leadership Binders | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|-------------------|
| Leadership binders are created to help students monitor their progress in the classroom and set goals that they want to work on attaining. | Behavioral Support Program Academic Support Program Parent Involvement Community Engagement | 10/11/2018 | 05/10/2019 | \$2000 - Title I Schoolwide | All faculty |

| Activity - LIM Website | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-----------------------------|-------------------|
| This website is a teaching tool for teachers. | Community Engagement Technology Behavioral Support Program Professional Learning Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$8500 - Title I Schoolwide | All faculty |

| Activity - LIM Books | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|-------------------|
| Books will be utilized to teach students about the 8 habits. | Direct Instruction Academic Support Program Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$1000 - Title I Schoolwide | All faculty |

| Activity - Leadership Roles | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|-------------------|
| Leadership roles are developed at the classroom level to recognize the genius in all children. | Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty |

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 mathematics.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/10/2019 as measured by Scantron Performance Series results which will go from 53% to 56%..

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: Improving mathematics teaching by using manipulatives.

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

Heuser, D.

| Activity - Using Guidance /Pacing Documents | Activity Type | Begin Date | End Date | 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. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty. |

Strategy2:

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

Category: Develop/Implement Turnaround Principles

Research Cited: Popham, James. "Chapter 1. Formative Assessment: Why, What, and Whether." Transformative Assessment,

doi:10.1107/s0108768104025947/bm5015sup1.cif.

| Activity - Teacher Feedback | 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with students assigned to them. (Math) |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|---------------------|
| Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets. | Academic Support Program Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members |

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.

Category: Implement Community Based Support and Intervention System

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

| Activity - Real-World Problem Solving | Activity Type | Begin Date | End Date | 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Math Chats | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Math chats give students the opportunity to have conversations about the math problems, explain thinking, receive feedback, etc. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All staff |

| Activity - Math Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|-------------------|
| Centers will focus on the level of the students and will be set up so students can have a daily skill practice, math fact fluency practice, and time with the teacher. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$10000 - Title I Schoolwide | All 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.

Category: Develop/Implement College and Career Ready Standards

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

| Activity - Post Daily Learning Target | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---------------------|
| Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members |

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Robertsdale Elementary School

| Activity - Revisit Learning Target | 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 Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with students assigned to them. (Math) |

Goal 2:

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

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 05/10/2019 as measured by Scantron Performance Series results which will go from 53% to 56%..

Strategy1:

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

Category: Develop/Implement Turnaround Principles

Research Cited: Shanahan, Timothy. "Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success." Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, Reading Rockets,

www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx.

| Activity - Ongoing Running Records | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All classroom 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with students assigned to them. |

Strategy2:

Read Alouds - Teachers will offer read aloud times throughout the day rather it be through them or through an online tool for students to access a variety of text in order to increase their reading interests.

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

Research Cited: Reading aloud is the best way to help children develop word mastery and grammatical understanding, which form the basis for learning how to read, said Massaro, who studies language acquisition and literacy. -EdSource, Susan Frey, July 2015

| Activity - Reading Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|-------------------|
| Teachers will read aloud to their students or give them the option to look up books of interests to have them read to them or to read them in an effort to build stamina, as well as reading interests. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$20000 - Title I Schoolwide | All staff |

Strategy3:

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

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

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

| Activity - Using Pacing/Guidance Documents | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Focus on LTs in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group and individual practice in stations. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Verbalizing Learning Target | 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 Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Students |

Strategy4:

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

Category: Develop/Implement Teacher Effectiveness Plan

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

| Activity - Assessment Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---------------------------------|
| Exit slips or similar assessment tool after the lesson. Example: Anecdotal notes, formative assessment tools, Exit Slip | Academic Support Program Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with assigned students. |

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Robertsdale Elementary School

| Activity - Organizers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Use Advance Organizers such as note-taking and graphic organizers BEFORE the lesson to cue students to learning targets. Questions and agendas can also be used to help students anticipate what to look for in the coming lesson | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Questioning Deeply | 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 | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Using Appropriate Text | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|-------------------------------------|
| Make sure students are in the correct Lexile bands during independent, collaborative, and read alouds. | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with assigned students. |

| Activity - Model Thinking Process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Model Thinking Process Explicitly (Learning what is required will remain a mystery for some students unless taught explicitly.) | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

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.

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

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

Research Cited: Shanahan, Timothy. "Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success." Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, Reading Rockets,

www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx.

| Activity - Flexible Small Group | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------|
| Flexible small group instruction based on assessments and observations. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with assigned students. |

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| Activity - ELA Centers | 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 | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Intervention/Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-------------------------------|--|
| Use available assessment data to plan for intervention/enrichment. Assessment data may include: Scantron Performance Series, Next Steps in Guided Reading Assessment Kit, S.P.I.R.E., Edge, Bridges, Phonics kit. | Behavioral Support Program Academic Support Program | 10/11/2018 | 05/10/2019 | \$130000 - Title I Schoolwide | All grade level teachers, as well as part time instructors, and an intervention teacher. |

Goal 3:

Leader in Me will become part of who we are and not just what we do at Robertsdale Elementary

Measurable Objective 1:

demonstrate a behavior of embracing and living out the LIM habits by 05/10/2019 as measured by a increase of LIM lessons taught and language used by all members of RES.

Strategy1:

Leader in Me - The Leader in Me is a process that when embraced and implemented by all folks, it has the power to change the culture of the school and community.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Leader in Me schools help students and staff build the skills and competencies necessary for student achievement. -LIM Website, 2018

| Activity - Leadership Binders | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-----------------------------|-------------------|
| Leadership binders are created to help students monitor their progress in the classroom and set goals that they want to work on attaining. | Parent Involvement Community Engagement Academic Support Program Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$2000 - Title I Schoolwide | All faculty |

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| Activity - LIM Books | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|-------------------|
| Books will be utilized to teach students about the 8 habits. | Academic Support Program Direct Instruction Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$1000 - Title I Schoolwide | All faculty |

| Activity - LIM Website | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-----------------------------|-------------------|
| This website is a teaching tool for teachers. | Academic Support Program Technology Community Engagement Professional Learning Behavioral Support Program Direct Instruction | 10/11/2018 | 05/10/2019 | \$8500 - Title I Schoolwide | All faculty |

| Activity - Leadership Roles | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|-------------------|
| Leadership roles are developed at the classroom level to recognize the genius in all children. | Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty |

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 mathematics.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/10/2019 as measured by Scantron Performance Series results which will go from 53% to 56%..

Strategy1:

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

Category: Develop/Implement Turnaround Principles

Research Cited: Popham, James. "Chapter 1. Formative Assessment: Why, What, and Whether." Transformative Assessment,

doi:10.1107/s0108768104025947/bm5015sup1.cif.

ACIP

Robertsdale Elementary School

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|---------------------|
| Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets. | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members |

| Activity - Teacher Feedback | 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with students assigned to them. (Math) |

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.

Category: Implement Community Based Support and Intervention System

Research Cited: Huebner, Tracy. "What Research Says About . . . / Differentiated Learning." Educational Leadership: Meeting Students

Where They Are: Differentiated Learning, ASCD, www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx.

| Activity - Real-World Problem Solving | Activity Type | Begin Date | End Date | 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Math Chats | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Math chats give students the opportunity to have conversations about the math problems, explain thinking, receive feedback, etc. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All staff |

| Activity - Math Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|-------------------|
| Centers will focus on the level of the students and will be set up so students can have a daily skill practice, math fact fluency practice, and time with the teacher. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$10000 - Title I Schoolwide | All faculty |

Strategy3:

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

Category: Develop/Implement Learning Supports

Research Cited: Improving mathematics teaching by using manipulatives.

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

Heuser, D.

| Activity - Using Guidance /Pacing Documents | Activity Type | Begin Date | End Date | 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. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All 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.

Category: Develop/Implement College and Career Ready Standards

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

| Activity - Revisit Learning Target | 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 Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with students assigned to them. (Math) |

| Activity - Post Daily Learning Target | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---------------------|
| Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members |

Goal 2:

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

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 05/10/2019 as measured by Scantron Performance Series results which will go from 53% to 56%..

Strategy1:

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

Category: Develop/Implement Turnaround Principles

Research Cited: Shanahan, Timothy. "Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success." Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, Reading Rockets,

www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx.

| Activity - 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with students assigned to them. |

| Activity - Ongoing 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All classroom teachers. |

Strategy2:

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

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what they know

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

Research Cited: Shanahan, Timothy. "Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success." Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, Reading Rockets,

www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx.

| Activity - Intervention/Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-------------------------------|--|
| Use available assessment data to plan for intervention/enrichment. Assessment data may include: Scantron Performance Series, Next Steps in Guided Reading Assessment Kit, S.P.I.R.E., Edge, Bridges, Phonics kit. | Behavioral Support Program Academic Support Program | 10/11/2018 | 05/10/2019 | \$130000 - Title I Schoolwide | All grade level teachers, as well as part time instructors, and an intervention teacher. |

| Activity - Flexible Small Group | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------|
| Flexible small group instruction based on assessments and observations. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with assigned students. |

| Activity - ELA Centers | 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 | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

Strategy3:

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

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

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

| Activity - Verbalizing Learning Target | 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 Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Students |

| Activity - Using Pacing/Guidance Documents | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Focus on LTs in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group and individual practice in stations. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

Strategy4:

Read Alouds - Teachers will offer read aloud times throughout the day rather it be through them or through an online tool for students to access a variety of text in order to increase their reading interests.

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

Research Cited: Reading aloud is the best way to help children develop word mastery and grammatical understanding, which form the basis for learning how to read, said Massaro, who studies language acquisition and literacy. -EdSource, Susan Frey, July 2015

| Activity - Reading Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|-------------------|
| Teachers will read aloud to their students or give them the option to look up books of interests to have them read to them or to read them in an effort to build stamina, as well as reading interests. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$20000 - Title I Schoolwide | All staff |

Strategy5:

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

Category: Develop/Implement Teacher Effectiveness Plan

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

| Activity - Assessment Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---------------------------------|
| Exit slips or similar assessment tool after the lesson. Example: Anecdotal notes, formative assessment tools, Exit Slip | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with assigned students. |

| Activity - Using Appropriate Text | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|-------------------------------------|
| Make sure students are in the correct Lexile bands during independent, collaborative, and read alouds. | Academic Support Program Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with assigned students. |

| Activity - Model Thinking Process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Model Thinking Process Explicitly (Learning what is required will remain a mystery for some students unless taught explicitly.) | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Questioning Deeply | 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 | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Organizers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Use Advance Organizers such as note-taking and graphic organizers BEFORE the lesson to cue students to learning targets. Questions and agendas can also be used to help students anticipate what to look for in the coming lesson | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

Goal 3:

Leader in Me will become part of who we are and not just what we do at Robertsdale Elementary

Measurable Objective 1:

demonstrate a behavior of embracing and living out the LIM habits by 05/10/2019 as measured by a increase of LIM lessons taught and language used by all members of RES.

Strategy1:

Leader in Me - The Leader in Me is a process that when embraced and implemented by all folks, it has the power to change the culture of the school and community.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Leader in Me schools help students and staff build the skills and competencies necessary for student achievement. -LIM Website, 2018

| Activity - LIM Books | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|-------------------|
| Books will be utilized to teach students about the 8 habits. | Direct Instruction Behavioral Support Program Academic Support Program | 10/11/2018 | 05/10/2019 | \$1000 - Title I Schoolwide | All faculty |

| Activity - Leadership Binders | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-----------------------------|-------------------|
| Leadership binders are created to help students monitor their progress in the classroom and set goals that they want to work on attaining. | Community Engagement Behavioral Support Program Parent Involvement Academic Support Program | 10/11/2018 | 05/10/2019 | \$2000 - Title I Schoolwide | All faculty |

| Activity - LIM Website | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-----------------------------|-------------------|
| This website is a teaching tool for teachers. | Behavioral Support Program Community Engagement Professional Learning Direct Instruction Technology Academic Support Program | 10/11/2018 | 05/10/2019 | \$8500 - Title I Schoolwide | All faculty |

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Robertsdale Elementary School

| Activity - Leadership Roles | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|-------------------|
| Leadership roles are developed at the classroom level to recognize the genius in all children. | Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty |

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.

We have 1 and a 1/2 ESL teachers, as well as an ESL aide who is able to interpret results for parents. All students receive a copy of their child's spring scores after summer break.

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.

When staff need to be hired due to retirement, non-renewals, transfers, or resignations, the posting is advertised following state guidelines. During the advertisement period, the building principal reviews all applicants to screen for interview purposes. At that point, the top 3-5 applicants are called in to interview. Based on interview, references, and experience, a job is offered to the person who meets the need for the grade level/dept. Teachers are also given a grade level mentor when they are new to the school to help give additional support. Throughout the year, professional development is also offered and embedded within the job.

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?

Over 30 new staff members were hired when new administration came in this year. The turnover reflected things such as new units, retirements, death of staff, resignations, terminations, career advancement, and transfers within the district.

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

Average of 15 years

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

The turnover rate was very high this year and it was attributed to the transitioning of new administration. We do not foresee it being high after this year.

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.**

The leadership team (grade level chairperson, reading coach, and administration) will review data from Performance series Scantron assessments in the Fall, Winter, and Spring. The team will scaffold the data to determine what academic standards students missed by class, grade level, and school wide. The team will look for patterns in the data to determine what types of professional development would best meet the needs to benefit students, staff, and stakeholder growth.

To date, Robertsdale Elementary continues to grow with The leader in Me program, Scholastic Guided reading program, and managing crisis safely (MCS) professional development this past summer with plans to continue this professional development throughout the school year.

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

School staff and teachers have many opportunities for professional development throughout the school year and over the summer. Baldwin County Board of Education as well as school provided PD is provided year round. Here is a small list of PD our teachers and staff participated in to move the school forward academically:

- Scholastic Guided Reading
- Managing Crisis Safely
- The Leading in Me
- Scantron assessment data breakdown
- GRITC
- Ruby Payne
- NSGRA training
- SPIRE Training
- Edge Training
- Bridges Training
- Crisis Prevention Intervention Training

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

Teachers work in grade level teams. New teachers or teachers designated by the principal are given mentors to guide them in planning and execution in instruction. The Instructional Coach also coaches teachers in areas of need as dictated by the county, the principal, or teacher needs and requests.

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

Each professional development session is in response to student or teacher need. The professional development is conducted, expectations are set as to implementing, and a system is put into play where the instructional coach and administration can monitor full implementation.

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 mathematics.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/10/2019 as measured by Scantron Performance Series results which will go from 53% to 56%..

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.

Category: Implement Community Based Support and Intervention System

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

| Activity - Real-World Problem Solving | Activity Type | Begin Date | End Date | 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Math Chats | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Math chats give students the opportunity to have conversations about the math problems, explain thinking, receive feedback, etc. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All staff |

| Activity - Math Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|------------------------------|-------------------|
| Centers will focus on the level of the students and will be set up so students can have a daily skill practice, math fact fluency practice, and time with the teacher. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$10000 - Title I Schoolwide | All faculty |

Strategy2:

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

Category: Develop/Implement Turnaround Principles

Research Cited: Popham, James. "Chapter 1. Formative Assessment: Why, What, and Whether." Transformative Assessment,

doi:10.1107/s0108768104025947/bm5015sup1.cif.

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|---------------------|
| Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets. | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members |

| Activity - Teacher Feedback | 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with students assigned to them. (Math) |

Strategy3:

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

Category: Develop/Implement College and Career Ready Standards

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

| Activity - Post Daily Learning Target | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---------------------|
| Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members |

| Activity - Revisit Learning Target | 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 Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with students assigned to them. (Math) |

Strategy4:

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

Category: Develop/Implement Learning Supports

Research Cited: Improving mathematics teaching by using manipulatives.

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

Heuser, D.

| Activity - Using Guidance /Pacing Documents | Activity Type | Begin Date | End Date | 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. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty. |

Goal 2:

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

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 05/10/2019 as measured by Scantron Performance Series results which will go from 53% to 56%..

Strategy1:

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

- Content: Multiple options for taking in information
- Process: Multiple options for making sense of the ideas
- Product: Multiple options for expressing what they know

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

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

| Activity - Intervention/Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-------------------------------|--|
| Use available assessment data to plan for intervention/enrichment. Assessment data may include: Scantron Performance Series, Next Steps in Guided Reading Assessment Kit, S.P.I.R.E., Edge, Bridges, Phonics kit. | Academic Support Program Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$130000 - Title I Schoolwide | All grade level teachers, as well as part time instructors, and an intervention teacher. |

| Activity - ELA Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|----------------------|
| Identify and plan for a variety of differentiated instructional activities/tasks <ul style="list-style-type: none"> • Independent Work • Interest Centers/Groups • Adjusting Questions | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Flexible Small Group | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------|
| Flexible small group instruction based on assessments and observations. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with assigned students. |

Strategy2:

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

Category: Develop/Implement Turnaround Principles

Research Cited: Shanahan, Timothy. "Chapter 2. Leveling the Playing Field: Sharing Learning Targets and Criteria for Success." Leveling the Playing Field: Sharing Learning Targets and Criteria for Success, Reading Rockets,

www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field@-Sharing-Learning-Targets-and-Criteria-for-Success.aspx.

| Activity - Ongoing Running Records | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------|
| Teachers will administer ongoing running records as formative assessment during small group instruction and/or conferencing. | Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All classroom 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 | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with students assigned to them. |

Strategy3:

Read Alouds - Teachers will offer read aloud times throughout the day rather it be through them or through an online tool for students to access a variety of text in order to increase their reading interests.

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

Research Cited: Reading aloud is the best way to help children develop word mastery and grammatical understanding, which form the basis for learning how to read, said Massaro, who studies language acquisition and literacy. -EdSource, Susan Frey, July 2015

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Robertsdale Elementary School

| Activity - Reading Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|------------------------------|-------------------|
| Teachers will read aloud to their students or give them the option to look up books of interests to have them read to them or to read them in an effort to build stamina, as well as reading interests. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$20000 - Title I Schoolwide | All staff |

Strategy4:

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

Category: Develop/Implement Teacher Effectiveness Plan

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

| Activity - Questioning Deeply | Activity Type | Begin Date | End Date | 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 | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Using Appropriate Text | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|-------------------------------------|
| Make sure students are in the correct Lexile bands during independent, collaborative, and read alouds. | Academic Support Program Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty with assigned students. |

| Activity - Model Thinking Process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Model Thinking Process Explicitly (Learning what is required will remain a mystery for some students unless taught explicitly.) | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Assessment Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---------------------------------|
| Exit slips or similar assessment tool after the lesson. Example: Anecdotal notes, formative assessment tools, Exit Slip | Direct Instruction Academic Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Faculty with assigned students. |

| Activity - Organizers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Use Advance Organizers such as note-taking and graphic organizers BEFORE the lesson to cue students to learning targets. Questions and agendas can also be used to help students anticipate what to look for in the coming lesson | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

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.

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

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

| Activity - Using Pacing/Guidance Documents | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Focus on LTs in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group and individual practice in stations. | Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty members. |

| Activity - Verbalizing Learning Target | 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 Direct Instruction | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | Students |

Goal 3:

Leader in Me will become part of who we are and not just what we do at Robertsdale Elementary

Measurable Objective 1:

demonstrate a behavior of embracing and living out the LIM habits by 05/10/2019 as measured by a increase of LIM lessons taught and language used by all members of RES.

Strategy1:

Leader in Me - The Leader in Me is a process that when embraced and implemented by all folks, it has the power to change the culture of the school and community.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Leader in Me schools help students and staff build the skills and competencies necessary for student achievement. -LIM Website, 2018

| Activity - Leadership Roles | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|-------------------|
| Leadership roles are developed at the classroom level to recognize the genius in all children. | Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$0 - No Funding Required | All faculty |

| Activity - LIM Books | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|-------------------|
| Books will be utilized to teach students about the 8 habits. | Direct Instruction Academic Support Program Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$1000 - Title I Schoolwide | All faculty |

| Activity - LIM Website | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-----------------------------|-------------------|
| This website is a teaching tool for teachers. | Direct Instruction Technology Community Engagement Academic Support Program Professional Learning Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$8500 - Title I Schoolwide | All faculty |

| Activity - Leadership Binders | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|-------------------|
| Leadership binders are created to help students monitor their progress in the classroom and set goals that they want to work on attaining. | Community Engagement Academic Support Program Parent Involvement Behavioral Support Program | 10/11/2018 | 05/10/2019 | \$2000 - Title I Schoolwide | All faculty |

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

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

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

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

The county outlines how each school should conduct RTI at their school and lays out steps that describe the action steps needed for our students who are non-proficient. Response to Instruction is supported to fidelity at our school. Several professional development sessions are dedicated to making sure our teachers have a thorough understanding of RtI and that it is being conducted in each classroom. The principal and instructional coach run the monthly RTI/data/intervention 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?

Each grade level has a dedicated intervention/enrichment time in our school day to address student deficits in the area of reading and math. IEP and ELL students are given top priority for interventions by specialists in the appropriate field. We have four part-time instructors to provide support during this time as was as an intervention teacher. Some students also receive another dip of grade level skills throughout the week. Those students receive that support from the intervention teacher.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

We provide tutoring to targeted students in our after school program as well. We provide summer school to targeted kindergarten, first, and second grade students. We also have teachers on staff who tutor students.

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

Migrant:

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

Economically disadvantaged:

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

Special Education:

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

Neglected and/or Delinquent:

Our counselors, truancy officers and social workers work with these families to assure their presence in school through our Early Warning and Court Referral process. DHR is often times involved as well.

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

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

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

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

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

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

State:

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

Local: Scantron-twofold purpose

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

Guided Reading-meets each student where they are in an effort to improve their reading skills and interests by offering text on each student's individual level.

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

Federal: Through federal dollars, we hired four teachers this year-two classroom and one intervention teacher to reduce class size and close gaps in reading with first and second grade students. We also pay for part time instructors who work 19 hours a week, purchase classroom materials and supplies, pay for substitute teachers and provide professional development with federal dollars.

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

Currently, we have one locally funded units.

Violence prevention-Our counselors receive training in bullying as it could escalate to violence. They also provide lessons on "making healthy choices." In the area of nutrition, we participate in the "Backpack" program in which we currently provide food on weekends and holidays for sixty-one students. Currently 76% of our students are on free and reduced lunches. The migrant Headstart program based in Loxley, AL visits our PK classrooms. Assistance is provided to the Headstart families in enrollment and screening for our PK programs. We provide adult

education for parenting through our parent advisory sessions. Our counselors do teach about careers in their weekly lessons for career education.

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

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

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

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

Our school utilizes our state's summative data from Scantron Performance Series through quarterly leadership team meetings to disaggregate and analyze data from Scantron Performance Series, NSGRA data, as well as classroom assessments. Information that is gained and analysis made are then shared out at grade level meetings.

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

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

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

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

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. | 63.06 |

Provide the number of classroom teachers.

63.99

| Label | Question | Value |
|-------|--|-----------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 3501631.0 |

Total

3,501,631.00

Administrator Units

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

Provide the number of administrators.

1.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the FTE administrator units. | 94676.0 |

Total

94,676.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.5

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all salaries for the Assistant Principal. | 113234.0 |

Total

113,234.00

Counselor

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

Provide the number of Counselors.

2.00

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all salaries for the Counselor. | 116164.0 |

Total

116,164.00

Librarian

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

Provide the number of Librarians.

1.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Librarian. | 63816.0 |

Total

63,816.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.00

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.00

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

Total

0.00

Technology

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

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

0.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all funding for Technology. | 20568.0 |

Total

20,568.00

Professional Development

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

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

0.00

| Label | Question | Value |
|-------|--|--------|
| 3. | Provide the total of all funding for Professional Development. | 6170.0 |

Total

6,170.00

EL Teachers

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

Provide the number of EL Teachers.

0.00

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

Total

0.00

Instructional Supplies

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

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

0.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all funding for Instructional Supplies. | 36753.0 |

Total

36,753.00

Library Enhancement

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

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

0.00

| Label | Question | Value |
|-------|---|--------|
| 3. | Provide the total of all funding for Library Enhancement. | 6591.0 |

Total

6,591.00

Title I

| Label | Question | Value |
|-------|---|-----------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 390284.51 |

Provide a brief explanation and breakdown of expenses.

Instructional Personnel: \$246853.80
Instructional Purchased Services: \$17000.00
Instructional Supplies: \$36175.20
Instructional Classrm Equip: \$30,039.16
Parental Involvement: \$4863.11
Professional Development: \$55353.24

Amendment#2

Instructional Personnel: \$253821.52
Instructional Purchased Services: \$5249.11
Instructional Supplies: $48651.73 + 2070.24 = 50721.97$
Instructional Classrm Equip: \$30,039.16
Parental Involvement: $3764.11 + 1099 = 4863.11$
Professional Development: $43489.64 + 2100 = 45589.64$

Title II

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

Provide a brief explanation and a breakdown of expenses.

Services provided - funds not allocated directly to school

Title III

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

Provide a brief explanation and a breakdown of expenses.

Services provided - funds not allocated directly to school

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

| Label | Question | Value |
|-------|-------------------|---------|
| 1. | Provide the total | 41000.0 |

Provide a brief explanation and breakdown of expenses.

One teacher is paid out of local.

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))

Robertsdale Elementary teachers and administration review the Student/Parent/Teacher Compact each year before it is sent out to parents. The compact was explained at our annual Title 1 meeting on August 31st. Administrators, Teachers, Parents and Students make a commitment to a partnership between all stakeholders. The compact is signed by all involved as an agreement and kept on file in the teacher's classroom.

Describe: 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))

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

Describe how the school 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))

Robertsdale Elementary School hosted several opportunities for parents to be involved during the school day, but also outside of the school day. Our ELL instructors are always available to help parents with language barriers understand their child's instructional needs. Parents are encouraged to become "Room Parents" for each classroom. We have many parents who volunteer regularly in assorted capacities on our campus. Many teachers post helpful videos and information on their teacher websites and their class Facebook page, which helps parents who cannot or will not come to the campus during the school day. The school also has a website and Facebook page. A monthly bulletin called the Cub Report goes home monthly in Spanish and English and bi-weekly reminders are sent out by the principal to remind families of important dates and reminders coming up.

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

Robertsdale Elementary will continue to work collaboratively with parents through phone logs, email, newsletters, the school website, School Messenger and the school Facebook page. With our school's behavior plan, parents are informed on a daily and weekly basis of their child's behavior and educational needs. RBDE has an open-door policy with parents and we invite them in for volunteer activities as well as conferences with teachers. We have several community-based events during the academic year where parents and grandparents are invited to come and participate. A month bulletin, in both English and Spanish, also goes home with something each month for parents to work on with their child at home. The bulletin is also posted on the school website and Facebook page.

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

Parent resources are made available through our counselors, teachers, and administrators. Resources are also made available on our school website, Facebook and in the monthly Cub Reports. Parent needs are also discussed and addressed through quarterly parent advisory meetings.

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

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

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

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

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

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

Robertsdale Elementary School has an Open Door policy where parents are welcomed. We offer two sessions of Meet the Teacher, Open

House, a Parent Advisory Board, Book Fair, monthly PTO meetings and many volunteer opportunities throughout the year which encourage parents to be involved.

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

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

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

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)

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

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

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

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Robertsdale Elementary School has an Open Door policy where parents are welcomed. We offer two sessions of Meet the Teacher, Open

House, a Parent Advisory Board, Book Fair, monthly PTO meetings and many volunteer opportunities throughout the year which encourage parents to be involved.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Parents will be provided all appropriate school documentation in their home language, as well as there are members of the faculty/staff who can speak Spanish to help bridge the communication gap, when needed.