ACIP

Stapleton School

Baldwin County Board of Education

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TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

ACIP Assurances

Plan for ACIP 2018-2019

Stakeholder Feedback Diagnostic

Title I Targeted Assistance Diagnostic

Coordination of Resources - Comprehensive Budget

Parent and Family Engagement

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?

Stapleton Elementary School serves approximately 200 students in Pre-K through 6th grades. The staff includes fourteen full time certificated teachers, five part-time certificated educators, ten classified personnel, one LPN, and one administrator. Stapleton is a small unincorporated community in northern Baldwin County, Alabama with about 1540 residents. It is located about 12 miles south of Bay Minette and 10 miles southwest of Spanish Fort. Eighty-two percent of the residents live in a family household, forty-four percent have children under 18 years of age, the median age is 44.6, and the median household income is $53,292. The community is made up of working class people where 18.3% did not graduate from high school, 81.7% graduated high school, 13.4% have some college, 7.7% have an Associate Degree, 12.1% have a Bachelor's Degree, and 1.5% have a Graduate Degree. About 19% of the residents work in production, transportation, and material moving; about 15.6% work in construction, extraction, and maintenance; 25.2% are in sales or office work; 11.2% are in management, business, and financial operations; 10% in professional and related occupations; and the average commute time to work is 30 minutes. These statistics describe why we are a Title 1 School and how we also were awarded a 21st Century Community Learning Center Grant for our after school program. For the ninth year in a row we have provided violin, science club, photography, sewing, guitar, chorus, ballet, volleyball, Taekwondo, disc golf, coding / robotics, and technology to provide students the opportunity to overcome their socioeconomic barriers and "at risk" tendencies while teaching them the social skills of performing as a team in a polite, disciplined, and refined culture.

Stapleton Elementary is a Title 1 School with approximately 58% of our students eating Free and Reduced meals. We are a small school with limited diversity: 89% white, 4.6% black, 4.1% multi-race, 1% Asian, & 1% American Indian. Approximately 16% of our students receive special education resources, 14% receive gifted services, and 6% receive ESL (English as a Second Language) services. We have two buses that transport the majority of our students to and from school.

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.

During the 2012-13 school year, Stapleton faculty met and revised our mission statement: Stapleton School is where every student (cub) roars with appropriate social skills and academic achievement. We met again two years later to revise our mission statement to read "Every Child excels academically and socially."

While our new visions have refocused our overall efforts, we continue to be guided by our previous mission statement which challenged our staff to: *Ensure a safe school climate; * Enhance students' self-esteem and uniqueness; * Empower students to become successful, confident, and motivated learners; * Enlist the support and participation of family and community in school activities;* Expand knowledge through a variety of curriculum delivered by a professional and dedicated staff.

Our belief is: "each student should be made to feel valued, unique, and safe at school; every child can learn; a student's self-esteem is important and is enhanced through character education and the mutual respect of peers and adults; meaningful learning is a top priority; curriculum and instructional practices including physical development should use a variety of learning activities to accommodate differences in learning styles; everyone shares the responsibility for student's successful learning."

Our Tiger PAWS Pledge is: (students recite this pledge each morning during morning assembly):
"Prepare for learning,
Act responsibly,
Work to the best of my ability,
Show respect for myself, others, and our school."

We are confident that our school focus is aligned with and will help us to achieve the mission of the Baldwin County Board of Education: "Our vision is to create a world class learning environment."

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.

In 2010, we were awarded a 21st Century Community Learning Center (CCLC) grant that gave us $125,000.00 each year for three years. With this grant we provided students with an academically enriched afternoon offering music, dance, art, tumbling, taekwondo, disc golf, and other outdoor physical activities. Our request for a renewal of this grant at the increased amount of $150,000 per year was granted in 2013, and again in 2016, allowing us to continue to provide enrichments and academics in the after school program for a remarkable nine consecutive years (thus far).

Students are provided academic assistance such as homework help by certificated teachers and tutoring using computer programs that address their strengths and weaknesses. Over the years we have brought a wide variety of additional enrichment activities to our students including Othello (games), foreign language, violin, guitar, piano, chorus, ballet, hip hop dance, tumbling, disc golf, basketball, track and/or cross country running club, volleyball, coding/robotics, and sewing. We believe that these opportunities will help every student to succeed academically and socially. Students know that we have high expectations and expect them to maximize the school day by doing what they are asked to do the first time and to do it to the best of their ability.   We believe that the arts make a difference and extracurricular activities are positively correlated with improved relationships, greater motivation, and academic improvement. We hope to help our children identify their natural competencies and gifts and give them time to cultivate their gifts. Due to our after-school program, our school day effectively ends at 5:30 so our students truly have extended learning opportunities.

Not only do we offer extended learning opportunities in our after school program, we also have four intervention teachers who work 15 to 18 hours a week helping our Tier 2 and Tier 3 students.   This offers academic support for students who need a bit more time and differentiated, small group instructional/learning approach. The intervention teachers work closely with the classroom teacher, the RTI Team, and the Instructional/Reading Coach to address each student's learning needs. The Intervention Teachers use Guided Reading, Spire, Bridges, Compass, Reading Street, Early Learning Intervention resources, and leveled readers.

Every general education teacher including our media and reading specialists are actively participating in a Guided Reading Cadre of teachers made up of educators across the county and led by the BCBE Curriculum staff and Scholastic experts. These teachers will participate in a series of off-campus professional development activities designed to further their understanding of Guided Reading instruction, and to maximize their ability to effectively implement this concept in their classroom. Their practical application of these principles will be evaluated by Scholastic experts who will make campus coaching and support visits.

Baldwin County continues the 1-1 individual computer device initiative begun several years ago and the majority of Stapleton teachers completed the Digital Renaissance Leadership Academy (DRLA) Training. Not only did we have 11 teachers go through the DRLA, we also have 3 eMINTS trained teachers. This is a huge advantage for third through sixth grade students because each of these classroom teachers has had extensive training in constructivist and conceptual teaching and learning, project-based learning, and integrating technology into the curriculum.

In prior years we offered evening classes to give parents tips for helping with reading, math, brain-based learning, and behavior but unfortunately had virtually no participation. As a result, we made the strategic decision to combine our parent education efforts with other better-attended community activities. We will incorporate a component of parental education in events such as our Meet the Teacher Night,

Open House, and Community Picnics.

Additional Information

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

Stapleton School has three e-MINTS trained teachers and all of our teachers are Highly Qualified. The Staff is committed to providing every available opportunity to help our students succeed and feel a sense of value. All K through 6th grade students have a dedicated laptop; the K1 device is a hybrid with both a keyboard and a touchscreen. We have invested significant financial resources in Clear Touch interactive panels to replace our outdated SmartBoards and their unsupported software. Using a variety of funding sources, we have invested approximately $25,000 to place Clear Touch panels in all six 1st through 6th grade homerooms. We plan to add additional panels during the 2018/2019 school year and expect to have completely outfitted our campus within the next two years. Every teacher has a digital camera so that teachers have a fast way to capture special events and evidence of learning projects.

Not only do we have technology resources, we also have great resources for outdoor fun and fitness. We have a huge outdoor deck that can be used for learning projects, a quarter mile track, a disc golf course, and a playground equipment for PreK - 6th graders. We installed an GaGa pit (for outdoor dodgeball last year) and are making progress in our goal to have an outdoor basketball court as well. This year we have coordinated with our feeder pattern trade school and plans are underway to have an outdoor performing arts stage constructed before the end of this school year. Our long term plans include the refurbishment of a room on campus for conversion to a STEAM lab, and the eventual expansion of this space to include an outdoor classroom.

Character education is emphasized daily in both the classroom and morning assembly. Our focus is on a "character triad" comprised of the Golden Rule, the Seven Habits, and a growth mindset. Particular emphasis is being placed this year on instilling in our students an understanding of the 'Power of Yet' - the growth mindset concept that holds that knowledge and skills students don't possess are simply ones they don't have 'yet'. We also continue to prioritize our efforts to minimize bullying issues as we focus on responsibility, respect, and self-control.

We successfully implemented three student-centered initiatives within the last two years to prioritize the development of positive student-student and student-teacher relationships, and to improve student perceptions that their efforts are recognized and appreciated. Every student in 3rd through 6th grades is assigned a dedicated adult "champion" whom the students know they can always look to for assistance and concern. We also implemented a positive office referral program which both highlights and promotes positive choices and behaviors among students. Finally the principal has lunch monthly with representatives from each classroom ("PrinciPals") to discuss school improvement efforts.

Last year we expanded the Peer Helper group to include students from 3rd grade and up, while our 6th graders continue to form a safety patrol that benefits both the school and the students who serve. We were pleased to emphasize academic excellence In February 2018 when we inducted the inaugural members of a newly formed National Elementary Honor Society chapter - the Stapleton Scholars.

There are many activities planned for student and community participation through-out the school year: Back to School Family Picnic, Grandparents Day, Johnny Appleseed Day, a community-wide Fall Festival involving three local churches and the volunteer fire department, a Community Luncheon, Red-Ribbon Week, Christmas Activities, Father-Daughter Dance, Mardi Gras Parade, an end-of-year Community Picnic, and Field Day. In addition, in 2018 we successfully brought back the Stapleton Bluegrass Festival after a hiatus of nearly 20 years. This special event will serve both as a solid community outreach and a fundraising activity that will help fund important school initiatives. Our

inaugural event attracted hundreds of participants and profited over $8000, money that helped fund the upgrade to Clear Touch panels in our classrooms.

While Stapleton has a small student enrollment, we are a school with a big heart and enormous energy for providing extended opportunities for learning. We are so connected to our families and little community. In March 2011, Stapleton Elementary School celebrated its 100th birthday. We had many former students return for the celebration. The oldest male student was 92 years old and was able to walk with a cane to the microphone to share his memories of attending Stapleton School with our other guests!

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The SLT (School Leadership Team) is selected by the Principal based on teacher leadership skills, knowledge of curriculum and instruction, interpersonal skills, and understanding of building professional learning teams. Each SLT Team member involves other staff members in decision making so that each person feels a sense of value and contribution to the learning environment. The PTO Officers (Parent Teacher Organization) , Committee Chairs, and regular volunteer parents are invited to be part of planning for school improvement. All parents are invited to be part of writing our Title 1 Parent, Student, and School Compacts. During our Annual Title 1 Parent Meeting, parents are asked to give suggestions for school improvement and especially ways to improve parent involvement. Meetings with staff are held during professional development days, after school, and during collaborative group schedules. Parent Meetings are also scheduled during the school day, afternoons, and nights. Community Leaders are invited to be part of school improvement and are asked to attend a special annual luncheon at which goals and progress are discussed.

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

Teachers and staff are responsible for collecting and reviewing data from summative and formative assessments, observations, class work, attendance, and discipline referrals. Teachers, students, and parents are surveyed to gain understanding of school climate and needs for improvement. The PTO Officers are involved in planning that requires funding for supplemental resources and extra curricular activities that support the learning climate. The commonality of stakeholder groups is to improve academic and social success.

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

Our final improvement plan is communicated to all stakeholders through our Stapleton School website and is made available in the library for parents to review. Parents are advised of progress toward our school goals through our social media platforms, on-campus meetings, and classroom newsletters.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2017/18 Reading Data 2017/18 Math Data

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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

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

Areas of Notable Achievement

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

Kindergarten scored in quartile 3 in reading on the Scantron Spring 2018 Reading Foundations Performance Series assessment.

2nd, 5th, and 6th grades scored in quartile 3 in reading on the Scantron Spring 2018 Reading Performance Series assessment. More than 50% of students met their annual reading growth goals for the 2017/18 school year in four grades: 2nd - 67%, 4th - 57%, 5th - 57%, 6th - 69%.

Kindergarten, 5th, and 6th grades scored in quartile 3 in reading on the Scantron Spring 2018 Math Performance Series assessment. More than 50% of students met their annual math growth goals for the 2017/18 school year in three grades: 2nd - 54%, 3rd - 55%, 6th - 60%.

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

An increased number and percentage of students in three grade levels scored proficient (quartiles 3 or 4) in reading on the Spring 2018 Scantron Reading assessment compared to the Fall 2017 assessment: 3rd up 4.5%, 5th up 7.7%, and 6th up 1.7%.

An increased number and percentage of students in two grade levels scored proficient (quartiles 3 or 4) in math on the Spring 2018 Scantron Math assessment compared to the Fall 2017 assessment: 5th up 7.6% and 6th up 2%.

Which area(s) indicate the overall highest performance?

The Reading Foundations unit that had the highest scale score / showed the most attainment on the Spring 2018 Performance Series assessment for the school was phonics. This was also the unit of highest attainment individually for both kindergarten and 1st grade.

The Reading unit that had the highest scale score / showed the most attainment on the Spring 2018 Performance Series assessment for the school overall was long passage. The results by grade level were: 2nd - nonfiction / 3rd - long passage, 4th - fiction, 5th - fiction, and 6th - nonfiction.

The Math unit that had the highest scale score / showed the most attainment on the Fall 2017 Performance Series assessment for the school overall was algebra. The results by grade level were: kindergarten - algebra / 1st - data analysis & probability / 2nd - measurement / 3rd - measurement / 4th - geometry / 5th - geometry / 6th - measurement.

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

The White, Asian, American Indian, and Gifted subgroups outperformed other groups across all grade levels on the Fall 2018 Performance Series Reading assessment. The outperforming grade level subgroup which showed the greatest difference from all students was 3rd grade Asian which outperformed grade level peers by 402.3 scaled score points.

The Asian and Gifted subgroups outperformed other groups across all grade levels on the Fall 2018 Performance Series Math assessment. The outperforming grade level subgroup which showed the greatest difference from all students was 5th grade gifted which outperformed grade level peers by 402.3 scaled score points.

Between which subgroups is the achievement gap closing?

The subgroup which showed the greatest gain on the Spring 2018 Reading assessment compared to the Fall 2017 administration of the test was Hispanic (+245). Three other subgroups showed gains greater than 200 points: Multi-race (+236), Black (+229), and American Indian (+207).

The subgroup which showed the greatest gain on the Spring 2018 Math assessment compared to the Fall 2017 administration of the test was Multi-race (+193). No subgroup showed growth of 200 points or more.

The subgroups which outperformed as compared to 'all students' on the Fall 2018 Scantron Performance Series Reading assessment were White (+23.4), Asian (+301.6), American Indian (+220), and Gifted (+271.3).

The subgroups which outperformed as compared to 'all students' on the Fall 2018 Scantron Performance Series Math assessment were Hispanic (+12.1), White (+17.5), Asian (+238.4), and Gifted (+243.3).

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

Four subgroups which outperformed the school average on the Fall 2017 Scantron Performance Series Reading assessment also outperformed the school average on the Fall 2018 administration of the same assessment: White, Asian, American Indian, and Gifted.

Three subgroups which outperformed the school average on the Fall 2017 Scantron Performance Series Math assessment also outperformed the school average on the Fall 2018 administration of the same assessment: White, Asian, and Gifted.

Areas in Need of Improvement

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

1st, 3rd, and 4th grades scored in quartile 2 in reading on the Scantron Spring 2018 Performance Series assessment. Their average scale scores were: 1st - 1942, 3rd - 2495, and 4th - 2599. Less than 50% of students met their annual reading growth goals for the 2017/18 school year in two of these grades: 1st - 42% and 3rd - 48%. Each of these three grades did, however, show gains in reading of approximately 200 points: 1st (+226), 3rd (+190), and 4th (+224).

1st, 2nd, 3rd, and 4th grades scored in quartile 2 in math on the Scantron Spring 2018 Performance Series Math assessment. Their average scale scores were: 1st - 1990, 2nd - 2244, 3rd - 2379, and 4th - 2459. Less than 50% of students met their annual math growth goals for the 2017/18 school year in two of these grades (1st - 21% / 4th - 46%) as well as in 5th grade (48%). The math gains shown in the four grades were: 1st (+149), 2nd (+190), 3rd (+168), and 4th (+167).

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

A decreased number and percentage of students in three grade levels scored proficient (quartiles 3 or 4) in reading on the Spring 2018 Scantron Reading assessment compared to the Fall 2017 assessment: 1st down 17.2%, 2nd down 1.8%, and 4th down 3.5%.

A decreased number and percentage of students in three grade levels scored proficient (quartiles 3 or 4) in math on the Spring 2018 Scantron Math assessment compared to the Fall 2017 assessment: 1st down 21.9%, 2nd down 22.5%, and 4th down 3.5%. The percentage of students scoring proficient in 3rd grade was the same for the Fall and Spring assessments.

Which area(s) indicate the overall lowest performance?

The Reading Foundations unit that had the lowest scale score / showed the least attainment on the Spring 2018 Performance Series assessment for the school was phonological awareness. This was also the unit of lowest attainment individually for both kindergarten and 1st grade.

The Reading unit that had the lowest scale score / showed the least attainment on the Spring 2018 Performance Series assessment for the school overall was vocabulary. The results by grade level were: 2nd - vocabulary / 3rd - vocabulary, 4th - long passage, 5th - vocabulary, and 6th - vocabulary. For 4 out of 5 grade levels the reading unit with the lowest score was vocabulary.

The Math unit that had the lowest scale score / showed the least attainment on the Spring 2018 Performance Series assessment for the school overall was number & operations. The results by grade level were: kindergarten - geometry, 1st - algebra, 2nd - geometry, 3rd - number & operations, 4th - data analysis & probability, and 5th - data analysis & probability.

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

The Hispanic, Black, Multi-Race, Economically Disadvantaged, and Special Education subgroups underperformed other groups across all grade levels on the Fall 2018 Performance Series Reading assessment. The underperforming grade level subgroup which showed the greatest difference from all students was 5th grade multi-race which underperformed grade level peers by 701.5 scaled score points.

The Black, American Indian, Multi-race, Economically Disadvantaged, and Special Education subgroups underperformed other groups across all grade levels on the Fall 2018 Performance Series Math assessment. The underperforming grade level subgroup which showed the greatest difference from all students was 3rd grade multi-race which underperformed grade level peers by 296.4 scaled score points.

Between which subgroups is the achievement gap becoming greater?

The subgroups which showed the least gain on the Spring 2018 Reading assessment compared to the Fall 2017 administration of the test was Asian (+64) and White (+178).

The American Indian subgroup showed a decline on the Spring 2018 Math assessment compared to the Fall 2017 administration of the test (-154). No other subgroup declined but the subgroup which showed the least gain was Black (+2).

The subgroups which underperformed as compared to 'all students' on the Fall 2018 Scantron Performance Series Reading assessment were Hispanic (-101.1), Black (-198.5), Multi-race (-538), Special Education (-172.8), and Economically Disadvantaged (-48.9).

The subgroups which outperformed as compared to 'all students' on the Fall 2018 Scantron Performance Series Math assessment were Black (-226.4), American Indian (-184.4), Multi-race (-238.5), Special Education (-63.9), and Economically Disadvantaged (-52.7).

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

Four subgroups which underperformed the school average on the Fall 2017 Scantron Performance Series Reading assessment also underperformed the school average on the Fall 2018 administration of the same assessment: Hispanic, Black, Special Education, and Economically Disadvantaged.

Three subgroups which underperformed the school average on the Fall 2017 Scantron Performance Series Math assessment also underperformed the school average on the Fall 2018 administration of the same assessment: Black, Special Education, and Economically Disadvantaged.

Report Summary

Scores By Section

Section Score
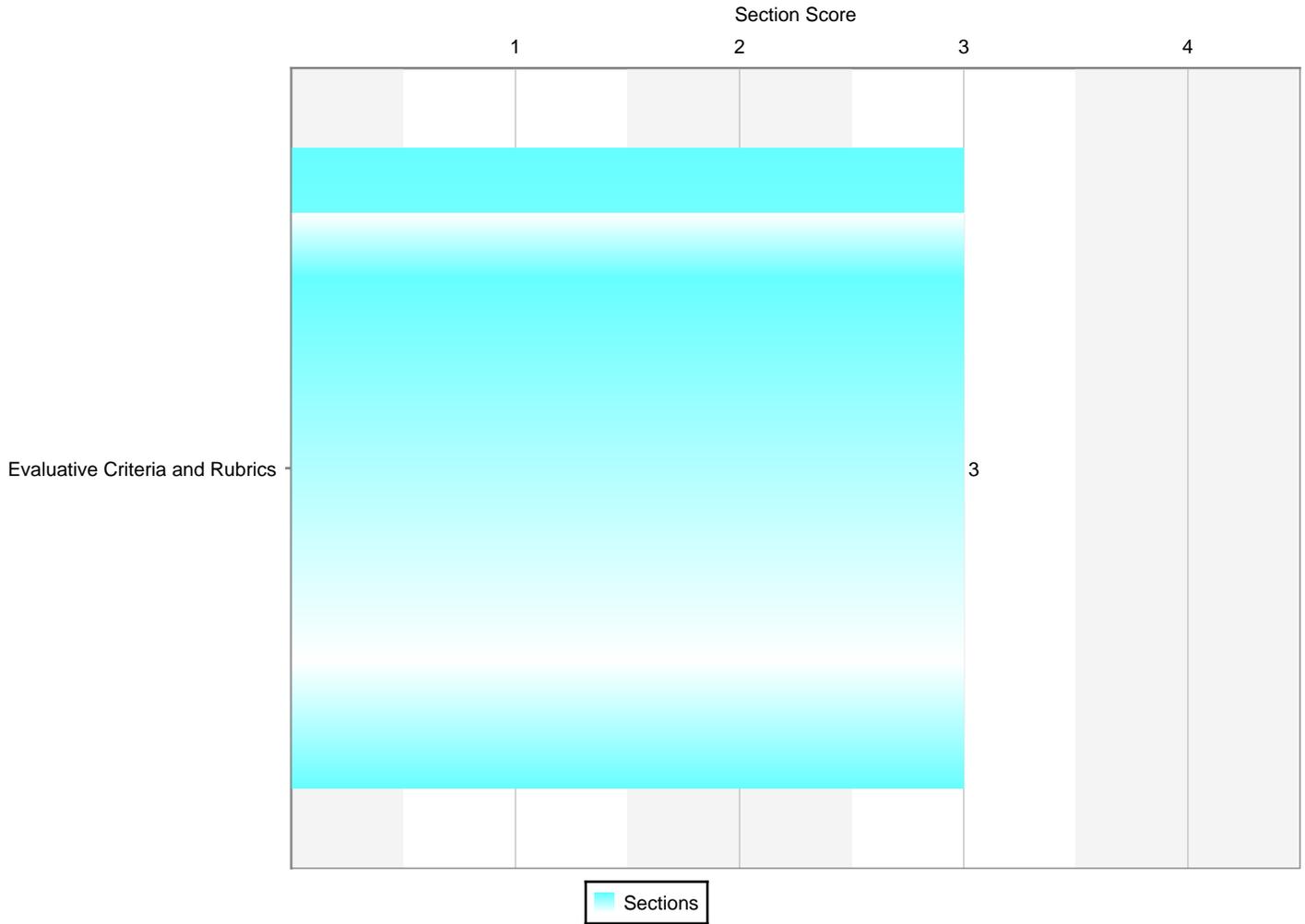
ACIP Assurances

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		9/18 ACIP / Compact Meeting 5/18 ACIP / Compact 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		Discrimination Assurance

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement Plan

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

Plan for ACIP 2018-2019

Overview

Plan Name

Plan for ACIP 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	We will achieve at least a 3% gain in students meeting their annual growth goal in reading proficiency for grades 3 through 6.	Objectives: 1 Strategies: 4 Activities: 13	Organizational	$200
2	We will achieve at least a 3% gain in students meeting their annual growth goal in math proficiency for grades 3 through 6.	Objectives: 1 Strategies: 4 Activities: 12	Organizational	$0
3	Stapleton School will bolster academic resiliency and increase self-confidence among our students through the development of a growth-mindset.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	$550

Goal 1: We will achieve at least a 3% gain in students meeting their annual growth goal in reading proficiency for grades 3 through 6.

Measurable Objective 1:

increase student growth by 3% in the percentage of current year 3rd through 6th grade students achieving their annual reading growth goal as compared to this same group of students goal attainment for the prior school year (2017/18) by 05/03/2019 as measured by using the Fall to Spring Scantron Performance Reading Assessment..

Strategy 1:

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.

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

Activity - Product	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will allow students to use multiple options for expressing what they know.	Direct Instruction	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers

Activity - Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will offer students multiple options for making sense of the ideas.	Direct Instruction	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers

Activity - Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide multiple options for taking in information.	Direct Instruction	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers

Strategy 2:

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 College and Career Ready Standards

Activity - Visual Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Visual tools including anchor charts will be placed in all classrooms to support student learning and encourage the use of higher order thinking.	Direct Instruction	11/05/2018	11/30/2018	$200	General Fund	reading coach

Activity - Observation / Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional leadership team will incorporate evaluation of DOK levels into observation protocol.	Professional Learning	08/20/2018	05/24/2019	$0	No Funding Required	administration reading coach

Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of standards.	Policy and Process	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers reading coach administration

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 responses they have given.

Category: Develop/Implement College and Career Ready Standards

Activity - Ongoing 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.	Direct Instruction	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers

Activity - Observation / Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional leadership team will incorporate evaluation and feedback regarding the effectiveness and implementation of ongoing classroom assessment.	Professional Learning	08/20/2018	05/24/2019	$0	No Funding Required	reading coach administration

Activity - Guided Reading Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use "The Next Steps in Guided Reading Assessment" to determine knowledge of students before instruction.	Direct Instruction	08/20/2018	09/28/2018	$0	No Funding Required	classroom teachers reading coach

Activity - Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conference individually with students about their academic performance and goal attainment.	Academic Support Program	10/15/2018	05/24/2019	$0	No Funding Required	classroom teachers

Strategy 4:

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

Category: Develop/Implement Learning Supports

Activity - Student Goal Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take ownership of their goals by identifying and tracking their progress toward their individual reading growth goal.	Academic Support Program	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers

Activity - Student-Friendly Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post daily ELA learning objectives in student-friendly language (such as "I can" statements) to ensure students understand daily learning goals.	Direct Instruction	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers

Activity - Teacher Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on learning targets in ELA guidance / pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice.	Direct Instruction	08/20/2018	05/24/2019	$0	No Funding Required	classroom teacher reading coach administration

Goal 2: We will achieve at least a 3% gain in students meeting their annual growth goal in math proficiency for grades 3 through 6.

Measurable Objective 1:

increase student growth by 3% in the percentage of current year 3rd through 6th grade students achieving their annual math growth goal as compared to this same group of students goal attainment for the prior school year (2017/18) by 05/03/2019 as measured by using the Fall to Spring Scantron Performance Math Assessment.

Strategy 1:

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 College and Career Ready Standards

Activity - Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will conference individually with students about their academic performance and goal attainment.	Academic Support Program	08/27/2018	05/24/2019	$0	No Funding Required	classroom teachers

Activity - Real-World Tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement real-world problem-solving tasks and encourage students to participate in mathematical discourse using Talk Moves.	Direct Instruction	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers intervention teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data collected within the classroom.	Direct Instruction	10/01/2018	05/24/2019	$0	No Funding Required	classroom teachers intervention teachers

Strategy 2:

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 students.

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

Activity - Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will offer multiple options for taking in information.	Direct Instruction	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers

Activity - Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will offer students multiple options for making sense of the ideas.	Direct Instruction	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers

Activity - Product	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will allow students to use multiple options for expressing what they know.	Direct Instruction	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers

Strategy 3:

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

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

Teachers will focus on learning targets in math guidance / pacing documents for planning, and break them down into daily learning targets for whole group, small group, and individual practice.	Direct Instruction	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers

Activity - Student Goal Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will take ownership of their math learning goals by identifying and tracking their individual math growth goal.	Academic Support Program	10/01/2018	05/24/2019	$0	No Funding Required	classroom teachers

Activity - Student-Friendly Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post daily math learning objectives in student-friendly language (such as "I can" statements) to ensure students understand daily learning goals.	Direct Instruction	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers

Strategy 4:

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

Category: Develop/Implement College and Career Ready Standards

Activity - Pacing	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.	Policy and Process	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers

Activity - Classroom Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give classroom assessments that match the daily learning target's DOK level.	Direct Instruction	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers

Activity - Checkpoints	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Direct Instruction	08/20/2018	05/24/2019	$0	No Funding Required	classroom teachers

Goal 3: Stapleton School will bolster academic resiliency and increase self-confidence among our students through the development of a growth-mindset.

Measurable Objective 1:

collaborate to effect a 5% increase in the percentage of students positively responding to questions relating to a growth mindset by 05/10/2019 as measured by the student version of the Measurable Results Assessment.

Strategy 1:

Awareness - We will undertake steps to educate our students and stakeholders about the importance of developing a growth mindset.

Category: Develop/Implement Student and School Culture Program

Activity - Power of Yet Campaign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will instruct our students about a growth mindset using the terminology and concept of the 'Power of Yet'. This will include a large banner and efforts to focus attention on the concept during morning assemblies	Academic Support Program	08/15/2018	09/28/2018	$100	General Fund	principal counselor classroom teachers

Activity - Power of Yet Poster Contest	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create a poster illustrating the Power of Yet, focusing on its definition and importance.	Academic Support Program, Behavioral Support Program	08/27/2018	09/14/2018	$0	No Funding Required	counselor classroom teachers

Activity - Morning Assembly Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The concept of the Power of Yet will be a frequent topic at morning assemblies. To facilitate this, staff will be encouraged to write positive office referrals for behaviors and choices that refect a growth mindset.	Academic Support Program, Behavioral Support Program	08/15/2018	05/24/2019	$0	No Funding Required	entire school staff

Activity - Parent Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Steps will be taken to educate our parents and other stakeholders about the importance of helping our students develop a growth mindset. This will include specific communication using the school's web platforms and other methods of parent communication.	Academic Support Program, Behavioral Support Program	08/15/2018	05/24/2019	$0	No Funding Required	principal classroom teachers

Strategy 2:

Instruction - Students will receive explicit instruction to help them understand the concept of a growth mindset.

Category: Develop/Implement Student and School Culture Program

Activity - Counselor Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will present grade-level appropriate lessons on the growth mindset as part of her in-class counseling lessons. She will also provide tokens (pencils, bookmarks, etc.) to keep this concept on the minds of students.	Academic Support Program, Behavioral Support Program	08/27/2018	05/24/2019	$250	General Fund	counselor

Activity - Teachable Moments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be alert to, and take advantage of, times and situations in the classroom which lend themselves to reinforcement of the growth mindset concept.	Academic Support Program, Behavioral Support Program	08/15/2018	05/24/2019	$0	No Funding Required	classroom teachers

Activity - Positive Referrals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will actively seek out opportunities to write positive referrals for students displaying a growth mindset. The principal will use these as school-wide examples during the morning assembly.	Academic Support Program, Behavioral Support Program	08/15/2018	05/24/2019	$0	No Funding Required	entire school staff

Strategy 3:

Relationship Support - Adult-student relationships will be fostered to help bolster student self-confidence and self-belief.

Category: Develop/Implement Student and School Culture Program

Activity - Champions Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school Champion program will be continued to ensure that every 3rd through 6th grade student knows that there are caring adults who believe in them and are there for their support.	Behavioral Support Program	08/15/2018	05/24/2019	$200	General Fund	entire school staff

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

The school counselor will provide individual counseling for struggling students. Teachers will be alert to signs of struggling students. The counselor will bring in Alta Pointe and / or the school social worker as needed.	Behavioral Support Program	08/15/2018	05/24/2019	$0	No Funding Required	counselor classroom teachers principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Visual Support	Visual tools including anchor charts will be placed in all classrooms to support student learning and encourage the use of higher order thinking.	Direct Instruction	11/05/2018	11/30/2018	$200	reading coach
Counselor Lessons	The counselor will present grade-level appropriate lessons on the growth mindset as part of her in-class counseling lessons. She will also provide tokens (pencils, bookmarks, etc.) to keep this concept on the minds of students.	Academic Support Program, Behavioral Support Program	08/27/2018	05/24/2019	$250	counselor
Champions Program	The school Champion program will be continued to ensure that every 3rd through 6th grade student knows that there are caring adults who believe in them and are there for their support.	Behavioral Support Program	08/15/2018	05/24/2019	$200	entire school staff
Power of Yet Campaign	We will instruct our students about a growth mindset using the terminology and concept of the 'Power of Yet'. This will include a large banner and efforts to focus attention on the concept during morning assemblies	Academic Support Program	08/15/2018	09/28/2018	$100	principal counselor classroom teachers
				Total	$750	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Conferencing	Teacher will conference individually with students about their academic performance and goal attainment.	Academic Support Program	08/27/2018	05/24/2019	$0	classroom teachers
Intervention	Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data collected within the classroom.	Direct Instruction	10/01/2018	05/24/2019	$0	classroom teachers intervention teachers
Content	Teachers will offer multiple options for taking in information.	Direct Instruction	08/20/2018	05/24/2019	$0	classroom teachers
Conferencing	Teachers will conference individually with students about their academic performance and goal attainment.	Academic Support Program	10/15/2018	05/24/2019	$0	classroom teachers

Morning Assembly Focus	The concept of the Power of Yet will be a frequent topic at morning assemblies. To facilitate this, staff will be encouraged to write positive office referrals for behaviors and choices that refect a growth mindset.	Academic Support Program, Behavioral Support Program	08/15/2018	05/24/2019	$0	entire school staff
Student Goal Tracking	Students will take ownership of their goals by identifying and tracking their progress toward their individual reading growth goal.	Academic Support Program	08/20/2018	05/24/2019	$0	classroom teachers
Teacher Planning	Teachers will focus on learning targets in ELA guidance / pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice.	Direct Instruction	08/20/2018	05/24/2019	$0	classroom teacher reading coach administration
Content	Teachers will provide multiple options for taking in information.	Direct Instruction	08/20/2018	05/24/2019	$0	classroom teachers
Observation / Mentoring	Instructional leadership team will incorporate evaluation of DOK levels into observation protocol.	Professional Learning	08/20/2018	05/24/2019	$0	administration reading coach
Teacher Planning	Teachers will focus on learning targets in math guidance / pacing documents for planning, and break them down into daily learning targets for whole group, small group, and individual practice.	Direct Instruction	08/20/2018	05/24/2019	$0	classroom teachers
Real-World Tasks	Teachers will implement real-world problem-solving tasks and encourage students to participate in mathematical discourse using Talk Moves.	Direct Instruction	08/20/2018	05/24/2019	$0	classroom teachers intervention teachers
Observation / Mentoring	Instructional leadership team will incorporate evaluation and feedback regarding the effectiveness and implementation of ongoing classroom assessment.	Professional Learning	08/20/2018	05/24/2019	$0	reading coach administration
Positive Referrals	The staff will actively seek out opportunities to write positive referrals for students displaying a growth mindset. The principal will use these as school-wide examples during the morning assembly.	Academic Support Program, Behavioral Support Program	08/15/2018	05/24/2019	$0	entire school staff
Student Goal Tracking	Student will take ownership of their math learning goals by identifying and tracking their individual math growth goal.	Academic Support Program	10/01/2018	05/24/2019	$0	classroom teachers
Ongoing Records	Teachers will administer ongoing running records as formative assessment during small group instruction and / or conferencing.	Direct Instruction	08/20/2018	05/24/2019	$0	classroom teachers
Power of Yet Poster Contest	Students will create a poster illustrating the Power of Yet, focusing on its definition and importance.	Academic Support Program, Behavioral Support Program	08/27/2018	09/14/2018	$0	counselor classroom teachers

Student-Friendly Objectives	Teachers will post daily ELA learning objectives in student-friendly language (such as "I can" statements) to ensure students understand daily learning goals.	Direct Instruction	08/20/2018	05/24/2019	$0	classroom teachers
Product	Teachers will allow students to use multiple options for expressing what they know.	Direct Instruction	08/20/2018	05/24/2019	$0	classroom teachers
Product	Teachers will allow students to use multiple options for expressing what they know.	Direct Instruction	08/20/2018	05/24/2019	$0	classroom teachers
Guided Reading Assessment	Teachers will use "The Next Steps in Guided Reading Assessment" to determine knowledge of students before instruction.	Direct Instruction	08/20/2018	09/28/2018	$0	classroom teachers reading coach
Counselor Support	The school counselor will provide individual counseling for struggling students. Teachers will be alert to signs of struggling students. The counselor will bring in Alta Pointe and / or the school social worker as needed.	Behavioral Support Program	08/15/2018	05/24/2019	$0	counselor classroom teachers principal
Classroom Assessment	Teachers will give classroom assessments that match the daily learning target's DOK level.	Direct Instruction	08/20/2018	05/24/2019	$0	classroom teachers
Planning	Teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of standards.	Policy and Process	08/20/2018	05/24/2019	$0	classroom teachers reading coach administration
Process	Teachers will offer students multiple options for making sense of the ideas.	Direct Instruction	08/20/2018	05/24/2019	$0	classroom teachers
Pacing	Using guidance / pacing documents, teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series Assessment.	Policy and Process	08/20/2018	05/24/2019	$0	classroom teachers
Student-Friendly Objectives	Teachers will post daily math learning objectives in student-friendly language (such as "I can" statements) to ensure students understand daily learning goals.	Direct Instruction	08/20/2018	05/24/2019	$0	classroom teachers
Teachable Moments	Teachers will be alert to, and take advantage of, times and situations in the classroom which lend themselves to reinforcement of the growth mindset concept.	Academic Support Program, Behavioral Support Program	08/15/2018	05/24/2019	$0	classroom teachers
Checkpoints	Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Direct Instruction	08/20/2018	05/24/2019	$0	classroom teachers
Process	Teachers will offer students multiple options for making sense of the ideas.	Direct Instruction	08/20/2018	05/24/2019	$0	classroom teachers
Parent Education	Steps will be taken to educate our parents and other stakeholders about the importance of helping our students develop a growth mindset. This will include specific communication using the school's web platforms and other methods of parent communication.	Academic Support Program, Behavioral Support Program	08/15/2018	05/24/2019	$0	principal classroom teachers
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The school undertook a Measurable Results Assessment in the Spring of 2018 which provided valuable information regarding the perceptions and attitudes of our stakeholders. This survey is quite different from the AdvancEd survey so our ACIP team continues to use the results of the last AdvancEd survey to determine school priorities and goals. Results from both surveys are attached.	MRA Survey Results AdvancEd Survey Results

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

MEASURABLE RESULTS ASSESSMENT:

Highest rated areas:

- Staff social-emotional teaching readiness: 87.3% positive responses
 - highest subset: modeling personal effectiveness - 90.7%

- Staff satisfaction: 85.2%
 - highest subset: staff fulfillment - 92.9%

- Family Involvement: 85.1%
 -highest subset: barriers to engagement - 95% (overall highest score on survey)

- Teacher efficacy: 82.8%
 - highest subset: goal focus and achievement - 83.3%

AdvancEd SURVEY:

Staff rated Purpose and Direction for Learning the highest.

Parents rated Resource and Support Systems the highest.

Elementary Students rated Purpose and Direction the highest.

Middle and High Students rated Teaching and Assessing for Learning the highest.

There were 21 total questions on the staff survey for which the staff gave 100% positive responses (either strongly agree or agree).

Staff had the highest overall positive response to the following survey item:

In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. (80% strongly agreed and 20% agreed)

There were four other questions with which more than ¾'s of the staff strongly agreed:

- Our school's purpose statement is clearly focused on student success.

- Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

- Our school provides instructional time and resources to support our school's goals and priorities.

- Our school provides a plan for the acquisition and support of technology to support student learning.

There were nine questions on the parent survey for which 97.73% of parents gave positive responses (either strongly agree or agree).

The three questions with the highest positive scoring responses were:

- Our school's purpose statement is clearly focused on student success.

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

- Our school provides a safe learning environment.

Early elementary students had the highest positive responses to the following survey items:

100% agreed with the statements 'My teacher wants me to learn' and 'My school has books for me to read'.

98.67% agreed with the statements 'My teacher wants me to do my best' and 'I am safe at school'.

Elementary students had the highest positive responses to the following survey items:

100% agreed with the statements 'In my school my principal and teachers want every student to learn', 'My teachers tell me how I should behave and do my work', 'My school has computers to help me learn', and 'My principal and teachers help me to be ready for the next grade'.

There were 13 questions for which middle / high students gave 100% positive responses (strongly agree or agree).

This responses which achieved the highest overall scores were:

- In my school, a high quality education is offered.

- In my school, rules are applied equally to all students.

- All of my teachers provide me with information about my learning and grades.

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

Measurable Results Assessment:

This was the first time that the school has administered the MRA survey so we are not able to compare this year's survey to any other.

AdvancEd Survey:

Compared to last year's survey the overall trend of stakeholder attitudes is positive. For example, last year there were three survey questions for which the staff gave a 100% positive response while this year there we 21 such questions. Similarly, last year the highest rated question on the parent survey scored 94.23% positive responses. This year there were nine question which earned positive responses from more than 97.5% of our parents.

Student surveys showed a similar trend with elementary students giving perfect 100% positive responses on four questions this past year as compared to two the prior year. The results were even higher for the middle / high students as the number of perfect 100% scores rose from three questions two years ago to thirteen on last year's survey.

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

The findings are consistent with the 2017-18 Title I Parent Involvement Survey. The MRA and AdvancEd surveys show significant consistencies as well.

Areas in Need of Improvement

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

Measurable Results Assessment:

- Student-led achievement: 63.2% positive responses

 - lowest subset: growth mindset - 48.5% (overall lowest score on survey)

- Student leadership: 67.2%

 - lowest subsets: public speaking - 48.8%

 - note: six of eight subsets scored in the red category

- Supportive environment: 72.6%

 - lowest subset: student empowerment - 56.2%

 - note: school climate got a positive score of 83.3%

- Student engagement: 75%

 - lowest subset: learning engagement - 71.3%

AdvancEd Survey:

Staff rated Teaching and Assessing for Learning the lowest.

Parents rated Teaching and Assessing for Learning the lowest.

Elementary Students rated Governance and Leadership the lowest.

Early Elementary Students rated Resources and Support Systems the lowest.

Staff had the lowest positive responses to the following survey items:

80% rated the following statements positively: 'In our school, a formal process is in place to support new staff members in their professional practice' although only 4% rated that area negatively (the remainder were neutral). The questions that received the highest negative percentages both had 8% of the staff disagree: 'Our school maintains facilities that support student learning' and "Our school maintains facilities that contribute to a safe environment'. Both of these questions, however, had 88% positive responses from staff.

The three questions on the parent survey that received the highest unfavorable percentage of response each had 6.82% of parents either disagree or strongly disagree (although each received positive responses from 88% or more of respondents). Those three questions were:

- All of my child's teachers meet his/her learning needs by individualizing instruction.

- All of my child's teachers help me to understand my child's progress.

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

Early Elementary Students had the lowest positive responses to the following survey items:

80% responded yes to the statement 'My teacher is fair to me" (20% said maybe / no student said no).

82.67% responded yes to the statement 'My teacher wants me to help all boys and girls'. This statement also garnered the highest negative response percentage with 8% of students responding 'no'. No other question received more than 1.33% negative responses.

Elementary Students had the lowest positive responses to the following survey items, both of which had 72.22% of students marking "I agree": 'In my school I am treated fairly' and 'In my school students treat adults with respect'.

The highest percentage of negative responses ("I do not agree") for any question was 5.56%. There were two questions for which students marked this: "'In my school I am treated fairly' (22.22% marked "I am not sure"), and 'My teachers always help me when I need them' (9.72% "not sure").

The questions that had the lowest percentage of positive responses among middle / high students were:

In my school, students respect the property of others. (52.17% agree / 43.48% neutral)

In my school, students help each other even if they are not friends. (60.87% agree / 30.43% neutral)

In my school, all students are treated with respect. (69.57% agree / 26.09% neutral)

The question that received the highest percentage of negative responses ("I do not agree") was 'My school considers students' opinions when planning ways to improve the school. 13.04% of students disagreed with that statement; another 13.04% were neutral leaving the percentage of students agreeing with that statement at 71.12%.

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

Measurable Results Assessment:

This was the first year that we conducted the MRA survey so we are unable to compare it to another.

AdvancEd Survey:

Fortunately the overall trend on all stakeholder surveys was a positive one. That being said, the percentage of staff respondents to the lowest rated area (formal process to support new staff') was lower than the prior year, and was the case with the lowest rated early elementary question ('My teacher is fair to me'). Also, while the percentages this year were improved from last year, there is still a larger than desirable percentage to students expressing concerns about fellow students treating others with proper respect.

What are the implications for these stakeholder perceptions?

Measurable Results Assessment:

1) What are people trying to tell us?

- Focus #1: We need to redouble our efforts to develop a growth mindset among our students.

- Focus #2: We need for students to take responsibility for their own learning.

- Focus #3: We need to provide enhanced opportunities for student leadership.

2) What is most important for us to pay attention to right now?

- The power of expectations is the most potent factor in education. We need to ensure that the adults have high expectations (truly believe in the children) but, first and foremost, we need to ensure that our students believe in their own potential. We want them to see new possibilities and greater potential when they look in the mirror.

3) What's at stake if we don't?

- If we don't empower our students to believe in themselves and take responsibility for their own learning, then the bar of their academic success is going to be too low. We will stand in the way of our students' growth and ability to achieve success as they define it.

AdvancEd Survey:
Administration and other school leaders must be intentional and systematic in their efforts to support new staff.

Lower elementary teachers need to help students better understand concepts of fairness and classroom responsibility.

Dedicated efforts need to be implemented to address student concerns about bullying and other negative relationship aspects.

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

The findings are consistent with the 2017-18 Title I Parent Involvement Survey. Where they were comparable, the MRA and AdvancEd surveys were generally consistent.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 4
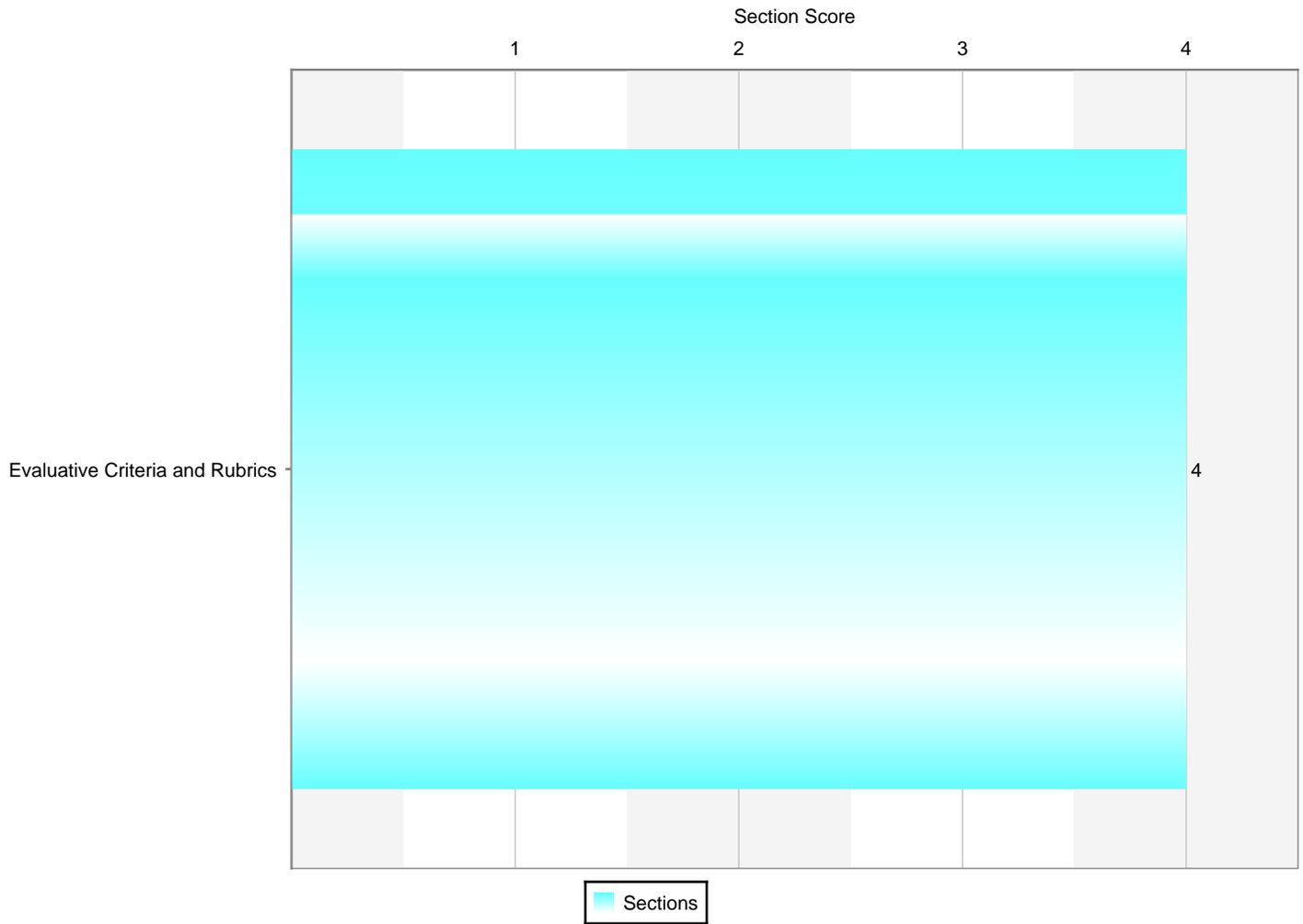
Sections

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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

1. How was the comprehensive needs assessment conducted?

The school evaluated data from a variety of sources including current and prior year student assessments, and surveys of all stakeholders. The school leadership team met with PTO members to discuss the results and determine goals for the upcoming year.

2. Describe the process used to determine which students will be served. Eligible students should be those who are failing or most at risk of failing to meet the challenging State academic standards.

Targeted students were identified using several criteria: Scantron Performance assessments for both reading and math, Guided Reading assessment tools, classroom grades / performance, and teacher input. The primary indicator of need is the Scantron Performance assessment. Students scoring below 35% on Scantron Performance place in quartile one and are designated as below average (thus below grade level). This allows for ranking students (with the lowest percentage score being the student with the greatest academic need). Students scoring below 35% are evaluated against the other criteria to corroborate academic need and to determine remediation areas. In some cases, student scoring in quartile 2 (average low) on Scantron are identified as in need based on the other assessment criteria, especially if their grades are low and / or the teacher-given Guided Reading assessment indicates that they lack grade level reading skills.

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

The process for identifying at-risk students in 1st and 2nd grades is the same as that for grades 3 through 6. Kindergarten students do not take the Scantron Performance assessment until the mid-year point thus this is not the primary selection criterion (although this information is used to help guide remediation once it becomes available).

At-risk kindergarten students are identified using several criteria: Guided Reading assessment tools, DIBELS composite score, classroom grades / performance, and teacher input. The primary criterion is the Guided Reading assessment. Students who score at level pre-A do not have the letter naming and phonic skills needed at that grade level thus are considered to be at risk. As with older students, academic need is corroborated using the other designated criteria. Similarly, students who score above the pre-A level might still be candidates for intervention if the other criteria indicate a strong academic need.

Component 2: Services to Eligible Students

1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and after school programs, summer programs, tiered behavioral models that address behavior problems, 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.) (Sec. 1115(b)(B)(i)(ii)).

We employ several strategies to meet the academic needs of struggling students, the most important of which is supplemental direct instruction provided by regular classroom teachers, part-time intervention teachers, and after-school tutors. Classroom teachers use a variety of differentiation strategies including grouping, varied presentation methods, and Tier 2 interventions. Classroom teachers also use Compass Learning and IXL, both of which electronically identify academic needs and provide internet-based interventions.

A substantial amount of supplemental instruction is provided by one of four Title I funded part-time instructors (PTI), each of whom is a retired, certified teacher working 15 to 18 hours per week over a three or four day period. We previously employed three PTI's who focused primarily on reading intervention but, because of concerns regarding our students' performance on math assessments, added a fourth PTI this school year whose sole focus will be on math intervention.

Our Title I intervention teachers utilize the SPIRE Intensive intervention program for reading and the BRIDGES intervention program for math, first to evaluate and assess each student's unique academic needs, then to provide a remediation pathway designed to address academic gaps. We have an unusually low interventionist to classroom teacher ratio (specifically four part-time intervention teachers to eight classroom teachers) so we are able to provide a significant amount of small group, occasional one-on-one, direct instruction through this program.

This school-day intervention is enhanced by after-school programs. Homework help is a component of our extended day program and one hour per grade level after-school tutoring is provided as well. Both the homework help and after-school tutoring are provided by existing certificated staff. While the homework help is available to all as part of our ASCC program, the after-school tutoring is made available to targeted students.

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))

Targeted students were identified using several criteria: Scantron Performance assessments for both reading and math, Guided Reading assessment tools, classroom grades / performance, and teacher input. The primary indicator of need is the Scantron Performance assessment. Students scoring below 35% on Scantron Performance place in quartile one and are designated as below average (thus below grade level). This allows for ranking students (with the lowest percentage score being the student with the greatest academic need).

Students scoring below 35% are evaluated against the other criteria to corroborate academic need and to determine remediation areas. In some cases, student scoring in quartile 2 (average low) on Scantron are identified as in need based on the other assessment criteria, especially if their grades are low and / or the teacher-given Guided Reading assessment indicates that they lack grade level reading skills.

Kindergarten students do not take the Scantron Performance assessment until the mid-year point thus this is not the primary selection criterion (although this information is used to help guide remediation once it becomes available). At-risk kindergarten students are identified using several criteria: Guided Reading assessment tools, DIBELS composite score, classroom grades / performance, and teacher input. The primary criterion is the Guided Reading assessment. Students who score at level pre-A do not have the letter naming and phonic skills needed at that grade level thus are considered to be at risk. As with older students, academic need is corroborated using the other designated criteria. Similarly, students who score above the pre-A level might still be candidates for intervention if the other criteria indicate a strong academic need.

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))

The two primary methods for identifying and ranking students are the Scantron Performance Series assessment for 1st through 6th grades, and the Guided Reading assessment leveling tools for kindergarten. All 1st through 6th grade students are administered the Scantron Performance Series assessments for both reading and math within the first five weeks of school. All kindergarten through 6th grade students are given the Guided Reading assessment within the first six weeks.

For 1st through 6th grade, students who score 35% or below (quartile one / below average) on the Scantron assessment are identified as in need. Students are ranked starting with the lowest percentage student per grade level considered to be at the greatest academic risk. The students are evaluated against other criteria (Guided Reading assessment, classroom grades / performance, teacher input) to verify academic need. In some instances students testing in quartile two (average low) on Scantron might be targeted if the other criteria identify them as at-risk academically.

Kindergarten students who score at level pre-A on the Guided Reading assessment lack the letter recognition and phonics skills of their grade-level peers thus are targeted for assistance. As with the upper grades, other criteria (DIBELS composite score, classroom grades / performance, and teacher input) are used to verify the needs of pre-A students and, if the other criteria show risk, to determine if students scoring above pre-A should be considered at-risk as well.

4. How are students with the greatest needs receiving services?

Students with the greatest needs are serviced through a variety of methods including classroom Tier 2 instruction, Title I tutor intervention (primarily at Tier 3), Compass Learning, IXL, and after-school homework help / tutoring. A significant amount of individualized support is provided by the Title I tutors who utilize the SPIRE and BRIDGES intensive intervention programs to assess and remediate academic deficiencies in the areas of reading and math.

5. What are the multiple criteria by which students may exit the program?

The primary criteria for exiting the targeted intervention program is the Scantron Performance Series assessment coupled with the Guided Reading leveling assessment for reading and classroom performance for math.

For reading, if a student tests in quartile 3 (high average) and is determined to be on grade level by the Guided Reading assessment, they will exit the program.

For math, if a student tests in quartile 3 (high average) and is also judged to be performing at grade level based on classroom grades and teacher observations, they will exit the program.

6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education. (Sec. 1115 (b)(A))

We use a variety or resources to meet the needs of our at-risk students. These include: SPIRE, BRIDGES, IXL, Compass Learning, and Guided Reading. These are supplemented through direct instruction provided by classroom and intervention teachers.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

The academic goals that we have in place both for reading and math relate to the Scantron Performance Series assessments. These assessments are adaptive thus are able to pinpoint the specific strengths and weaknesses of each student. The results of the Fall administration of the test are used to develop individual learning targets (expressed as scale score points) for each student that are based on average gains expected from like students.

Our specific academic goals are to increase the percentage of students who achieve their targeted learning gains this academic year compared to last year. As with all students, the target learning gains for our academically at-risk students are specific to their unique needs.

Decisions about the allocation of instructional resources are all designed to help our students achieve their individualized goals. For example, the bulk of our Title I money is allocated toward providing for the intervention teachers who work with our targeted students. Other selected resources such as SPIRE, BRIDGES, Guided Reading, and Compass Learning are chosen because they have a proven track record for enabling student success.

Component 4: Instructional Strategies

1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum? (Sec. 1115)(b)(2)(G)(i))

We are able to gauge the effectiveness of our efforts to effect individualized academic growth through the use of Scantron Performance Series assessments for reading and math (which, as adaptive tests, are able to pinpoint student-specific growth) and the Guided Reading assessment (which provides additional detailed information about student growth in ELA). Corroborating evidence of student success can also be evaluated using DIBELS (for kindergarten), classroom grades / performance, and teacher input.

In addition, the SPIRE and BRIDGES intervention programs used to guide the remediation efforts of our part-time instructors have built-in checkpoints to verify student growth and the effectiveness of the intervention efforts.

2. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

In addition to the criteria available for all students (Scantron Performance Series assessments for reading and math, Guided Reading assessment, DIBELS - for kindergarten, classroom grades / performance, and teacher input), assessment tools available through SPIRE and BRIDGES are also available for targeted students as those programs are used to assess and remediate academic deficiencies for at-risk students, and to verify academic progress.

3. What evidence is available to show how the school minimizes the removal of children from the regular classroom during regular school hours for instruction provided under this part (e.g. extended learning opportunities)? (Sec. 1115(2)(b)(2)(G)(ii))

In addition to the Tier 2 and Tier 3 instruction provided by individual classroom teachers, there is a deliberate effort to utilize part-time intervention teachers in a "push-in" model in the classroom. For example, our intervention teachers sometimes work with their targeted students as a small group during reading instruction, and intervention teachers often remain in regular classes during instruction (especially math) to be able to provide direct and immediate support to targeted students. The ratio of 4 intervention teachers to 8 GenEd teachers allows for significant flexibility for interventionists to remain in the regular classroom.

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

Goal 1:
We will achieve at least a 3% gain in students meeting their annual growth goal in reading proficiency for grades 3 through 6.

Measurable Objective 1:
increase student growth by 3% in the percentage of current year 3rd through 6th grade students achieving their annual reading growth goal as compared to this same group of students goal attainment for the prior school year (2017/18) by 05/03/2019 as measured by using the Fall to Spring Scantron Performance Reading Assessment..

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 Learning Supports

Research Cited:

Activity - Teacher Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on learning targets in ELA guidance / pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice.	Direct Instruction	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teacher reading coach administration

Activity - Student-Friendly Objectives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post daily ELA learning objectives in student-friendly language (such as "I can" statements) to ensure students understand daily learning goals.	Direct Instruction	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Activity - Student Goal Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take ownership of their goals by identifying and tracking their progress toward their individual reading growth goal.	Academic Support Program	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers

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 responses they have given.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Ongoing 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.	Direct Instruction	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Activity - Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conference individually with students about their academic performance and goal attainment.	Academic Support Program	10/15/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Activity - Guided Reading Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use "The Next Steps in Guided Reading Assessment" to determine knowledge of students before instruction.	Direct Instruction	08/20/2018	09/28/2018	$0 - No Funding Required	classroom teachers reading coach

Activity - Observation / Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional leadership team will incorporate evaluation and feedback regarding the effectiveness and implementation of ongoing classroom assessment.	Professional Learning	08/20/2018	05/24/2019	$0 - No Funding Required	reading coach administration

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 College and Career Ready Standards

Research Cited:

Activity - Observation / Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional leadership team will incorporate evaluation of DOK levels into observation protocol.	Professional Learning	08/20/2018	05/24/2019	$0 - No Funding Required	administration reading coach

Activity - Visual Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Visual tools including anchor charts will be placed in all classrooms to support student learning and encourage the use of higher order thinking.	Direct Instruction	11/05/2018	11/30/2018	$200 - General Fund	reading coach

Activity - Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for and use questions on a daily basis that get students to think deeply based upon the depth of standards.	Policy and Process	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers reading coach administration

Strategy4:

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

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

Research Cited:

Activity - Product	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will allow students to use multiple options for expressing what they know.	Direct Instruction	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Activity - Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will offer students multiple options for making sense of the ideas.	Direct Instruction	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Activity - Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide multiple options for taking in information.	Direct Instruction	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Goal 2:

We will achieve at least a 3% gain in students meeting their annual growth goal in math proficiency for grades 3 through 6.

Measurable Objective 1:

increase student growth by 3% in the percentage of current year 3rd through 6th grade students achieving their annual math growth goal as compared to this same group of students goal attainment for the prior school year (2017/18) by 05/03/2019 as measured by using the Fall to Spring Scantron Performance Math Assessment.

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 students.

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

Research Cited:

Activity - Product	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will allow students to use multiple options for expressing what they know.	Direct Instruction	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Activity - Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will offer students multiple options for making sense of the ideas.	Direct Instruction	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Activity - Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will offer multiple options for taking in information.	Direct Instruction	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Strategy2:

DOK - Using guidance / pacing documents, each grade level will un-wrap their standards to determine the learning target (then the depth)

that each standard should be taught and assessed and plan instruction (whole group, small group, and independent tasks) accordingly.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Pacing	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.	Policy and Process	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Activity - Classroom Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give classroom assessments that match the daily learning target's DOK level.	Direct Instruction	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Activity - Checkpoints	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give checkpoints or summative assessments that include questions at varying DOK levels.	Direct Instruction	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Strategy3:

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 College and Career Ready Standards

Research Cited:

Activity - Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will conference individually with students about their academic performance and goal attainment.	Academic Support Program	08/27/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Activity - Real-World Tasks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement real-world problem-solving tasks and encourage students to participate in mathematical discourse using Talk Moves.	Direct Instruction	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers intervention teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data collected within the classroom.	Direct Instruction	10/01/2018	05/24/2019	$0 - No Funding Required	classroom teachers intervention teachers

Strategy4:

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

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Student-Friendly Objectives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post daily math learning objectives in student-friendly language (such as "I can" statements) to ensure students understand daily learning goals.	Direct Instruction	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Activity - Student Goal Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will take ownership of their math learning goals by identifying and tracking their individual math growth goal.	Academic Support Program	10/01/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Activity - Teacher Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on learning targets in math guidance / pacing documents for planning, and break them down into daily learning targets for whole group, small group, and individual practice.	Direct Instruction	08/20/2018	05/24/2019	$0 - No Funding Required	classroom teachers

Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))

Teachers collaborate vertically to ensure that students are prepared to move to the next grade level. Daily and targeted intervention efforts are made to address individual achievement gaps. Ongoing assessments measure student progress against grade-level requirements.

Component 6: Instruction by Qualified Staff

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? What action is being taken to meet this requirement?	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		

Component 7: High Quality and Ongoing Professional Development

1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program? (Sec. 1115)(b)(2)(D))

The key academic focus is on perfecting a guided reading model of reading instruction which has a solid base of supporting research. All teachers have been exposed to guided reading principles and every general education teacher is participating in a Guided Reading cadre being led by the district curriculum staff supported by Scholastic personnel. State-allocated professional development funds are being used to pay for subs allowing teachers to visit other classrooms and learn from other teachers at their grade-level.

Each certificated staff member develops a personal learning plan designed to help them be individually capable of supporting school-wide goals, and to help them focus on areas of personal professional growth. They are required to document, and supervisors monitor, their improvement efforts. Support is provided both at the district and school level to provide professional development and individual mentoring in a host of areas. The classroom observation process is used to help teachers pinpoint improvement areas and to develop a plan for personal growth.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. 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.

Approximately one-third of the instructional staff provide after-school tutoring services available at no cost to all students

2. Describe procedures used to address challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. (Sec. 1115(c)(2)(A-E))

Migrant - no students currently enrolled. Were any students to enroll, their needs would be met by a combination of the strategies detailed below.

ELL - Classroom teachers are provided specific instruction and support on meeting the needs of ELLs. A certified ESL teacher advises teachers and works with individual students to help them develop English language proficiency. The school principal is a certified and experienced ESL teacher and oversees the program.

Economically disadvantaged - Free after-school tutoring is offered several days a week, and four intervention teachers focus on helping struggling student a total of 70 hours per week. All students are provided a computer device for use during the instructional day ensuring a level instructional playing field. A 21st Century Learning Center grant provides low-cost extended day services ($5 to $10 a week) and funds a wide array of academic and cultural enrichments that students might not otherwise experience.

Special Education - A full-time certificated special education teacher oversees instruction for students with IEPs, and provides direction resource instruction for each supplemented by two full-time special education paraprofessionals. Additionally a speech language teacher provides services to students with speech-related needs. District level personnel are assigned to the school to ensure that students with occupation and physical therapy needs are provided the support they need to be successful.

Neglected and/or Delinquent: A full-time and highly experienced counselor ensures the needs of our neglected students are met, tapping into a variety of school and community resources. A district-level social worker is assigned to our school and coordinates with our school counselor to ensure all needs are addressed. All teachers receive training on how best to serve these students.

Homeless students: there are no homeless students enrolled at Stapleton. Were any students to be enrolled, their needs would be met by a combination of the strategies detailed above.

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

N/A

4. How are students' individual needs being addressed through differentiated instruction in the classroom?

Teachers prioritize small group and individual instruction throughout the academic day. The school is also focused on developing a student-centered learning environment in which students are given choices in how they receive instruction and demonstrate mastery. The district's one-to-one computer device provides powerful options both for teachers and students to individualize student learning.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

The targeted assistance program is administered and overseen by the school leadership team which determines the best uses of allocated resources. Teachers from across various disciplines and grade levels are integrated into the team to ensure all perspectives are considered.

2. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals. (Sec. 1115(b)(3))

Title I funds are directed toward addressing the academic needs of economically disadvantaged and academically struggling students. The majority of these funds are used to provide direct instruction via a small group or one-on-one model. Other funds are directed toward making academically beneficial programs and resources available to students.

Funds from an ongoing 21st Century Learning Center grant are used both to make after-school care affordable ($5 to $10 per week) and to provide a wide assortment of enrichment activities that our students might not otherwise be able to experience.

3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). (Sec. 1115(b)(2)(F))

Nutrition program funds are used to make school meals available on a free or reduced basis to economically disadvantaged students.

Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

A series of assessments are used to monitor academic progress including classroom assessments, EasyCBM monitoring (for progress monitoring RTI students), Scantron formative and benchmark assessments, Guided Reading leveling evaluations, and both SPIRE and BRIDGES program formative assessments. Annual surveys of staff, parents, and students are also conducted to measure and identify a host of school priorities.

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

A thorough and comprehensive data analysis is conducted through the disaggregation of data down to the individual subgroup and academic content level to identify both school strengths and weaknesses. Special emphasis is given to longitudinal data analysis designed to ensure individual academic growth for all students.

Scantron Performance assessments are prioritized to verify achievement of individual growth goals.

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

Since the focus of the Targeted Assistance program is upon the individualized growth of at-risk students, student-specific assessments are used to monitor and verify individual progress. The Scantron Performance Series assessment is given three times per year for both reading and math. This tool first establishes personal goals for each student then measures their progress towards those goals.

The SPIRE and BRIDGES programs are used to guide ongoing remediation efforts by intervention teachers and to gauge the individual growth of each student. Through the use of SPIRE and BRIDGES, student growth assessment is a formative process.

4. What process is followed by the school to revise the plan on an ongoing basis, review the progress of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))

The school leadership team meets regularly to determine school-wide focus and allocation of resources. The school ACIP plan is developed each year with participation and input from the range of school stakeholders.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Both of our academic goals are repeated from last year as each aligns with our overall school mission to ensure each student is achieving

academic growth each year.

We achieved our goal of increasing by 3% the percentage of students who meet their annual growth target in reading, but intend to continue this goal as we want to see more and more students achieving their personal learning objectives.

We did not meet our goal of increasing by 3% the percentage of students who meet their annual growth target in math. This lake of growth makes this year's math goal even more of a priority and we have allocated additional resources ad strategies toward the achievement of this goal this year.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

The focus of our academic goal last year was bullying and, while anti-bullying efforts will always be a top school priority, we felt that we needed to prioritize another goal - the development of a growth-mindset in our students. Based on survey results and teacher observation, we feel that part of the reason that our students aren't consistently growing at a desirable level is that far too many have a fixed mindset when it comes to their ability to grow. We are determined to address this issue this year.

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.	10.7

Provide the number of classroom teachers.

11.29

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	613260.0

Total   613,260.00

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.	84156.0

Total   84,156.00

Assistant Principal

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

Provide the number of Assistant Principals.

0.00

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

Total   0.00

Counselor

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

Provide the number of Counselors.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	32447.0

Total   32,447.00

Librarian

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

Provide the number of Librarians.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	30814.0

Total   30,814.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0.00

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.00

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

Total   0.00

Technology

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

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

0.00

Label	Question	Value
3.	Provide the total of all funding for Technology.	3810.0

Total   3,810.00

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.	1143.0

Total   1,143.00

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.	6808.0

Total   6,808.00

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.	1221.0

Total   1,221.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	47995.08

Provide a brief explanation and breakdown of expenses.

Instructional Personnel: $42218.40

Instructional Supplies: $72.98

Parental Involvement:$659.08

Ext. Day: 5044.62

Title II

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

Provide a brief explanation and a breakdown of expenses.

Services provided - funds not allocated directly to school

Title III

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

Provide a brief explanation and a breakdown of expenses.

Services provided - funds not allocated directly to school

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	150000.0

Provide a brief explanation and a breakdown of expenses.

After School Care Programs

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

The annual Title 1 Parent Meeting is coordinated with the Central Office Federal Programs Office and scheduled for the beginning school year. Flyers are sent home and information is also sent via the school newsletter to invite parents to attend and learn about:

* What it means to be a Title 1 School
* The 1% of funds that are Set-Aside
* The LEA Title 1 Plan
* The LEA Parental Involvement Plan
* The Continuous Improvement Plan
* The School Parental Involvement Plan * School Parent Compact
* Requesting qualification for (your child's) Teacher
* Notification of teachers who are not Highly Qualified
* The Annual Evaluation of the Parental Involvement Plan
* The process for how all Title 1 Parents may have involvement in the 1% Set Aside, the LEA Title 1 Plan, the CIP, the revisions of the compact, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan
* Introduction of Parent Leaders/Contacts

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

As our belief is that students are more successful when they know their parents care and are involved in their school experience, we plan and make every effort to have convenient times for parent meetings / activities. We schedule night meetings for our Annual Title 1 Parent Meeting so working parents can attend. Parent conferences are scheduled each semester and/or as necessary at convenient times for parents; parents sometimes request having a phone conference rather than face-to-face conference.

We host a back-to-school picnic to give all parents an opportunity to visit and build relationships with other parents, faculty, and staff as we enjoy watching (or playing with) the students in various group sports / games or playing on the playground equipment. It is an opportunity for new parents to understand the school climate and culture. We hold a second family picnic near the end of the year to make the same opportunities available to our stakeholders, and to allow us to build on the strong community relationships we have worked hard to develop.

Since experience has shown that parent training sessions are very sparsely attended, we've made the strategic decision to incorporate an element of parent training in school events to which parents are invited. A designated area will be set aside that will focus on equipping parents with the knowledge they will need to be a strong partner with the school as we work to help each child achieve his / her academic and social potential.

The School Newsletter and Classroom Newsletters, Stapleton PTO Facebook Page, school Facebook page, school Twitter account, and our School Website give information about upcoming events, and occasionally include reading tips from the Instructional Coach, behavior tips from the Counselor, library news from the Media Specialist, and math tutorials on how to help with math homework.

Through our School Newsletter, we also keep parents informed about budget issues regarding the amount of money raised and how money is spent. We have many volunteer opportunities for parents which allows them to choose what works best for their schedule and how they want to be involved.

In the Spring, we plan and invite parents to a meeting to discuss the Title 1 Plan and the School compact. We ask them to tell us what they feel is working; what needs to be modified, revised, or eliminated; and suggestions for improvement. The collaboration is helpful for school improvement and student success.

The school website and social media platforms are used to solidify these efforts as we strive to keep parents informed, present resources to them, and solicit their input.

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

School and classroom newsletters are sent home periodically with information regarding upcoming school-wide events / activities; and occasionally incorporate reading tips from the Instructional Coach; behavior, character, and school wide assessment information from the Counselor; and library tips from the Media Specialist.

A primary vehicle for keeping our parents informed is our popular school Facebook page which is actively administered and updated by the principal and by the school media specialist. In addition, our PTO Parent Liaison keeps current events and information posted on the Stapleton PTO Facebook page.

Teachers send home weekly classroom newsletters with homework and assessment information; project based learning activities; field trip and/or other class activities; classroom behavior expectations; and website information for Moodle assignments.

Our school website also includes a calendar of events, news regarding PTO events, teacher pages, staff information, an academic site to access homework help, and photos of student activities. The Parent-Student Handbook also has a calendar of events and school information regarding academic and behavior expectations with school policy for parent participation in decision making.

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

The School-Parent-Student Compact is discussed at the Annual Title 1 Parent Meeting. In the Spring, we invite parents through our social

media platforms, school newsletters, and notes home to attend a meeting to review and update our compact.

The compact is discussed in faculty meeting with teachers and during the School Leadership Team Meeting. Information from these meetings is compiled with parent input so that revisions can be made for the upcoming year.

When students are referred to the office for behavior or poor performance for classwork / homework, the compact is discussed to see if the student, teacher, and principal have done what they promised to do when the compact was signed. Students are asked to assess their behavior, class performance, and work ethic to make plans for improvement according to the compact.

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

The Continuous Improvement Plan is written with input from parents and is available on school website and in the school library (hardcopy). Parents are informed through our social media platforms and school newsletters that we have a copy at school for their review as well as one on the website.

Parents have contact information and are aware of procedures for contacting and discussing issues and / or ideas for school improvement. Because we value parent input, we have had an open-door policy and parents are always welcomed if the administrator / teacher / counselor is available. Parents either call, e-mail, or send a note requesting information or a conference.

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)

An element of parent training is incorporated in school events to which parents are invited. This strategy is intended to maximize the number of parents who may benefit from this focus. Topics include:

* tips for helping with homework in math, reading, language arts / writing, science, technology;
* tips for helping with gifted curriculum and brain based strategies for learning;
* Common Core / College and Career Readiness Standards;
* Project Based Learning;
* Apps for Learning;
* iNow and how to check student grades.

We have a parent volunteer meeting at the beginning of each year to discuss ways parents can be involved and have them list areas they

are interested in helping. We often use School Messenger and school web platforms to invite parents, guardians, and families to school events. This year we initiated a school-wide Remind app as another vehicle for communicating with parents.

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)

School Climate and Culture are expressed and taught through daily activities at school where every person is valued and respected as part of our Professional Learning Team. Teachers and Staff are also educated through faculty meetings / agenda, literature, and small group communication.

Teachers request parent involvement at Open House and through their newsletters / notes; they are asked to help assemble learning sheets / booklets, cut out things for centers or bulletin boards, copy work sheets, chaperone and help with instruction on field trips, help with class parties, help plan and facilitate classroom responsibilities for school-wide events, help with homework, encourage academic effort for grade level mastery and school wide assessments, and support and encourage respectful and responsible school behavior.

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)

Parents are invited to be part of the Professional Learning Team; to work with the school to support and encourage responsible and respectful student behavior. Parents participate in such events as:

* Annual Title 1 Meeting
* Back to School Picnic
* Spring Picnic
* Cheers and Tears (Pre-K and Kindergarten for first day school experience)
* PTO Meetings
* Open House

* Johnny Appleseed Day
* Red Ribbon Week & Activities
* Fall Festival
* Thanksgiving Feast
* Advisory Groups / Committees
* Christmas Bazaar
* 100 Day Celebration
* Father Daughter Dance
* Mardi Gras Parade
* Easter Egg Hunt
* Dr. Seuss Reading Week & Birthday Activities
* Stapleton Bluegrass Festival
* Book Fair and Accelerated Reading Program
* Field Day

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)

Stapleton School coordinates all parent programs and plans to ensure all parents understand the language during the meeting / program through our ESL Department and ESL resource teacher. Classroom teachers work with the ESL resource teacher to translate newsletters / assignments and other information between home and school using websites and apps that translate in other languages are valuable resource. Our Central Office maintains a translation service as well.

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)

Parent requests are valued and brought before the SLT (School Leadership Team) for discussion before being disbursed to the faculty and staff as appropriate for input. It is a team effort to coordinate parent requests with the many facets of the academic school year to achieve an extraordinary program supported by strong parent involvement. Working as a team helps us provide the quality educational program that includes parent involvement -- and their requests to the degree possible -- in our improvement plans.

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))

When we register a student with limited English proficiency, a parent with a disability / disabilities, or a migratory student the registrar makes the administration, the counselor, and the teacher aware of the exceptionality. Plans are coordinated with help from the ESL and / or appropriate Central Office Resource to make accommodations for parent participation and involvement regardless of the exceptionality. When parents are immobile and wheelchair-bound, they have special parking spaces and access / ramps in buildings. The Counselor has been available to offer assistance in getting needed support to facilitate parent participation in activities.