ACIP

Sumiton Elementary School

Walker County Board of Education

Dr. Kristy Wheeler, Principal
75 North 1st Street
Sumiton, AL 35148

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

ACIP Assurances

FY2019 ACIP

Stakeholder Feedback Diagnostic

Title I Schoolwide 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?

Sumiton Elementary School

The vision for Sumiton Elementary School (SES) began 30 years ago. Sumiton is located in East Walker County. The students of East Walker County have been served by 3 elementary/middle schools and one high school: Sipsey Junior School (K-8), Sumiton Elementary Junior HIgh (K-8), T.S. Boyd School (K-8) and Dora High School. These students come from small communities in the surrounding areas such as Sumiton, Dora, Empire, Sipsey, and Yerkwood. For many years Sumiton Elementary/Junior High School has been over crowded. Ground was broken on a new elementary school in Sumiton May 2013. The following spring of 2014, the Walker County Board of Education decided to close Sipsey and TS Boyd in order to combine the schools with Sumiton Elementary/Junior High. The new school is called Sumiton Elementary and serve all students in East Walker County from Pre-K-through Fourth Grade. The original location of the Sumiton Elementary/Junior High School would serve all students in East Walker County in grades 5-8. The original location was renamed Sumiton Middle School. Both schools opened in August 2014.

Sumiton Elementary School currently has 650 students. Our free/reduced percentage is approximately 86%. SES has 55 certified personnel and 16 non certified personnel. The city of Sumiton has approximately 2600 people. The racial makeup of the city was 93.21% White, 3.60% Black or African American,0.34% Native American, 0.15% Asian, 0.04% Pacific Islander, 0.60% from other races, and 2.06% from two or more races.The median income for a family is $36,500.

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.

Mission/Purpose Statement

Provide education to students in a safe, supportive, and productive environment to be successful as an adult.

Vision Statement

Cultivate students that become problem solvers, creative thinkers, and inspired leaders.

Values/Behaviors

We strive to provide a quality education through educational practices such as strategic teaching, TWIRL (Talk, Write, Investigate, Read, and Listen), and a rigorous curriculum.

We endeavor to provide opportunities for student achievement when we assist students in the planning of future pathways into college or career readiness, establish a rigorous curriculum that is vertically and horizontally aligned, and utilize assessments to guide instruction.

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.

Sumiton Elementary School is a newer school that consists of students from East Walker County and includes students in Pre-K through fourth grade. Sumiton Elementary School's goals is to show an improvement in literacy for kindergarten through fourth grade, and in mathematics for third and fourth grade. Our goal is that students in kindergarten through second grade will meet the requirements on the DIBELS, and that students in third and fourth grade will meet the Scantron goals in literacy and mathematics. Professional development for teachers will continue to focus on content and strategic instruction for literacy and mathematics.

Additional Information

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

Sumiton Elementary is currently implementing the "Character at Heart" program. We are very excited to teach our students this initiative. This initiative encourages everyone in the school to be leaders of themselves and provides a common language for the entire school using the character traits. These traits are used in classrooms daily and are discussed in counseling classes as well as character education lesson.

Sumiton Elementary has partnered with Dora High School for the past four school years on a mentoring program called Bulldog Buddies. Students from the high school are paired with at-risk elementary school students to develop relationships, help with school work, and talk with about issues the younger students may face. The group meets once every other month and participates in an activity that promotes discussion of thoughts and feelings.

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 leadership team meets to discuss the goals for the 2018-2019 school year. The team reviews the Continuous Improvement Plan (CIP) to determine a needs analysis based on the implementation of previous plans of improvement. This discussion and analysis will guide the team into the next year of planning for improvement. The leadership team consists of administrators, teachers, instructional coach, counselor, parents, and other community members. Parents and community members were selected to provide a cross section of the school community population. Meetings were determined based on the availability of leadership team members. Sumiton Elementary will provide this through open house and parent meetings held throughout the school year. A seminar is held at every Open House regarding Title I, explaining the rights parents have in the involvement of their child's education. Sumiton Elementary ensures an open door policy of providing any and all materials a parent may need to serve as a partner for their child. The principal and counselor work closely with each teacher to ensure that grade/cross grade level meetings include some type of parental involvement. We make ourselves as a faculty available to accommodate various parent needs, by providing a designated faculty member to read all communications. The school ensures provisions for Limited English proficient parents through the LEA by providing all forms in Spanish and also providing interpreters.

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

The responsibilities of stakeholders vary depending on their opinions and input. The leadership team collects and analyzes data. The following data sources were used: DIBELS, STAR, Scantron, attendance data from faculty and students, State Report Card data and SIR discipline data. Strengths and weaknesses were identified and goals were developed to improve the instructional program. All stakeholders are invited to participate in each meeting leading up to the development of the school improvement plan. In the summer, the plan is evaluated to determine the effectiveness and make changes as necessary.

Stakeholders represented:

Dr. Kristy Wheeler: Principal
John Randolph: Assistant Principal
Jina Smith: Instructional Coach
Virginia Hartley: Classroom Teacher
Abigail Tucker   Classroom Teacher
Nikki Hubbard   Parent
Starla Fowler   Parent
Jennifer Wilbert: Parent
Deb Ellis: Community Representative
Connie Shubert: Federal Programs
Brenda Dix: Resource Specialist

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

Parents are invited to attend our Annual Title 1 meeting. Progress is communicated throughout the school year using various tools such as the school website, Facebook, and Remind101. The presentation includes information on how the parents can locate and view the ACIP for Sumiton Elementary.

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	Add Needs Assessment Doc. here.	Fy 19 School Level Comprehensive Needs

Evaluative Criteria and Rubrics

Overall Rating: 1.75

	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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	**Response**	**Rating**
2.	Test Administration	Some of the assessments used by the institution to determine students' performances have been administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the students to whom these assessments were administered are fairly representative of the students served by the institution. Appropriate accommodations have been provided for some assessments so that valid inferences can be made about some students' status with respect to some of the institution's targeted curricular outcomes.	Level 2

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

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

2017-2018 DIBELS data shows Phoneme segmentation to be an area of strength in Kindergarten with 97% of students benchmarking. 2017-2018 DIBELS data shows nonsense words to be an area of strength in 1st grade with 86% of student benchmarking and only 7% needing intensive support.

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

2017-2018 DIBELS data in Kindergarten show a weakness in first sound fluency with 69% of kindergarteners needing intensive support. 2017-2018 DIBELS data in 1st grade shows a weakness in oral reading fluency with 26% of students tested needing intensive support. 2017-2018 DIBELS data shows a weakness in 2nd grade reading fluency. Overall 36% of 2nd graders needed intensive support and 17% needed strategic support. 47% of 2nd graders reached benchmark on oral reading fluency.

Which area(s) indicate the overall highest performance?

2017-2018 DIBELS data in Kindergarten show a weakness in first sound fluency with 69% of kindergarteners needing intensive support. 2017-2018 DIBELS data in 1st grade shows a weakness in oral reading fluency with 26% of students tested needing intensive support. 2017-2018 DIBELS data shows a weakness in 2nd grade reading fluency. Overall 36% of 2nd graders needed intensive support and 17% needed strategic support. 47% of 2nd graders reached benchmark on oral reading fluency.

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

87% of students in 3rd and 4th grade in the African American subgroup made gains in reading.
87% of students in 3rd and 4th grade in the African American subgroup made gains in math.

Between which subgroups is the achievement gap closing?

The African American subgroup has demonstrated gains in reading and math that would indicate the achievement gap is closing for that subgroup.

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

The data is consistant with DIBELS, STAR and report card data.

Areas in Need of Improvement

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

Reading is below the expected levels of performance for all students.

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

Grade 3 and grade 4 reading indicated low scores in vocabulary.
Grade 3 math indicated low scores in geometry.
Grade 4 math indicated low scores in algebra.

Which area(s) indicate the overall lowest performance?

Reading vocabulary is our area of lowest performance.

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

The subgroup of special education show a trend in decreasing performance.

Between which subgroups is the achievement gap becoming greater?

The special education subgroup has the greatest achievement gap.

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

The findings are consistent with that of STAR, DIBELS, and report card data.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   1.75
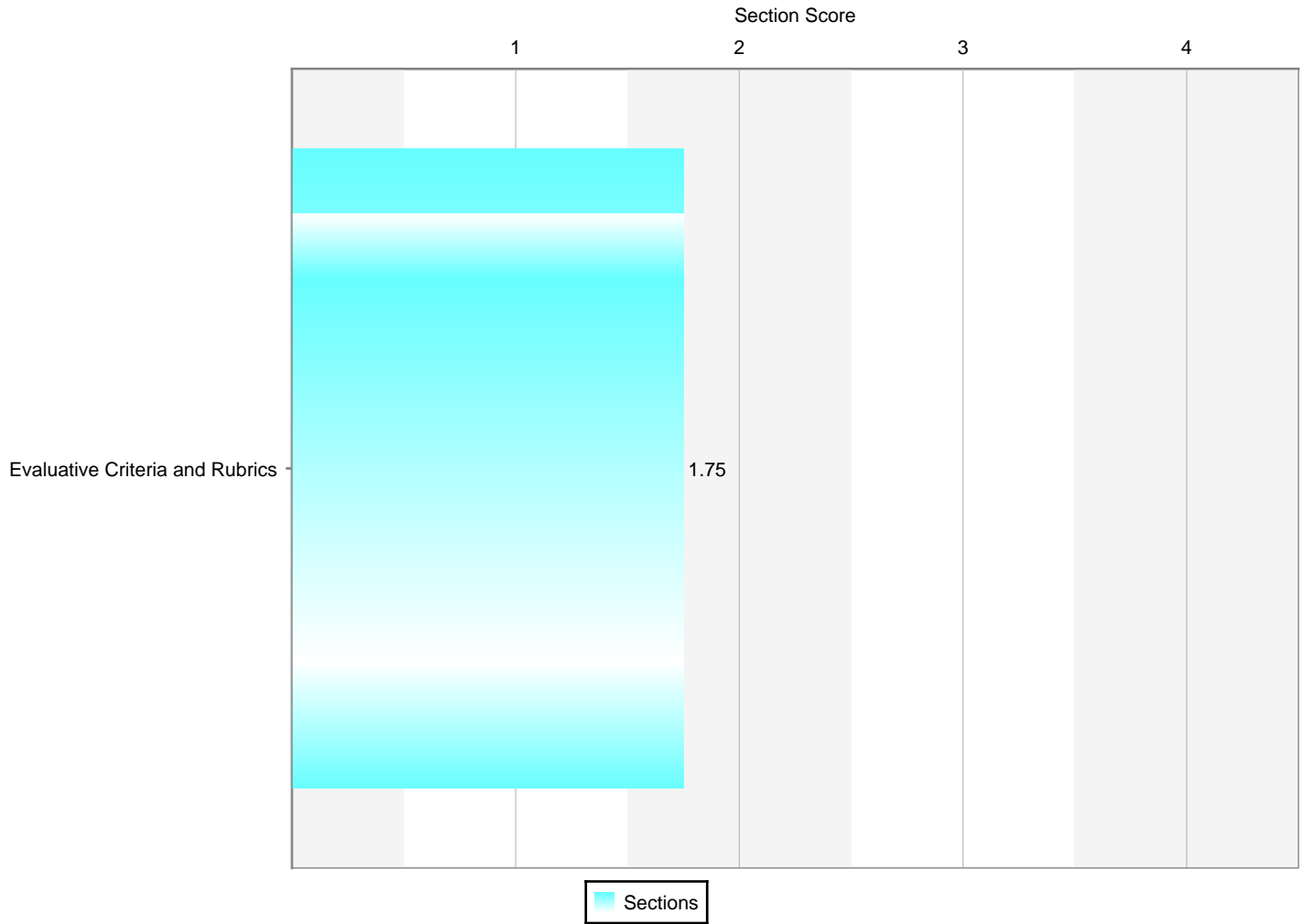
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		FY 2019 Assurances

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		FY 2019 Assurances

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		FY 2019 Assurances

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		Parents Right to Know

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		Parent Compact

FY2019 ACIP

Overview

Plan Name

FY2019 ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	FY19 ACIP- Engage and Empower the learned through a high quality K-12 aligned college and career ready standards, instruction and assessment for all content areas.	Objectives: 2 Strategies: 6 Activities: 6	Organizational	$289647

Goal 1: FY19 ACIP- Engage and Empower the learned through a high quality K-12 aligned college and career ready standards, instruction and assessment for all content areas.

Measurable Objective 1:

increase student growth in reading and math by 05/31/2019 as measured by Scantron and DIBELS..

Strategy 1:

Supplemental Personnel - Supplemental Personnel will be provided to supplement the basic foundation program.

Category: Develop/Implement Learning Supports

Research Cited: American Institutes for Research

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education classroom teacher, tier III interventionist, and paraprofessionals are to assist students in achieving college and career readiness standards.	Technology, Direct Instruction, Academic Support Program	08/13/2018	05/31/2019	$240995	Title I Schoolwide	Principal

Strategy 2:

Instructional Classroom Supplies - Classroom supplies will be used to implement and support College and Career Readiness Standards for all students.

Category: Develop/Implement Learning Supports

Research Cited: Association for Supervision and Curriculum Development

Activity - Classroom Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subscription to Classroom Mosaic, Scholastic, teachers' kits for Reading Horizons, and other classroom supplies were purchased to increase engagement and support learning.	Direct Instruction, Academic Support Program	08/13/2018	05/31/2019	$3028	Title I Schoolwide	Principal

Strategy 3:

Classroom Technology Resources - Technology resources will enhance and accelerate students' mastery of College and Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited: Massachusetts Institute of Technology

Activity - Computer Software, Hardware, Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chrome books, Acre Touch Screens, Chrome License	Technology	08/13/2018	05/24/2019	$38509	Title I Schoolwide	Principal

Strategy 4:

Parent Instructional Supplies - Parents and students will work together to build on phonemic awareness and comprehension skills by utilizing supplies provided.

Category: Develop/Implement Learning Supports

Research Cited: Reading Rockets

Activity - Parent Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing supplies, parents will monitor and assist students in building skills and confidence in reading.	Academic Support Program	08/13/2018	05/31/2019	$3510	Title I Schoolwide	Principal

Strategy 5:

Extended Day Program - Students will receive instructional support before and after school to accelerate students' mastery of College and Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited: National Education Association Education Policy and Practice Department

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before and after school tutoring by school personnel.	Tutoring	08/13/2018	05/24/2019	$3605	Title I Schoolwide	Principal

Measurable Objective 2:

increase student growth   in language proficiency by the percentage of students meeting benchmark by 05/31/2019 as measured by ACCESS for ELs assessment.

Strategy 1:

increase student growth in language proficiency by 5/31/19 as measured by the number and percentage of students meeting benchmark on ACCESS 2.0 - Implement ESL in the regular classroom through Sheltered instruction delivery method. Teachers will use WIDA standards and Can Do Descriptors to instruct and assess students based upon their I-ELP amd English Language proficiency level.

Category: Develop/Implement Learning Supports

Research Cited: Center for Applied Linguistics CAL-WIDA Collaborative Activities

Activity - ESL Core Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Implement ESL in the regular classroom through Sheltered instruction delivery method. Teachers will use WIDA standards and Can Do Descriptors to instruct and assess students based upon their I-ELP amd English Language proficiency level.	Academic Support Program	08/08/2018	05/31/2019	$0	No Funding Required	Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Personnel	General education classroom teacher, tier III interventionist, and paraprofessionals are to assist students in achieving college and career readiness standards.	Technology, Direct Instruction, Academic Support Program	08/13/2018	05/31/2019	$240995	Principal
Extended Day Program	Before and after school tutoring by school personnel.	Tutoring	08/13/2018	05/24/2019	$3605	Principal
Computer Software, Hardware, Equipment	Chrome books, Acre Touch Screens, Chrome License	Technology	08/13/2018	05/24/2019	$38509	Principal
Parent Supplies	Utilizing supplies, parents will monitor and assist students in building skills and confidence in reading.	Academic Support Program	08/13/2018	05/31/2019	$3510	Principal
Classroom Supplies	Subscription to Classroom Mosaic, Scholastic, teachers' kits for Reading Horizons, and other classroom supplies were purchased to increase engagement and support learning.	Direct Instruction, Academic Support Program	08/13/2018	05/31/2019	$3028	Principal
				Total	$289647	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESL Core Program	Implement ESL in the regular classroom through Sheltered instruction delivery method. Teachers will use WIDA standards and Can Do Descriptors to instruct and assess students based upon their I-ELP amd English Language proficiency level.	Academic Support Program	08/08/2018	05/31/2019	$0	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		FY 19 Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

The overall highest level of satisfaction indicated from our survey is that parents felt that our school's purpose statement is focused on student success.

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

Satisfaction in academics was observed.

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

 Parent and student satisfaction was rated at an average compared to other surveys.

Areas in Need of Improvement

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

The lowest level of satisfaction indicated from the survey is that parents feel that our school's governing body does not interfere with the operation or leadership of our school.

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

Little parent satisfaction was noted on this survey.

What are the implications for these stakeholder perceptions?

Overall, we have received feedback from our stakeholders regarding safety, academics, and communication.

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

Overall, our findings were comparable with other stakeholder feedback sources.

Report Summary

Scores By Section

Section Score
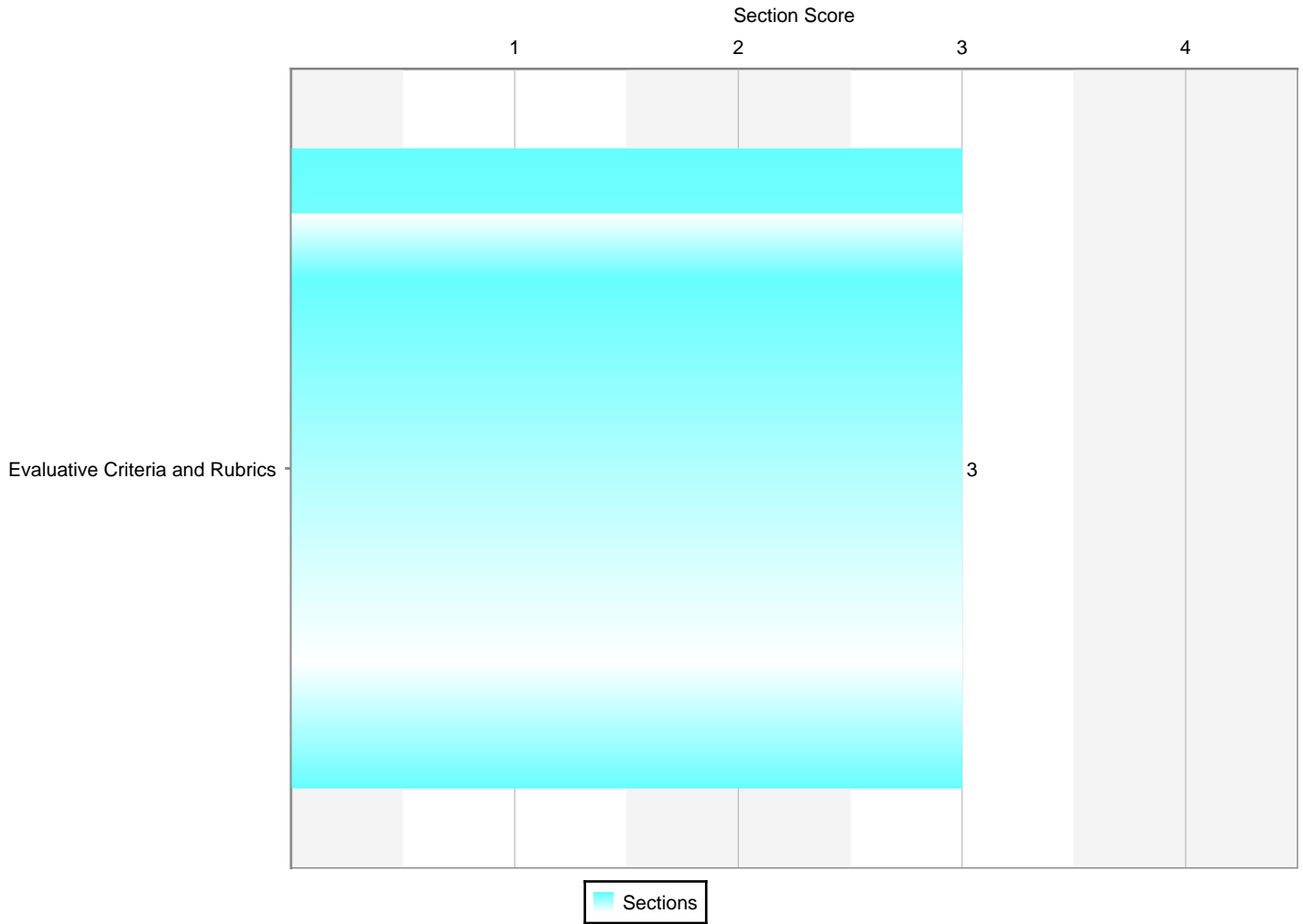
Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

A team of teachers, administrators and parents gathered to review data, both academic and cultural, from the Scantron and other data sources.

What were the results of the comprehensive needs assessment?

The team determined a relative weakness in reading for grades 1 and 2.

What conclusions were drawn from the results?

Based on the results, the PD planned for Sumiton Elementary School will revolve around tiered reading instruction. Tiered instruction will address the learning gaps and weaknesses in our school.

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

Based on the results of the needs assessment, the leadership team concluded the school-wide program for the upcoming school year should address the weaknesses in 1st and 2nd grade reading.

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

Based on the results of the needs assessment, the leadership team concluded that foundational reading is the priority

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

The leadership team developed goals based on the priority needs and the needs assessment that target 1st and 2nd grade reading.

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

The goals portray a clear and detailed analysis of multiple types of data through the needs assessment. The needs assessment detailed weaknesses in 1st and 2nd grade reading.

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

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

Goal 1:

FY19 ACIP- Engage and Empower the learned through a high quality K-12 aligned college and career ready standards, instruction and assessment for all content areas.

Measurable Objective 1:

increase student growth in reading and math by 05/31/2019 as measured by Scantron and DIBELS..

Strategy1:

Supplemental Personnel - Supplemental Personnel will be provided to supplement the basic foundation program.

Category: Develop/Implement Learning Supports

Research Cited: American Institutes for Research

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education classroom teacher, tier III interventionist, and paraprofessionals are to assist students in achieving college and career readiness standards.	Academic Support Program Technology Direct Instruction	08/13/2018	05/31/2019	$195276 - Title I Schoolwide	Principal

Strategy2:

Learning Support - Learning supports will be implemented to assist students in reaching their full potential in social, emotional, and academic growth.

Category: Develop/Implement Learning Supports

Research Cited: x

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are encouraged to maintain perfect attendance through out the school year. Students who have perfect attendance are recognized and rewarded each nine weeks. Students who achieve perfect attendance for the year are recognized and rewarded at our end of the year awards ceremony.	Academic Support Program	08/13/2018	05/24/2019	$0 - No Funding Required	Principal, Attendance Clerk

Activity - Positive Behavior Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SES uses ABE, Early Warning program,Tackling Tough Skills program, Brainwise, and YAP to address behavioral needs in our school. Our counselor holds regular classroom lessons, group counseling sessions, and individual counseling sessions according to student needs.	Behavioral Support Program	08/13/2018	05/24/2019	$0 - No Funding Required	Counselor , Assistant Principal

Activity - Subgroup Support (Poverty, Disability, Homelessness)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Poverty/Homeless-Community resources provide classroom supplies for students who need them. Backyard Blessings is a program provided by local charities to send food home with students over the weekend and holidays. Our system has funds available to purchase clothing and shoes for children in need. These resources are given out by our counselor.	Academic Support Program	08/13/2018	05/24/2019	$0 - No Funding Required	Principal, Counselor

Activity - Transition Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Pre-K students enter SES at the age of 4. A Parent Orientation is held in a large group presentation that describes general information about our school and the Pre-K Program. The parents are informed of safety procedures, classroom curriculum, attendance and behavioral supports. Parents are then taken to their child's Pre-K classroom for more class specific information. Pre-K students are transitioned to Kindergarten through a different Parent Orientation. The parents are provided with information specific to Kindergarten students as well as schoolwide procedures. At the mid point in the first nine weeks parents are brought back in for a workshop to discuss DIBELS, attendance, and how to help your child succeed in Kindergarten. Fourth grade students that will transition to the middle school are provided a tour of their new campus. The middle school principal and fifth grade teachers meet with the students and outline expectations and answer questions the students might have. In August when the students begin their new school, a parent orientation is scheduled to provide information to parents about school procedures and expectations.	Academic Support Program Parent Involvement Community Engagement Behavioral Support Program Field Trip	08/10/2018	05/24/2019	$0 - No Funding Required	Principals from SES and SMS, Pre-K teachers, Kindergarten teachers, fifth grade teachers, SES instructional coach, WCS truancy director.

Activity - RTI/PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST team consists of the principal, counselor, reading specialist, reading interventionist, and grade level teachers. This team meets bi-weekly to identify students with intervention needs and to monitor the progress of the students already receiving intervention services.Individual plans of support and individualized goals are set for each student.	Academic Support Program	08/13/2018	08/24/2019	$0 - No Funding Required	Principal, counselor, reading specialist, reading interventionist, grade level teachers

Strategy3:

Parent Instructional Supplies - Parents and students will work together to build on phonemic awareness and comprehension skills by utilizing supplies provided.

Category: Develop/Implement Learning Supports

Research Cited: Reading Rockets

Activity - Parent Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing supplies, parents will monitor and assist students in building skills and confidence in reading.	Academic Support Program	08/13/2018	05/31/2019	$3519 - Title I Schoolwide	Principal

Strategy4:

Instructional Classroom Supplies - Classroom supplies will be used to implement and support College and Career Readiness Standards for all students.

Category: Develop/Implement Learning Supports

Research Cited: Association for Supervision and Curriculum Development

Activity - Classroom Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Subscription to Classroom Mosaic, Scholastic, teachers' kits for Reading Horizons, and other classroom supplies were purchased to increase engagement and support learning.	Academic Support Program Direct Instruction	08/13/2018	05/31/2019	$25742 - State Funds $4347 - Title I Schoolwide	Principal

Strategy5:

Classroom Technology Resources - Technology resources will enhance and accelerate students' mastery of College and Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited: Massachusetts Institute of Technology

Activity - Computer Software, Hardware, Equipment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chrome books, Acre Touch Screens, Chrome License	Technology	08/13/2018	05/24/2019	$14406 - State Funds $40711 - Title I Schoolwide	Principal

Strategy6:

Highly Qualified Teachers and Leaders - This strategy will increase the effectiveness of our staff through training to implement and refine best practices for instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: According to Linda Darling-Hammond in the article "Teacher Learning that Supports Student Learning", teachers share knowledge and refine their practice throughout their careers.

Activity - High Quality Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development throughout the school year. This professional development will focus on Chapter 4: Leaders of Their Own Learning, best practices for tiered instruction, differentiation, and using data to guide instruction.	Academic Support Program	08/13/2018	05/24/2019	$0 - No Funding Required	Principal, reading specialist, Board of Education

Strategy7:

Extended Day Program - Students will receive instructional support before and after school to accelerate students' mastery of College and Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited: National Education Association Education Policy and Practice Department

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before and after school tutoring by school personnel.	Tutoring	08/13/2018	05/24/2019	$0 - No Funding Required	Principal

Measurable Objective 2:

increase student growth   in language proficiency by the percentage of students meeting benchmark by 05/31/2019 as measured by ACCESS for ELs assessment.

Strategy1:

  ESL Core Program - Implement ESL in the regular classroom through Sheltered instruction delivery method. Teachers will use WIDA standards and Can Do Descriptors to instruct and assess students based upon their I-ELP amd English Language proficiency level.

Category: Develop/Implement Learning Supports

Research Cited: Center for Applied Linguistics CAL-WIDA Collaborative Activities

Activity - ESL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement ESL in the regular classroom through Sheltered instruction delivery method. Teachers will use WIDA standards and Can Do Descriptors to instruct and assess students based upon their I-ELP amd English Language proficiency level.	Academic Support Program	08/08/2018	05/31/2019	$0 - No Funding Required	Classroom Teachers

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

Goal 1:

FY19 ACIP- Engage and Empower the learned through a high quality K-12 aligned college and career ready standards, instruction and assessment for all content areas.

Measurable Objective 1:

increase student growth   in language proficiency by the percentage of students meeting benchmark by 05/31/2019 as measured by ACCESS for ELs assessment.

Strategy1:

  ESL Core Program - Implement ESL in the regular classroom through Sheltered instruction delivery method. Teachers will use WIDA standards and Can Do Descriptors to instruct and assess students based upon their I-ELP amd English Language proficiency level.

Category: Develop/Implement Learning Supports

Research Cited: Center for Applied Linguistics CAL-WIDA Collaborative Activities

Activity - ESL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement ESL in the regular classroom through Sheltered instruction delivery method. Teachers will use WIDA standards and Can Do Descriptors to instruct and assess students based upon their I-ELP amd English Language proficiency level.	Academic Support Program	08/08/2018	05/31/2019	$0 - No Funding Required	Classroom Teachers

Measurable Objective 2:

increase student growth in reading and math by 05/31/2019 as measured by Scantron and DIBELS..

Strategy1:

Learning Support - Learning supports will be implemented to assist students in reaching their full potential in social, emotional, and academic growth.

Category: Develop/Implement Learning Supports

Research Cited: x

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are encouraged to maintain perfect attendance through out the school year. Students who have perfect attendance are recognized and rewarded each nine weeks. Students who achieve perfect attendance for the year are recognized and rewarded at our end of the year awards ceremony.	Academic Support Program	08/13/2018	05/24/2019	$0 - No Funding Required	Principal, Attendance Clerk

Activity - Positive Behavior Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SES uses ABE, Early Warning program,Tackling Tough Skills program, Brainwise, and YAP to address behavioral needs in our school. Our counselor holds regular classroom lessons, group counseling sessions, and individual counseling sessions according to student needs.	Behavioral Support Program	08/13/2018	05/24/2019	$0 - No Funding Required	Counselor , Assistant Principal

Activity - Subgroup Support (Poverty, Disability, Homelessness)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Poverty/Homeless-Community resources provide classroom supplies for students who need them. Backyard Blessings is a program provided by local charities to send food home with students over the weekend and holidays. Our system has funds available to purchase clothing and shoes for children in need. These resources are given out by our counselor.	Academic Support Program	08/13/2018	05/24/2019	$0 - No Funding Required	Principal, Counselor

Activity - RTI/PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST team consists of the principal, counselor, reading specialist, reading interventionist, and grade level teachers. This team meets bi-weekly to identify students with intervention needs and to monitor the progress of the students already receiving intervention services.Individual plans of support and individualized goals are set for each student.	Academic Support Program	08/13/2018	08/24/2019	$0 - No Funding Required	Principal, counselor, reading specialist, reading interventionist, grade level teachers

Activity - Transition Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Pre-K students enter SES at the age of 4. A Parent Orientation is held in a large group presentation that describes general information about our school and the Pre-K Program. The parents are informed of safety procedures, classroom curriculum, attendance and behavioral supports. Parents are then taken to their child's Pre-K classroom for more class specific information. Pre-K students are transitioned to Kindergarten through a different Parent Orientation. The parents are provided with information specific to Kindergarten students as well as schoolwide procedures. At the mid point in the first nine weeks parents are brought back in for a workshop to discuss DIBELS, attendance, and how to help your child succeed in Kindergarten. Fourth grade students that will transition to the middle school are provided a tour of their new campus. The middle school principal and fifth grade teachers meet with the students and outline expectations and answer questions the students might have. In August when the students begin their new school, a parent orientation is scheduled to provide information to parents about school procedures and expectations.	Academic Support Program Behavioral Support Program Field Trip Community Engagement Parent Involvement	08/10/2018	05/24/2019	$0 - No Funding Required	Principals from SES and SMS, Pre-K teachers, Kindergarten teachers, fifth grade teachers, SES instructional coach, WCS truancy director.

Strategy2:

Parent Instructional Supplies - Parents and students will work together to build on phonemic awareness and comprehension skills by utilizing supplies provided.

Category: Develop/Implement Learning Supports

Research Cited: Reading Rockets

Activity - Parent Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing supplies, parents will monitor and assist students in building skills and confidence in reading.	Academic Support Program	08/13/2018	05/31/2019	$3519 - Title I Schoolwide	Principal

Strategy3:

Extended Day Program - Students will receive instructional support before and after school to accelerate students' mastery of College and Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited: National Education Association Education Policy and Practice Department

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before and after school tutoring by school personnel.	Tutoring	08/13/2018	05/24/2019	$0 - No Funding Required	Principal

Strategy4:

Classroom Technology Resources - Technology resources will enhance and accelerate students' mastery of College and Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited: Massachusetts Institute of Technology

Activity - Computer Software, Hardware, Equipment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chrome books, Acre Touch Screens, Chrome License	Technology	08/13/2018	05/24/2019	$40711 - Title I Schoolwide $14406 - State Funds	Principal

Strategy5:

Highly Qualified Teachers and Leaders - This strategy will increase the effectiveness of our staff through training to implement and refine best practices for instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: According to Linda Darling-Hammond in the article "Teacher Learning that Supports Student Learning", teachers share knowledge and refine their practice throughout their careers.

Activity - High Quality Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development throughout the school year. This professional development will focus on Chapter 4: Leaders of Their Own Learning, best practices for tiered instruction, differentiation, and using data to guide instruction.	Academic Support Program	08/13/2018	05/24/2019	$0 - No Funding Required	Principal, reading specialist, Board of Education

Strategy6:

Supplemental Personnel - Supplemental Personnel will be provided to supplement the basic foundation program.

Category: Develop/Implement Learning Supports

Research Cited: American Institutes for Research

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education classroom teacher, tier III interventionist, and paraprofessionals are to assist students in achieving college and career readiness standards.	Academic Support Program Technology Direct Instruction	08/13/2018	05/31/2019	$195276 - Title I Schoolwide	Principal

Strategy7:

Instructional Classroom Supplies - Classroom supplies will be used to implement and support College and Career Readiness Standards for all students.

Category: Develop/Implement Learning Supports

Research Cited: Association for Supervision and Curriculum Development

Activity - Classroom Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Subscription to Classroom Mosaic, Scholastic, teachers' kits for Reading Horizons, and other classroom supplies were purchased to increase engagement and support learning.	Direct Instruction Academic Support Program	08/13/2018	05/31/2019	$4347 - Title I Schoolwide $25742 - State Funds	Principal

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

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

FY19 ACIP- Engage and Empower the learned through a high quality K-12 aligned college and career ready standards, instruction and assessment for all content areas.

Measurable Objective 1:

increase student growth in reading and math by 05/31/2019 as measured by Scantron and DIBELS..

Strategy1:

Supplemental Personnel - Supplemental Personnel will be provided to supplement the basic foundation program.

Category: Develop/Implement Learning Supports

Research Cited: American Institutes for Research

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education classroom teacher, tier III interventionist, and paraprofessionals are to assist students in achieving college and career readiness standards.	Direct Instruction Technology Academic Support Program	08/13/2018	05/31/2019	$240995 - Title I Schoolwide	Principal

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

Goal 1:

FY19 ACIP- Engage and Empower the learned through a high quality K-12 aligned college and career ready standards, instruction and assessment for all content areas.

Measurable Objective 1:

increase student growth in reading and math by 05/31/2019 as measured by Scantron and DIBELS..

Strategy1:

Supplemental Personnel - Supplemental Personnel will be provided to supplement the basic foundation program.

Category: Develop/Implement Learning Supports

Research Cited: American Institutes for Research

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education classroom teacher, tier III interventionist, and paraprofessionals are to assist students in achieving college and career readiness standards.	Technology Academic Support Program Direct Instruction	08/13/2018	05/31/2019	$240995 - Title I Schoolwide	Principal

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

All report cards and progress monitoring information is available in the native language of the parents/guardians.

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

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

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

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

- We follow hiring practices set forth by the WCBE. Teachers who are certified and in-field are placed in available positions when possible. When properly credentialed teachers are not available, we recruit from colleges and universities in the area.

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

What is the school's teacher turnover rate for this school year?

The turnover rate is 3% for this school year.

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

47 out of 55 teachers have at least 3 years teaching experience. Out of 55 certificated teachers, 3 have a degree in leadership, 1 teacher has an Ed.S, 18 teachers have a MA.

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

We do not have a high turnover percentage at SES. The district provides personal day incentives, professional development, and individual mentoring.

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

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

We use multiple sources of data to include DIBELS, STAR, Scantron, discipline and attendance data to determine professional development needs at the school and district level. The data is compiled to address the effectiveness of each program. PD needs are defined as indicated in the data as revealed weaknesses. We plan and prepare a calendar each summer with plans for professional development.

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

Other areas of professional learning include participation in professional development and collaboration to integrate technology into the classroom such as: Technology in Motion, Google Docs, A+ , Ebooks and OPAC. Implementation of this professional learning will take place through collaboration with other teachers in Google Docs. Assign math and reading standards to be mastered in A+ and opportunities will be provided for students to utilize Ebooks. The expected impact of these will be through increased collaboration among subject areas/grade levels, increased accountability for teaching and learning and increase student achievement in reading and math. The EL facilitator at SES provides training and strategies for teachers of EL students in each grade level.

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

All new and non-HQ teachers are assigned a teacher mentor. The mentor teacher provides the new teacher with professional literature (The First Days of School, 101 Answers for New Teachers and Their Mentors,Classroom Management Simplified) and conducts book studies with follow-up discussions of application. Mentors observe lessons, provide feedback and may arrange for modeling or professional development. Mentors participate in mentor training. The ATM and Title II funds are used for the mentor program.

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

Professional Development is ongoing throughout the school year. We plan and prepare a calendar each summer with plans for professional development.

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

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

Goal 1:

FY19 ACIP- Engage and Empower the learned through a high quality K-12 aligned college and career ready standards, instruction and assessment for all content areas.

Measurable Objective 1:

increase student growth in reading and math by 05/31/2019 as measured by Scantron and DIBELS..

Strategy1:

Classroom Technology Resources - Technology resources will enhance and accelerate students' mastery of College and Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited: Massachusetts Institute of Technology

Activity - Computer Software, Hardware, Equipment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chrome books, Acre Touch Screens, Chrome License	Technology	08/13/2018	05/24/2019	$40711 - Title I Schoolwide $14406 - State Funds	Principal

Strategy2:

Extended Day Program - Students will receive instructional support before and after school to accelerate students' mastery of College and Career Readiness Standards.

Category: Develop/Implement Learning Supports

Research Cited: National Education Association Education Policy and Practice Department

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before and after school tutoring by school personnel.	Tutoring	08/13/2018	05/24/2019	$0 - No Funding Required	Principal

Strategy3:

Instructional Classroom Supplies - Classroom supplies will be used to implement and support College and Career Readiness Standards for all students.

Category: Develop/Implement Learning Supports

Research Cited: Association for Supervision and Curriculum Development

Activity - Classroom Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Subscription to Classroom Mosaic, Scholastic, teachers' kits for Reading Horizons, and other classroom supplies were purchased to increase engagement and support learning.	Direct Instruction Academic Support Program	08/13/2018	05/31/2019	$4347 - Title I Schoolwide $25742 - State Funds	Principal

Strategy4:

Parent Instructional Supplies - Parents and students will work together to build on phonemic awareness and comprehension skills by utilizing supplies provided.

Category: Develop/Implement Learning Supports

Research Cited: Reading Rockets

Activity - Parent Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing supplies, parents will monitor and assist students in building skills and confidence in reading.	Academic Support Program	08/13/2018	05/31/2019	$3519 - Title I Schoolwide	Principal

Strategy5:

Supplemental Personnel - Supplemental Personnel will be provided to supplement the basic foundation program.

Category: Develop/Implement Learning Supports

Research Cited: American Institutes for Research

Activity - Supplemental Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education classroom teacher, tier III interventionist, and paraprofessionals are to assist students in achieving college and career readiness standards.	Technology Academic Support Program Direct Instruction	08/13/2018	05/31/2019	$195276 - Title I Schoolwide	Principal

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

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

Regular data meetings are held with administrator, instructional coach, leadership team and classroom teacher to analyze data and assessments. Strengths and weaknesses are determined. Analyzing data helps to determine where the student may be weak and also where curriculum may be weak. The teachers then collaborate as to where the curriculum may need to be supplemented. These are progress monitored through STAR, A+. PST, RTI, DIBELS,etc.

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

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

Regular data meetings are held with administrator, instructional coach, leadership team and classroom teacher to analyze data and assessments. Strengths and weaknesses are determined. Analyzing data helps to determine where the student may be weak and also where curriculum may be weak. The teachers then collaborate as to where the curriculum may need to be supplemented. These are progress monitored through STAR, A+. PST, RTI, etc.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

If students have difficulty mastering the State's academic achievement assessment standards the students are placed in Tier II or Tier III instruction. During Tier II and Tier III instruction time students will work in a small group on the skills that the students are not proficient.

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.

Students have access to multiple websites, including Reading Horizons and MobiMax, that can be accessed from home to address reading and math deficiencies. Teachers may assign specific skills for extra practice.

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

Migrant- An employment survey is conducted yearly. These surveys are collected and reviewed by the Central Office personnel and the SDE Migrant Recruiter. Currently, there are no identified migrant students at Sumiton Elementary. Employment surveys are included in the enrollment packet for those new to the school system. The forms are also offered in Spanish. Upon enrollment , if a student is suspected to be migrant, the school contacts Brenda Dix or Connie Shubert at the Central Office.

English Learners- Policies and procedures are in place such as Transact for parent information. We also immediately contact the ELL coordinator.
Economically Disadvantaged - Provisions are made through free and reduced lunch programs. Also school supplies are provided by local charities. Counselor makes referrals to Mission of Hope which offers food, clothing, etc to the economically disadvantaged. A local charity organization, "Backyard Blessings" provides those students with a take home meal for the weekend.

Homeless-Students are referred by the counselor via schoolstream to the central office. From there resources are coordinated to support student needs for medical, dental, vision, and public assistance programs. The students' needs are met in order of the most urgent needs. The LEA uses the YAP program to help provide services for the homeless. These students also participate in the school's free lunch program.

Special Education- Students identified with special education needs are served using the recomendations in their IEP. Both the classroom teacher and resource teachers are familiar with the IEP plan and offer instruction to match the students individual needs.

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.

Does not apply to this school.

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

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

All federal, state and local programs are coordinated and integrated to accomplish school and district goals. These programs are listed in the ACIP budget. The Title I, Part A, coordinates and integrates with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and The McKinney-Vento Homeless Assistance Act. Title I, Part A supplements the basic foundation program and provides supplemental teachers, paraprofessionals, positive behavior interventionist, counselors, and interventionists, to supplement personnel provided through foundation program. In Title I schools, ALL students (homeless, EL, migrant, Neglected or Delinquent, Immigrant, Indian and students with (disabilities) have access to services available to other students. Title I funds are set aside for services to remove barriers to education and are utilized when appropriate. Parent Involvement activities provided through Title I are available to all parents of students in Title I schools served by any of the above programs. Staff development is a coordinated effort of Title I, Title II, state foundation program, ARI, AMSTI and other sources. Head Start, located on the school campuses, is included in all school-related activities. The Walker County School System does not receive Title III Federal funds due to a relatively low number of EL students. An interpreter/paraprofessional and an EL coach are available to provide EL support to teachers, parents and students. EL state funds provide instructional supplies to support the EL students in all schools. A Title I EL set aside provides supplemental software "English in a Flash" for all schools. Students with disabilities receive Title I services on the same basis as other children who are selected to receive Title I, Part A services. A local foundation and community grant provides services through YAP, Youth Advocacy Program, to assist parents and students who are truant. Alternate programs (180 Program,Hope Academy, and Twilight School) are provided through At-Risk and local funds to support all schools in the district. The Instructional Coach meets with the classroom teacher to discuss classroom performance and adjust instruction to meet Title I student needs. Additionally he Title I District Board informally communicates with classroom teachers to stay current with the daily needs of the Title I students. Currently, there are 12 ELL students at Sumiton Elementary.

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

State Foundation program provides counselors who conduct counseling Classes and Positive Behavior programs which are integrated into the program at Bankhead Middle School to prevent violence and to build students' social skills. ABE is an Alternate Behavior Education program which in implemented by counselors schools. . CNP provides breakfast and lunch programs.

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

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

The leadership team meets regularly to evaluate the implementation of the school wide program. The evaluation tool provided by the SDE is used to evaluate program effectiveness and adjust the plan as necessary. We developed a calendar where the leadership team meets quarterly following benchmark assessments. Each summer an evaluation form is completed on the CIP.

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

The school leadership team evaluates the results achieved by the school wide program using data from the State's annual assessments and other indicators of academic achievement. These results are the basis for the next school wide program for continuous improvement. Student assessment reports for all state assessments are provided to teachers, parents, and administrators. School counselors and teachers are available to discuss and interpret test results upon request, on Parent Visitation Day and during scheduled parent-teacher conferences. Local assessments results are provided to parents with regularly scheduled progress reports.

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

The school leadership team studies the data from the previous assessments to determine of the goals from the school wide program have been met. Continuous Improvement Planning teams including central office personnel review assessment data and accountability reports to determine program revisions collaboratively. The Evaluation tool provided by the SDE is used to evaluate program effectiveness and adjust the plan as necessary.

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

The school leadership team meets numerous times during the school year as well as during the summer to constantly evaluate, change, and improve the school wide plan. The Evaluation tool provided by the SDE is used to evaluate program effectiveness and adjust the plan as necessary

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	39.11

Provide the number of classroom teachers.

39.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2715346.39

Total   2,715,346.39

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	136474.29

Total   136,474.29

Assistant Principal

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

Provide the number of Assistant Principals.

0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	96536.44

Total   96,536.44

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	78065.77

Total   78,065.77

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	84200.63

Total   84,200.63

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

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

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	14406.0

Total   14,406.00

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

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	4321.8

Total   4,321.80

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total   0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	25742.08

Total   25,742.08

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	4616.64

Total   4,616.64

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	290974.38

Provide a brief explanation and breakdown of expenses.

Supplemental Personnel- $240995

General education teacher, Tier III Interventionist, and Paraprofessionals to assist students in achieving college and career readiness standards.

Classroom Supplies- $4347

Subscription Classroom Mosaic, subscriptions to Scholastic, teacher kits for Reading Horizons,and other classroom supplies were purchased to increase engagement and support learning.

Software, Hardware, Equipment- $40771

Chrome books, Acer Touchscreen, Chrome license

Parent Supplies- $3519

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

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.

NA

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.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

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.

NA

Local Funds

Label	Question	Value
1.	Provide the total	2.13

Provide a brief explanation and breakdown of expenses.

NA

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

In a language they can understand, each school year Sumiton Elementary holds a Title I Annual Meeting to inform parents of the school's participation in Title I and explain Title I requirements. Parents are notified of the meeting via social media and a call out. During the meeting parents are informed of the 1% of the Title I funding that is designated for establishing and maintaining parental involvement. All of the information is available on the school/district website: www.walkercountyschools.com

Parents receive information in their native language. Translation/interpretation services are available through translation apps, TransAct, and Language Translation Service.

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

1) Flexible number of meetings: Parent meetings are designed with multiple options relating to times and dates available. Parents are given a minimum of 2 weeks notice of these options in order to arrange schedules to meet their varying needs.
2) Parents involved in planning: Parents shall be involved in the schoolwide planning process by attending the work session scheduled during September. The parents will also be involved in the schoolwide planning committee meeting scheduled during the school year to review and plan upcoming events and activities. Parent leaders will participate in training sessions on topics such as working with other Title I parents. These meetings will be at varying times to accommodate all scheduling needs. Parents are also surveyed concerning our Title I Program allowing them to make suggestions and provide input about the program. The surveys are used to determine the areas of concern and needs of our parents and stakeholders.

All efforts are conducted in a language they can understand. Parents receive information in their native language. Translation/interpretation services are available through translation apps, TransAct and Language Translation Services.

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))

Curriculm in Use, Academic Assessments and Achievement Expectations: Parents are involved, informed, and updated in numerous ways and in their native language.

First, our school district maintains the INOW system that allows parents to view students grades, progress, and attendance information at all times. Second, we supply parents with results of student assessments that include benchmark assessments and state testing assessments. Parents receive information concerning upcoming assessments through Remind messaging, social media pages, school website, and school call outs. Parents are also encouraged to call, email, or schedule an appointment with their child's teacher or school administrator. During this time, the school-parent compact which specifies achievement expectations of the school, the parent, and the student, will be utilized and adapted.

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))

Yearly meetings are set with parents and all school stakeholders that comprise the school improvement team. Parents receive information in their native language. Translation/interpretation services are available through translation app, TransAct, and Language Translation Services.

During the meeting the team discusses academic achievement and the development of our School-Parent Compact, including how it is used, reviewed, and updated. Each teacher is given the responsibility to explain the compact and obtain the parents' and students' signatures. The principal and teacher will also sign the compacts. The compacts are housed in the teachers' classroom during the school year for use during parent-teacher and/or student-teacher conferences.

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

Parents receive information in their native language. Translation/interpretation services are available through translation app, TransAct, and Language Translation Services.

Parents are given an annual survey pertaining to the Continuous Improvement Plan allowing them to make suggestions and give input concerning the plan. The surveys are used to determine the areas of concern and needs of parents and students.

The Walker County Board of Education has an outlined Title I complaint and resolution procedure. Complaints concerning violations of Title I, The Improving America's Schools Act P.L. 103-382, or applicable provisions of the General Education Provisions Act in connection with Title I. Complaints may be made to the Walker County Board of Education by parent advisory committees, parents, teachers, or other concerned organizations or individuals. Procedures for resolution of complaints are listed below:
1. Time for investigation and resolution of complaints shall not exceed thirty days from the date the written, signed statement of complaint is received by the Walker County Board of Education.
2. A hearing shall be scheduled providing an opportunity for the complainant or complainant's representative, or both, to present evidence, including an opportunity to question parties involved.
3. A written decision of complaint resolution shall be provided to the complainant by the Walker County Board of Education.
4. The complainant has the right to appeal the final resolution of the local Board of Education to the State Department of Education within thirty days after receipt of the written decision.
The Walker County Board of Education systematically provides information concerning these procedures to all Title I personnel, school and system administrator, all district and school parent advisory committees and any other interested parties. All inquiries should be directed to

the Federal Programs Director at the Walker County Board of Education, 1710 Alabama Avenue, Jasper, AL 35501.

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)

Sumiton Elementary has parent orientation prior to every school year with an approximate attendance rate of 87%. New student information packets are provided to all students new to Sumiton Elementary. Kindergarten parents are invited to a specialized workshop during orientation that is designed to meet the needs of kindergarten parents and provide valuable information about our school, their child's classroom, and resources available to them to help ensure student success. In September Kindergarten parents are brought back in to a workshop that addresses DIBELS and the curriculum their child will encounter while in kindergarten. Attendance, truancy, and chronic absenteeism are explained in detail. Parents have an opportunity to ask questions and talk with a kindergarten teacher from Sumiton Elementary as well as the instructional coach. Sumiton Elementary encourages parents to participate in all field trips, special classroom activities, and also any workshops offered to help foster parental involvement.

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)

Sumiton Elementary provides guidelines on how to utilize INOW, Remind 101, and E-books via Atrium. Parent surveys/feedback are analyzed and shared with the faculty and staff. During faculty meetings, barriers to successful parent involvement are discussed and adjustments are made. Faculty and staff are provided pertinent literature that provides information to consider when focusing on increasing parent involvement.

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)

We provide detailed guidelines on how to utilize INOW, Remind 101, and Ebooks via Atrium. We survey parents at the beginning of the school year to determine parent needs. To meet the needs derived from this survey workshops are held throughout the school year at a variety of times to meet the needs of 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 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)

Sumiton Elementary has a call out system and a Facebook page to inform parents of any school happenings. Sumiton Elementary also has a digital marquee to inform parents. Teachers also use the Remind communication system to help inform parents of school happenings. Notes from school are also used at times to convey information to 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 provide such other reasonable support for parental involvement activities as parents may request. (Describe)

The school makes every effort possible to work with parents in meeting their requests in their child's education. Teachers hold parent meetings. Parent Orientation and Parent Visitation are times parents come to the school and meet with the teachers. Parents are encouraged to schedule conferences with their child's teacher as needed. Remind 101 is also a way teachers inform parents of school happenings.

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))

All homeless, migratory and limited English proficient student must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory and English proficient students are provided with the opportunity to meet the same challenging state student performance standards to which all students are held without being stigmatized or isolated. All written parent contact initiated by any staff members is monitored and approved by the principal. The principal requires that any communication sent to parents is written in easily understandable English. Every effort is made to accommodate parents with disabilities